

# Humor As Stimulating Students' Affective Component In The Teaching And Learning Of Malay Language Literary Components

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**Abstract:** This study aims to identify the teachers' willingness to apply humor, media used for humorous practices and teachers' ability to apply humor as predictive factors in the teaching and learning of Malay language literary components. This study also aims to identify the elements of humor as stimulating students' affective component in the teaching and learning of Malay language literary components. This study is a combination of quantitative and qualitative studies. The sample selection was carried out by a random sampling method. This study was conducted on 92 Malay language teachers in six secondary schools in the district of Bintulu, Sarawak. Quantitative study results were analyzed using inference statistics involving multiple linear regression, while the qualitative analysis involves observation, documents analysis and interview protocols. The results showed that there were significant differences in terms of the teachers' willingness to apply humor, media used for humorous practices and teachers' ability to apply humor as predictive factors in the teaching and learning of Malay language literary components. The results also showed that there are elements of humor as stimulating students' affective component in the teaching and learning of Malay language literary components. This study has implication for providing a practical model of humor strategy teaching that can serve as a reference to increased professionalism among teachers in upper secondary schools to incorporate the elements of humor in teaching and learning of the Malay language literary components.

**Keywords:** Humor, stimulating students' affective, teaching and learning, Malay language literary components

## 1. Introduction

In the 21st century, the trend of research in education through the integration of knowledge from the fields of psychology and education has changed the landscape of research in education. This combination of knowledge has inspired the educational psychology to improve teaching and learning practices in the classroom. This approach is also one of the efforts to address student learning issues, especially the affective issues of students in the classroom. This is because interesting teaching and learning will stimulate biological brain function and cognitive learning of students in the learning process. Attractive teaching and learning will also stimulate excitement among students. This can give an impression to the student's affective to be happy and motivated to learn. Therefore, the element of humor as a stimulant to the student to learn is fun to be given attention in order to create a cheerful and interactive learning environment. Effective teaching requires the right strategy of choice and is organized on the basis of defined learning objectives. As facilitator of the subjects of the Malay language, Malay language teachers play a vital role to design teaching strategies to ensure the quality of teaching and learning objectives can be achieved. The use of appropriate and interesting strategies is essential in the teaching and learning process. Teachers need to be creative and knowledgeable in order to implement meaningful teaching. Realizing this, this study should be conducted to show the elements of humor as a stimulant to improve the effectiveness of teaching and learning in Malay literature. The application of the element of humor in the context of contemporary teaching and learning is an important entity to influence students' interest in a subject that is proven to be an agent of change, namely, changing from gloomy to more interactive

[1]. Based on this fact, this element of humor can enhance students' confidence to feel comfortable in the classroom and thus stimulate student learning. As such, the Ministry of Education Malaysia emphasizes on the element of humor through the concept of fun learning. Meanwhile, humor plays a role in improving the classroom climate and enhancing students' leaning [2]. Humor is a very important element of interest in attracting students to receive information that the teacher presents in the classroom. Students will also be entertained because the element of humor can make them laugh out of humor. In the context of education, the use of humor in the classroom not only positively affects student learning, it also enhances the motivation and confidence of students and teachers in the communication process [3]. Looking at the psychology of education, the laughter that a student was born showed that in her there was a happy or fun feeling. This shows that the affective aspect of the student will be stimulated because the element of humor affects the functionality of the brain such as enhancing the prefrontal lobe and cortex functions to process the information as well as stimulating the dopamine hormone which is very important in the learning process of students [4]. Indirectly, this element of humor element can help students to easily understand and remember what they learn. Looking from an educational psychology standpoint, the laughter born of a student shows that he or she has a happy or happy feeling. This indicates that the affective aspects of the pupil are stimulated as the element of humor affects brain function such as enhancing prefrontal lobe and cortex function to process information while stimulating the dopamine hormone which is very important in the learning process [4]. In addition, engaging learning can stimulate student affectiveness and help students easily understand and

remember what they are learning in less stressful situations. In fact, learning coupled with the element of humor can make students' learning more relaxing so that it touches the student's heart and thus stimulates the student's affective activity.

