



The Effect of Using Local Jokes Strategies to Improve Students's Speaking Ability In Secondary Level

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ABSTRACT

This paper aims to examine and compare the effects of word-play-based local humor strategies. In learning the speaking skills of EFL students at Junior high School at the secondary level, in this study, 26 EFL students were asked to become a research group, and they were divided randomly into two groups, namely the group experiments using pun-based local jokes and the control group using cooperative learning strategies based on Team Games Tournament. Prior to treatment, all participants took a pre-test, which aimed to ensure the homogeneity of these participants. The treatment for experimental participants, namely local jokes, was started and continued with post-test speaking with material according to the syllabus. Data were collected and analyzed through the paired samples T-test and independent samples T-test by comparing the results of the study groups before and after being given treatment and comparing the learning outcomes after being given treatment between groups, and the results then revealed that for students who were given more effective treatment, their scores were significantly higher than those of those who did not use conventional methods. The results of the control class students were lower than those of the experimental group. Thus, it can be concluded that there are significant differences between the experimental group and the control group in terms of how they are affected by the treatment.

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INTRODUCTION

When it comes to teaching English as a foreign language, English teachers face a number of problems. How to establish a laid-back, upbeat, and enthusiastic learning environment in the classroom is one of the major obstacles. Students will be more engaged in the process of language acquisition in a

happy and stress-free learning environment. Conversely, a negative learning atmosphere easily makes students feel bored. One way to create a positive learning atmosphere is to integrate humor into teaching English. Humor is an attitude that forms a sense of joy (Rahmanadji, 2007). Humans cannot be separated from humor, which is an important part of what makes language uniquely human (Najafi 2021). One of the few universals that holds true for all people and all languages worldwide (Kruger, 1996). Regardless of what was said earlier, humor is rarely discussed among language researchers or educators themselves. Apart from statements in the literature that humor is also taken into consideration, the types of jokes used by teachers play an important role in gaining participation in class (Ahmad 2018). This study argues that the benefits of choosing the right type of humor for language class are based on strategy research based on local jokes for the purpose of teaching speaking to students.

Few people have previously made local speakers laugh by incorporating cultural humor. to make someone laugh and also smile and be able to give jokes, funny comments, and funny stories that we use a lot in our daily lives (Matsumoto, 2014). As a result, humor is thought to be very effective in creating a fun learning environment and also in bridging the gap between students and educators in foreign language classes (Petraki & Nguyen, 2016). Aside from that, humor increases student enthusiasm and makes them more active in class. Besides that, students pay more attention to the learning process (Gönülal, 2018). Besides that, by having fun in class, students feel that class is not boring and are not under pressure (Wagner & Urios, 2011). When students have humor in their learning process, it can be considered an opportunity to learn a foreign language (Reddington & Waring, 2014). There are many ways to create jokes, such as with puns, funny comments, and humorous language games. Learning that is less tense and more cheerful and relaxed is more psychologically beneficial than a monotonous learning situation. Humor that is accidentally created will have an impact on the development of language skills (Pomerantz & Bell 2011).

Regardless of having such an important role in creating the development of language skills as well as an atmosphere that is not stressful and makes learning fun, humor does not just happen. Some teachers have the ability to create humor. Creating your own humor requires basic pun skills. Student and teacher behavior play a very important role in creating humor in the learning process (Davies 2015). Aside from that, learning a foreign language through humor necessitates both language competence and cultural understanding. Being presented with instructional humor in a foreign language class does not automatically bring students joy as well as enjoyment (Wanzer, Frymier, & Irwin 2010). Heidari (2018) states that in the context of skills, some foreign language teachers have the skills to make humor, be able to tell funny stories or make humorous wordplay, or maybe their actions cause humor. Creating jokes requires both student and teacher skills (Matsumoto 2014). Some teachers also can't do it and find it difficult to create humor in the classroom. because humor itself is personal. It is hoped that the teacher will find strategies and ways to create updates regarding humor in the learning process.

Regardless of the type of learning and strategies regarding renewal as well as the general dissemination of humor at this time, especially as a complement to culture in the language class itself, formal learning was indeed taken seriously by some educators until the mid-20th century, until a new classical model of teaching was introduced. started to make learning approaches more flexible, which is the basis of contemporary methods Byrant, Comisky, and Zillman (1979); Zillman and Bryant (1983). A similar, albeit increasingly divergent, path has been taken by the introduction of amusing language education techniques: Around the same time that the majority of the more popular classical educational methods were abandoned, classical language programs based on traditional grammar translations were also discontinued. The Audio Lingual Method (ALM), which gives instructors greater opportunities to employ comedy in the classroom, replaced them. ALM is a behavioral method that emphasizes rhythm, repetition, and conformity.