## 2. Literature Review

Tunnisa, Mahmud and Salija (2018) state that appropriate humor is a person's favorite humor because it conveys a positive attitude to create intimacy between the presenter and the listener [5]. The study of Noor (2016) was to study the influence of the use of dialects that affect humor [6]. Through ongoing research, this study found that there was use of paragraphs containing implicit meaning in Brunei Malay dialect humor. Most of the analyzed data show the humor in Brunei Malay dialect humor guided Triangle Theory of Meaning, Incongruity Theory, The Relief Theory and Superiority Theory. Besides that, the related studies of Mazlin and Iksan (2018) are aimed at studying the effectiveness of mind-based learning approaches by designing fun ways of learning based on the brain system [7]. The brain system in this study refers to the emotional learning system associated with a comfortable classroom environment. Therefore, comparisons have been made to find out before and after students' learning through mind-based learning. The findings from this t test show that a fun mind-based learning approach can enhance students' motivation to learn. It is clear that these positive emotions will eventually stimulate the brain to give a better understanding of students receiving lessons through a mind-based learning approach. Review from a different perspective, Reduwan (2011) conducted a study to identify the application of humor as a stimulant in the Malay language learning situation [8]. The theories used are Gagne's Relation Theory and The Relief Theory. A total of 170 Malay students at Sultan Idris Education University, Tanjong Malim used as a sample. The findings have shown that there are nine elements of humor in learning the Malay language, namely a funny comment, a joke, satire funny, teachers and storyteller dramatic include the use of dialect, the action funny, the use of cartoon or caricature, a funny story, the use of songs and music and limerick and a children's poem is an element of humor in learning the Malay language. The punchline-related studies can be seen through the study of Ahuja (2019) that to identify different types of humor through the corpus monologue (TED Talks) database and dialog database (Friends' TV-sitcom shows) based on humor theory and semantic theory [9]. In this study, the theory of humor used was Theory of Inoculation, Theory of Superiority and Relativity Theory while semantic theory was the Semantic Theory of Humor. This study explains that most situations of anxiety can occur through a punchline that the listener does not expect. In addition, Fearman's (2014) study focused on the influence of the theory of humor, Incongruity Theory on the punchline [10]. A total of 183 study sample among undergraduate students were involved in this study. The results of the correlation test have shown that the use of the punchline is positively correlated with the sense of humor they experience and experience. Reviewing from another perspective, the study Jamian, Razali and Othman (2016) is to identify effective fun's teaching media in teaching Malay language. The findings show that the use of appropriate media of humor will bring joy to teaching and learning of Malay language literary components [11]. Further, this finding also revealed that teachers are capable of

implementing fun learning in the learning and teaching sessions in the classroom. However, the use of a diverse collection of attractive graphic material suitable for use in the learning and teaching of languages other than English, such as cartoons, newspaper clippings and brochures are at a moderate level, namely 2.84 (Standard Deviation = 0.66). Although the level of implementation of fun learning practices is at a moderate level, the use of interesting graphic materials has proven to have a positive effect on students' learning. From another angle, Daud et al.'s (2011) study was to look at the level of readiness of teacher practice among teachers and their perceptions of student interest in the practice of teacher humor and its impact on teaching and learning [12]. This finding show that the ability of teachers to create a positive relationship with teaching and learning to create a fun learning environment. Studies on mind-based learning that stimulate affective learning of students can be examined in the study of Saleh (2016) [13]. The study data obtained through the administration of the Understanding Diagnostic Test were analyzed descriptively and the inference showed that the group of students who followed the mind-based teaching approach had significantly higher mean conceptual understanding scores than the group of students receiving conventional teaching. Lastly, the study of Savage et al., (2017) on humor, laughter and learning is also to explain the type of bullying that is appropriate and the type of bullying that teachers use in teaching and learning [14]. The theory of maladaptation is the theory of Inoculation, Theory of Superiority and Relation Theory to present a scenario of cognitive and affective messages that students receive. This study makes it clear that teachers should use appropriate humor while inappropriate bullying that involves verbal attacks or belittling someone should not be made. Some of the humorous inconsistencies include humor that involves race, gender or religion. Based on this study, it is clear that the appropriateness and inconsistency of humor should be taken into account by a teacher in his teaching and learning.

## 3. Problem Statements

The study of affective issues in teaching and learning abroad has grown rapidly and is the latest trend in the field of education [15]. This has inspired researchers to integrate affective aspects in the educational context, especially in understanding the teaching and learning process. However, efforts to integrate affective studies in education in Malaysia are still lacking [16]. Recognizing the existence of this gap, this study is an initiative that extends the study of affective students by focusing on humorous aspects of teaching and learning. Looking from a psychological standpoint, teaching and learning not only do not affect the affective students to be happy and motivated to learn, but uninterrupted teaching and learning will have no effect on the production of dopamine and serotonin hormone stimulants [17]. In addition, unpleasant affective do not provide stimulation and cognitive processing for students to learn [18]–[19]. In addition, teaching instruction that is not fun does not affect the affective aspects of students [20]. Meanwhile, uninteresting and tedious teacher teaching practices cause students to be emotionally unstable to be interested in learning [21]–[22]. This is a problem because teachers are still weak in applying effective teaching strategies to create a fun learning environment that will interest students. In addition, when teachers practice non-interactive teaching and use a one-way approach, this does not stimulate students' emotions as

students cannot express their feelings in the classroom [23]. This approach does not stimulate student affectiveness as students cannot express their emotions in the classroom. Besides that, the implementation of teaching and learning fun is strongly associated with the use of teaching aids, namely media teaching and learning languages [24]. However, there are also teachers who are not good at communicating with students when they are teaching a particular topic in their teaching and learning [25]. This lack of creativity makes the process of teaching and learning a teacher in a fun, unpleasant and ineffective environment for student learning. In conclusion, the element of humor is essential infused effectively in schools so that teaching and learning of Malay language literary components will be more attractive to students. Recognizing that humor can stimulate students' affective and emotional to create an atmosphere of unexpected humor, this study should be conducted so that we create knowledge and initial setup that can be used to guide the implementation of humor element in the teaching and learning of Malay language literary components.

#### 4. Research Objective

First, the objective of this research is to identify the teachers' willingness to apply humor, media used for humorous practices and teachers' ability to apply humor as predictive factors in the teaching and learning of Malay language literary components. Second, to identify the elements of humor as stimulating students' affective component in the teaching and learning of Malay language literary components.

#### 5. Application Theory

In this study, the researcher refers to three theoretical-related theories in this study, namely Incongruity Theory (1986), The Relief Theory (1986) and Superiority Theory (1651). In addition, the underlying theoretical learning theory is the Mind Based Learning Theory (1991). The first theory of humor to be explained by the researcher is Theory of Incongruity (1986). According to Taufiq, Anshri and Ramly (2018), impulse is said to result when there is a link between hope and reality [26]. Freud's theory of Incongruity explained that laughter would arise because of a sudden change from a situation that is expected to be a situation that is totally unexpected or incorrect in its place. Laughter occurs because the expectations that a person thinks are not achievable compared to the true nature. This theory also states that sense of humor is dependent on the way individuals accept the humor and the cognitive processes involved in them. Based on Incongruity's Theory, humor is said to come about when there is a gap between expectation and reality. The second theory of humor is the Theory of Relief (1986). Freud's theory of Relief explained that this theory is the release or release of the deficiency inherent in one's individual self. Therefore, this theory is also known as the Theory of Release. When the deficiency or pressure is released, then the feeling of someone is laughing. Physiologically, humor produces laughter that can relieve anxiety and burden on one's stress. This theory of relief spurs a person's feelings for something that is laughable to make them laugh, amuse for something funny. Based on this Relief Theory, the humorous function is to reduce the stress that is the perception of the effects of the use of humor. In addition to making someone smile and laugh, there is also a theory of humor that can be used as a delicate means to insinuate, mock, strike and repay other

parties indirectly. Therefore, the third theory of humor that will be discussed by the researcher is Superiority Theory (1651). Superiority theory emphasizes that the core of humor is the better, the higher, or the more perfect of a person in the face of a situation that contains deficiencies or weaknesses. According to this theory, one will laugh when it comes to superior emotions because the other party makes mistakes or experiences unprofitable. This theory can be used to explain why someone laughed at seeing a clown banged, fell tripping, doing a lot of mistakes or behaviours showing various lusts. The theory of humor-related learning in this study is Mind Based Learning Theory. Learning based on the perspective of educational psychology based on this theory connects the brain, body and feeling. The Mind Based Learning Theory is built on the assumption that there is no behavior that is not influenced by emotion. Although the behavior is very small, the behavior still requires some of the integrated sensor or emotional information. This means that all messages must be linked or redirected with emotional coating [27]. Thus, the element of humor that is able to stimulate student emotion in this study is very appropriate to be associated with this theory to explain the learning situation of a student as a reaction to a thing or humor that will be responded to and motivated by the senses.

#### 6. Methodology and Data Collection

This study is a combination of quantitative and qualitative studies. The sample selection was carried out by a random sampling method. This study was conducted on 92 Malay language teachers in six secondary schools in the district of Bintulu, Sarawak. Quantitative study results were analyzed using inference statistics involving multiple linear regression. Subsequently, the collected data are used to reject or support the hypothesis of the study so that it can be generalized by analyzing and interpreting the data obtained from the teachers. The quantitative data in this study were analyzed using IBM SPSS version 25 software statistically inference while the qualitative analysis involves observation, documents analysis and interview protocols.

##### 6.1 Pilot Study

The pilot study was conducted to ensure the validity and reliability of the instrument obtained. The researcher validated the instrument with the evaluation of three expert evaluators in educational psychology. Therefore, the researcher has conducted a pilot study to obtain instrument reliability by distributing questionnaires to 30 teachers who are not actual samples but have the same characteristics, characteristics, and character or similarities as the actual sample. The results of the correlation and Cronbach Alpha of teachers' willingness to apply humor in pilot test can be found in Table 1.

**Table 1: Teachers' Willingness to Apply Humor**

Item	Inter-item Correlation	Corrected Item-Total Correction	Cronbach's Alpha if Item Deleted	Cronbach Alpha
1	1.000	.720	.893	.905
2	.560	.634	.898	
3	.759	.644	.897	
4	.759	.819	.891	
5	.391	.467	.907	
6	.728	.842	.887	



7	.576	.647	.899	
8	.568	.744	.894	
9	.553	.778	.890	
10	.353	.571	.899	
11	.324	.514	.906	
12	.320	.545	.901	
13	.364	.481	.903	

Based on Table 1, the constructs had an inter-item correlation score with a score of 0.320 to 1.000 while the corrected item-total correction ranged from 0.481 to 0.842. The coefficient alpha is 0.905. The overall coefficient of alpha is  $\alpha = 0.905$  ( $0.905 \times 100$ ) = 90.5 percent. This shows that 90.5 percent of the reliability of items in the questionnaire is consistent. This also means that 90.5 percent of the degree of reliability of the sample on the questionnaire was answered. The value of inter-item correlation and corrected item-total correction is greater than 0.30. This indicates that all items in this construct also have a high validity value. If viewed through alpha values if items are deleted, this column indicates that all items have an ideal coefficient correlation coefficient value of 0.70. Therefore, none of the items dropped from this instrument and this instrument is reliable and is used for its in-depth study in measuring the teachers' willingness to apply humor. Next, the results of the correlation and Cronbach Alpha of media used for humorous practices in pilot test can be shown in Table 2.

**Table 2: Media Used for Humorous Practices**

Item	Inter-item Correlation	Corrected Item-Total Correction	Cronbach's Alpha if Item Deleted	Cronbach Alpha
1	1.000	.765	.908	.919
2	.696	.606	.916	
3	.609	.793	.907	
4	.677	.796	.909	
5	.587	.753	.909	
6	.626	.682	.913	
7	.535	.746	.909	
8	.649	.715	.911	
9	.625	.760	.908	
10	.397	.470	.924	
11	.407	.559	.918	

Based on Table 2, the constructs had an inter-item correlation score with a score of 0.397 to 1.000 while the corrected item-total correction ranged from 0.470 to 0.793. The coefficient alpha is 0.919. The overall coefficient of alpha is  $\alpha = 0.919$  ( $0.919 \times 100$ ) = 91.9 percent. This shows that 91.9 percent of the reliability of items in the questionnaire is consistent. This also means that 91.9 percent of the degree of reliability of the sample on the questionnaire was answered. The value of inter-item correlation and corrected item-total correction is greater than 0.30. This indicates that all items in this construct also have a high validity value. If viewed through alpha values if items are deleted, this column indicates that all items still have an ideal coefficient correlation coefficient value of 0.70. Therefore, none of the items dropped from this instrument and this instrument is reliable and is used for its in-depth study in measuring the media used for humorous practices. Lastly, the results of the correlation and Cronbach Alpha of teachers' ability to apply humor in pilot test can be shown in Table 3. Based on Table 3, the constructs had an inter-item correlation score with a score of 0.352 to 1.000

while the corrected item-total correction ranged from 0.548 to 0.845. The coefficient alpha is 0.949. The overall coefficient of alpha is  $\alpha = 0.949$  ( $0.949 \times 100$ ) = 94.9 percent. This shows that 94.9 percent of the reliability of items in the questionnaire is consistent. This also means that 94.9 percent of the degree of reliability of the sample on the questionnaire was answered. The value of inter-item correlation and corrected item-total correction is greater than 0.30. This indicates that all items in this construct also have a high validity value. If viewed through alpha values if items are deleted, this column indicates that all items still maintain by having an ideal coefficient correlation coefficient value of 0.70. Therefore, none of the items dropped from this instrument and this instrument is reliable and is used for its in-depth study in measuring the teachers' ability to apply humor.

**Table 3: Teachers' Ability to Apply Humor**

Item	Inter-item Correlation	Corrected Item-Total Correction	Cronbach's Alpha if Item Deleted	Cronbach Alpha
1	1.000	.729	.946	.949
2	.710	.784	.945	
3	.721	.837	.943	
4	.810	.726	.948	
5	.632	.691	.948	
6	.594	.845	.944	
7	.594	.845	.944	
8	.418	.758	.946	
9	.428	.752	.945	
10	.529	.695	.947	
11	.352	.681	.947	
12	.409	.696	.947	
13	.594	.845	.944	
14	.453	.722	.946	
15	.563	.548	.950	

## 7. Results

In this part, quantitative study results were analyzed using inference statistics involving multiple linear regression, while the qualitative analysis involves observation, documents analysis and interview protocols.

### 7.1 Quantitative Statistics

Inferential statistics involves multiple linear regression to answer the null hypotheses in this study. Based on Table 4, the null hypothesis tested with multiple regression tests to answer the study question is as follow:

$H_{01} =$  There was no effect of the teachers' willingness to apply humor, media used for humorous practices and teachers' ability to apply humor as predictive factors in the teaching and learning of Malay language literary components.

Table 4 shows the teachers' willingness to apply humor factors, factors media used for humorous practices and teachers' ability to apply humor factor is a predictor or contributors to the teaching and learning of Malay language literary components.

**Table 4: Multiple Regress Linear**

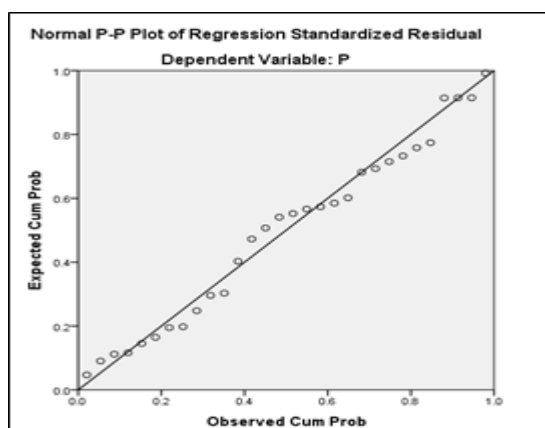
Type	B	Beta (β)	Value -t	R <sup>2</sup>	Contribution 0.906 x100%
Teachers' ability to apply humor	.954	.461	37.024	.906	90.6
Media used for humorous practices	1.118	.326	36.717	.068	6.8
Teachers' willingness to apply humor	1.021	.307	25.910	.025	2.5

Researchers have determined whether there is multicollinearity in the data displayed before data analysis is performed. This was detected by the researcher with reference to the correlation relationship between the independent variable and the dependent variable having a correlation value of less than  $r = 0.7$  as shown in Table 5.

**Table 5: Excluded Variables<sup>a</sup>**

Type Style	Beta In	t	Partial Correlation	Collinearity Statics	
				Tolerance	VIF
1	.387 <sup>b</sup>	4.668	.668	.281	3.562
	.369 <sup>b</sup>	8.316	.848	.498	2.008
2	.307 <sup>c</sup>	25.910	.981	.271	3.689

Based on Table 5, researchers also refer to this multicollinearity problem by looking at the values of Tolerance and VIF (Variance Inflation Factor). Since the Tolerance value is not less than 0.10, this indicates that there is no multicollinearity problem because the partial correlation between the variables is high. In addition, the VIF value was less than 10 ( $VIF < 10$ ), indicating that there was no multicollinearity between the variables. Overall, Table 5 shows Tolerance value = 0.281 ( $> 0.10$ ) and VIF value = 3.562 ( $< 10$ ). This indicates that there are no multicollinearity problems between the variables. In addition, the researcher has also referred to data normalization through the normalized P-P Plot of Regression Standardized Residual and Scatterplot. The P-P plot in this study shows that all points lie within or near the diagonal line straight and reasonably from left to right with no deviation from the normal line. This can be seen through Figure 1 as follows:

**Figure 1: P-P Plot of Regression Standardized Residual of Predictive Factors**

Therefore, it can be stated that the findings of this study indicate the level of contributions highest on predictive factors in the teaching and learning of Malay language literary components came from the teachers' ability to apply humor = 90.6 percent (contribution), media used for humorous practices = 6.8 percent (small contribution), and teachers' willingness to apply humor = 2.5 percent (small contribution). In other words, indicate the level of contributions highest on predictive factors in the teaching and learning of Malay language literary components is measured by the teachers' ability to apply humor. The null hypothesis stating that there is no effect of the teachers' willingness to apply humor, media used for humorous practices and teachers' ability to apply humor as predictive factors in the teaching and learning of Malay language literary components is rejected. This is in line with some previous studies showing that the ability of teachers to create a positive relationship with teaching and learning to create a fun learning environment [11].

## 7.2 Qualitative Statistics

Overall, the researchers have identified some elements of humor as a stimulant existence of affective students in the teaching and learning of Malay literary component based on the findings from interviews, observations and document analysis among teachers.

### 7.2.1 Semantic and Funny Pragmatic Elements

First, humorous semantic elements convey literal meaning to readers or listeners. Instead, humorous pragmatic elements convey figurative meaning to the reader or audience. The findings of this study are supported by the study of Tunnisa et al., (2018) which argues that appropriate attachment is a person's preference because it promotes a positive attitude toward establishing rapport between the presenter and the listener [5]. Therefore, the irony of the style varies with the nature of this course the opposite can be said of any real wish was expressed to stimulate student learning in Malay literature component. This is in line with the Theory of Inaccessibility which explains the existence of contradictory or incompatible or inaccurate circumstances.

### 7.2.2 Funny Gap Between Hope and Reality Elements

Secondly, researchers have found that humorous elements of humor also contribute to humor in this study. This is in line with Theory of Inaccessibility because the gap refers to a situation of incompatibility between what should or should not be expected to happen but the fact is that it is the opposite. This is also supported by the study of Andi Muhammad Taufiq et al., (2018) who explains that humor is said to be generated when there is a link between hope and reality. Therefore, a wise teacher gives the impression that gap also in line with the theory of brain-based learning because students are able to stimulate the brain to trigger a gag in learning Malay literature component.

### 7.2.3 Punchline Usage Elements

Third, the use of adjectives is in line with the studies of Ahuja (2019) and Fearman (2014) [9]–[10]. Both of these studies have shown the influence of words that directly correlate and affect humor through the Theory of Incongruity. In addition, if the one-word words that are triggered are not timely, it will not stimulate the student's emotions. This is because if the moments that were supposed to be used to make the joke go

away, things will become less funny when called back. Therefore, the timing of the release of jokes through captions is very important. Based on these findings, it is clear that the outburst of jokes by this adjective is in line with Theory of Incongruity because laughter can only occur when there is an interruption of the expected expectations at a particular time.

#### 7.2.4 Subtle Satirical Elements

Fourth, the humor is subtly funny. The element of nonsense is going to show a funny situation. This is in line with the Theory of Superiority as there is a laughable situation when looking at the deficiencies of others as a joke. However, humorous insinuations of this kind should be used with prudence and caution so as not to offend anyone. This is supported by the study of Savage et al., (2017) that teachers should use appropriate bullying while non-verbal or verbal bullying should be avoided [14]. Use funny satire elements are in line with the findings Reduwan (2011) that the elements of satire are one of the elements of humor in learning the Malay language [8]. The use of sarcastic elements is in line with the Theory of Superiority which is grounded in the inferiority, superiority, or perfection of one in dealing with a situation of weakness or weakness. However, the sympathy that is made in the context of teaching and learning should not be mere jokes, but rather takes into account the practical aspects of positive and teaching elements.

#### 7.2.5 Mix Funny Dialects Elements

Fifth, mix funny dialects. The use of humorous dialect elements is in line with the findings of Reduwan (2011) [8] and Noor (2016) [6] that the use of dialect shows a humorous element to others who hear it. This is in line with the The Relief Theory (1986) as the use of a dialect that supports the connotative meaning of its speakers can create a situation that is conducive to student learning. The use of humorous elements has been found to increase attention and motivation and encourage students to be more creative and open to new ideas. In summary, these elements of humor are a trigger for an emotional reaction to a sense of humor that can be expressed through laughter. This humor is based on funny events or traits that are felt, seen or heard through the senses. Therefore, it can be concluded that these elements of humor can elicit a laugh out of something experienced through acts or words that can make a person laugh, laugh, and laugh. This is in line with the findings of Mazlin and Iksan (2018) that these positive emotions will eventually stimulate the brain to give a better understanding of students receiving lessons through a mind-based learning approach [7].

### 8. Contribution

Based on this study, researchers have proposed a model of teaching humor strategies in the context of teaching and learning of Malay language literary components, taking into account aspects of brain-based learning and other aspects of humor. This can be seen from Figure 2.

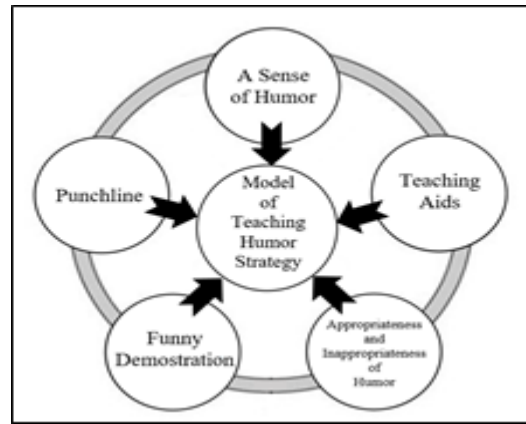


Figure 2: Model of Teaching Humor Strategy

#### 8.1 A Sense of Humor

First, activating the climate of emotional exhaustion through funny stimuli. Pupil stimulation can be spontaneously activated by the teacher in the induction set to stimulate the brain, feelings, affective and emotional learning of the humor towards a new Literature Component he or she will learn. Activation of the brain, feelings, affective and emotional stimuli is important to help humors focus on the stimulus they receive as learning engages the humor's attention. However, if a teacher lacks the ability to apply spontaneous manipulation at the induction set level, the teacher may choose the medium of instruction that is appropriate to his or her own teaching style to ensure the stimulation of the pupil's emotional formation can be achieved in the implementation of his induction set. In this regard, the activation of pupil stimulation is important because of the climate factor, which is the environment that is the main catalyst for stimulating the brain, feelings, affective and emotional of the humors in the classroom. In other words, when a students' emotions are positive, the learning process can be effective in the classroom. Therefore, teachers should always provide positive emotional stimulation before the teaching and learning of the Literary Components is implemented so that humors feel comfortable and comfortable with the teacher's learning. Relevant and relevant information is a basic aid in cognitive processing. When teachers are stimulated by providing relevant information and relevant to the topic to be learned, humours will be more likely to respond to the teacher's teaching. This positive response will stimulate students' affective involvement in the classroom.

#### 8.2 Teaching Aids

Second, teaching strategies through humorous teaching aids. In this regard, the use of teaching aids in comics includes cartoons or comics, caricatures, humorous stories, humorous films, funny videos, funny puzzles, humorous poetry, music and humorous songs.

##### 8.2.1 Cartoons or Comics

Cartoon or comic book use can be obtained from newspapers, magazines or the Internet. Cartoon or comic strips that convey humorous and humorous messages make it easy for students to see and understand them to be entertained. Cartoons or comics have interesting illustrations. This is because the facial expressions of the characters in cartoons or comics are made with over-the-top action, big heads and



funny and eye-catching characters that make this graphic text visually appealing.

### 8.2.2 Caricatures

In addition, caricatures can also be obtained from newspapers or entertainment magazines. The cartoon has a hyperbolic drawing to show the character. In situations where using caricature materials, teachers can ask students to predict the "before" and "after" events of a segment that is logical and logical with the illustrations shown to them.

### 8.2.3 Humorous Stories

Humorous stories are a good source of humor because they are fun and entertaining for the students. Based on the findings of this study, there are some funny characters that are important in humorous stories such as Pak Pandir, Lebai Malang, Pak Kaduk and Si Luncai. These humorous stories often feature such qualities as ignorance, ingenuity, exemplar and greed. Elements of criticism and sarcasm are created in the form of insecurity and jokes can lead to smiles while those affected by the satire and criticism are not angry or angry. It makes jokes not only can be used as a means of entertainment, but also serve as an educational tool for delivering lessons in Malay literary components with funny because entertainment can have an impact on students.

### 8.2.4 Humorous Films and Funny Videos

Teaching strategies can also be implemented by a teacher with a selection of sensitive visual media such as humorous films and funny videos. In this case, teachers can stimulate student learning visually and audio. There are various emotions from the characters in the movie jokes that can stimulate the students' affective lives through a short film scene. In addition, there are also several types of funny videos that researchers have identified through interviews that can be used as teaching aids such as funny record videos, funny ads videos and funny video clips.

### 8.2.5 Funny Puzzles

Next, a funny puzzle will make the students laugh because they have a funny answer hidden. This will make students feel at ease. This funny puzzle can be heard for all students in the class during the lesson. Teachers can provide students with the opportunity to come up with answers to the puzzles provided and defend their ideas to form their own interpretation of a given puzzle. It aims to sharpen the imagination and creativity of the students through their fun guesses.

### 8.2.6 Humorous Poetry

In addition, the humor of humor in the genre of traditional poetry is not only of high intellectual value, but also of humor that can be conveyed through a vehicle that is easy to convey. A teacher can use this humor to make the learning environment lively and lively. This happens because of the wisdom of a Malay language teacher who leads his students to explain the meaning of verse hints and there will be room to use the humor prudently and effectively.

### 8.2.7 Music and Humorous Songs

The use of music and songs is also of minor importance. Singing a poem in the form of a song with creative lyricism can be done in this regard. In addition, singing folk songs allows a teacher to encourage discussion sessions on the

meaning or theme of the song. Students can explain the meaning of the words contained in the songs and explain the hidden philosophy of the folk songs. However, teachers should be wise in explaining the situation and guiding students in achieving their teaching and learning objectives.

### 8.3 Appropriateness and Inappropriateness of Humor

Third, the strategy of sensitivity to suitability and incompatibility. Ideal use is a stigma associated with teaching and learning titles including any form of humor related to the scope of teacher teaching to enhance student learning. In addition, teachers can also use humor that does not touch on the content of the teaching but can have a delicate effect. This means that teachers can use any situation around them to create comedy, funny, funny, and heart-warming elements without being bound by a single scope of teaching and learning. Teachers should use appropriate bullying while inappropriate bullying that may result in verbal attacks or downsizing should not be made. Some of the most inappropriate behaviors include those involving race, gender or religion. However, this type of category bias is interpreted differently depending on the source and recipient of the message.

### 8.4 Funny Demonstration

Fourth, the demonstration strategy is funny. Teaching and learning activities are demanding and require the full involvement of all students. This is because active and comprehensive student involvement contributes to the active processing of pupils. Therefore, teachers can conduct humorous demonstrations to give students opportunities to gain new knowledge through humorous ways. This humorous demonstration allows students to process their new knowledge thereby inducing the transfer of their new knowledge to long-term memory because complex, active experiences and anything involving movement will stimulate pupil brain development. Humorous demonstrations are necessary because the reforming aspect of teaching can draw students' attention to an issue or topic. In other words, teachers do not repeat the same inputs in the classroom as this will make students feel bored and less motivated to learn. In addition, teachers should incorporate the element of surprise into a fun demonstration in the classroom. Surprise is one of the elements that can stimulate students' brains, emotions, and emotions to look forward to teaching. While the surprises in teaching are exciting, it will make students feel more motivated and more prepared to learn. This is because the atmosphere of teaching and learning that is exciting, shocking and thrilling can stimulate the brain, emotions and emotions of the students in the classroom. Therefore, teachers should create a fun learning environment in the classroom so that students are better prepared, motivated and focused on learning.

### 8.5 Punchline

Fifth, the strategy of using keywords. The word strategy used in this study shows the strategy of assembling the word element structure consisting of the "set up" part and the word eruption part. In addition, the strategy of using pause words, the number of sentence phrases, the tempo of the words, the imitation of the word and the timing of the adjective are also of the least importance in producing an object that is laden with logic.

### 8.5.1 Strategy of Assembling the Punchline's Structure

The strategy of using this adjective should be viewed in terms of the structure of the adjective consisting of two parts. The first part of a teacher's sentence structure should contain a section that acts as a "set up" at first glance, while the second part is attended by an unexpectedly unexpected word explosion. This "set up" section is intended to create a student-centered expectation followed by defining the student's perception of the target.

### 8.5.2 Pause Words

In addition, a pause strategy in word press assembly, which is a temporary stop is needed to distinguish between the point before and during the adjective. This is necessary to make the student interested in this.

### 8.5.3 Number of Sentence Phrases

The number of sentences required in a sentence eruption is only short. In this case, the number of sentence words suggested in this study is in the range of one to three sentences.

### 8.5.4 The Tempo of the Words

When it comes to strategies for using the word tempo, a teacher's use of words should not be the same. This is because a teacher can use the caption that was presented in the previous "set up" and use it again at different times.

### 8.5.5 The Imitation of the Words

Imitation strategies in captivating can be done through the imitation of one's speech style or specific words. This can be done by a teacher by imitating the words that many people follow.

### 8.5.6 The Timing of the Adjective

The strategy of mastering the word catch is also very important in this regard. Timing to make quick jokes before you forget is very important. This is because if the moments that were supposed to be used to make the joke go away, things will become less funny when called back.

## 9. Conclusion and Recommendations

In conclusion, the teachers' ability to apply humor are found to affect the achievement of Malay language literature in this study. The teachers' ability to apply humor for students should be improved continuously. This is because the implementation of the teaching and learning of Malay language literature corresponding to the teachers' ability to apply humor to improve student interest in learning Malay language literature with a more effective and efficient. Meanwhile, element of humor as a stimulus should be also improved continuously. In this regard, the findings of this study are intended to serve as a guide to all teachers, the Curriculum Development Center, the Ministry of Education and others in providing an effective and effective way to teach the aspects of student humor in the teaching and learning process of Literary Components. However, further research to explore other aspects that influence the achievement Malay language literary components is proposed to obtain a comprehensive picture with regard to the factors that affect achievement Malay language literary components in line with the curriculum of the Malay language and the transformation of the national education policy nationally and globally.

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