So, with the rise of the communicative syllabus in the early 1970s and 1980s, humor was finally implicitly reintroduced alongside a new emphasis on learning authentic and creative language. Despite this, SLA researchers and second language educators have been slow to investigate, recognize, and/or

capitalize on the significant potential for humor in language classrooms. Therefore, this research is intended to explore the effect of local humor strategies on the speaking learning of EFL students at SMP Muhammadiyah 4 Gresik. Because speaking is such an important part of foreign language learning, it is critical for a teacher to make the classroom environment as conducive to learning as possible. Many students in our classrooms do not appear to be having enough fun while learning. This can have a number of advantages, including increasing students' eagerness to participate in class and become involved in the learning process.

In the process of integrating jokes into ELT, there are also learning aspects that must be considered when presenting humor, such as level of language proficiency, age, and culture. Besides that, culture is also a very important factor because humor also differs from one culture to another (Wutun, 2021). Foreign language teachers can also be expected to adjust humor to suit the cultural context of the learner. Tastes in humor differ from one culture to another. Several previous studies revealed that the use of humor in the process of learning a foreign language increases student participation, and one of the successes in the language learning process is being free from pressure.

Apart from the importance of learning in developing motivation and comfort for students to be free from stressful learning pressures in class, there have also been many studies that have tried to examine the effectiveness of using jokes in learning based on original English word games; however, humor with local culture is rarely explored in teaching English. Even though the use of local humor in English as a foreign language creates a sense of humor, this study explores the power of local humor and the need that learners have to create humor while learning English. In addition, local humor, which has been neglected in foreign language teaching for years, is explored as a learning input for foreign language acquisition. In the previous article, the jokes used by the author only contained original English wordplay jokes, so their effectiveness was doubtful because they did not use local jokes whose context was appropriate to the culture, where the meaning would be more understandable. Raskin's (1985) culture Puns and jokes must be understood to produce their humorous effect (Fruhjahr 1996). Therefore, it is important for teachers to choose the right type of humor for students that is easier to understand and not too far from the context of their environment. Thus, the purpose of this research is to analyze whether local jokes are more effective and easier to understand by students when learning to speak based on word games.

RIVIEW OF THE LITERATURE

The various theories below put forward several types of theories on the reasons students or individuals laugh. Arthur's (1964) humor is produced when two different frames of reference are set up and collisions are engineered between them. Plato and Aristotle also believed that humor was produced by people's superiors to see the shortcomings of subordinates (Lefcourt & Martin, 1986). Many theories about humor seek to arouse our emotions and suggest that the main function of humor is to express pleasant feelings (McGhee, 1983). In the previous article, the jokes used by the author only contained original English word play, so their effectiveness was doubtful because they did not use local jokes whose context was appropriate to the culture, which would be more understandable. Raskin (1985): "The potential for scripted contention for jokes is limited and culturally dependent." Puns and jokes must be understood to produce their humorous effect (Fruhjahr 1996). The four fundamental theories have been accepted as being the most prominent theories in the present: the incongruous juxtaposition theory, the superiority theory, the relief theory, and the script-based semantic theory of humor.

In addition, the types of jokes used by the teacher play an important role in getting students to participate in class (Ahmad 2018). According to Berlyne in Frymier, Wanzer, and Wojtaszczyk (2008), the Discrepancies Theory has two phases. The first phase is when the message or stimulus is placed incorrectly or out of place. This message must initially be identified and decoded by the recipient as a joke, or a joke to be interpreted as a joke about a laughing stock. Whereas for the second stage, when a

humorous message is processed and evaluated as ridiculous, the content of the message discrepancy needs to be identified and make sense to the recipient. Therefore, in order for a joke message to be processed and judged as ridiculous, the contents of the inappropriate message need to be identified and make sense to the recipient. If the difference is too strange, ridiculous, or hard to understand, the message won't be funny.

Humor has been shown to have different effects on students of different types of humor. Popular comedy films are less successful outside of their original cultural context than other genres (Barthel-Couchier 2012). Studies conducted on high school and college students were less effective (Ziv, 1988). Local humor seems to have a better impact on students. And humor also has an impact that also motivates younger students.

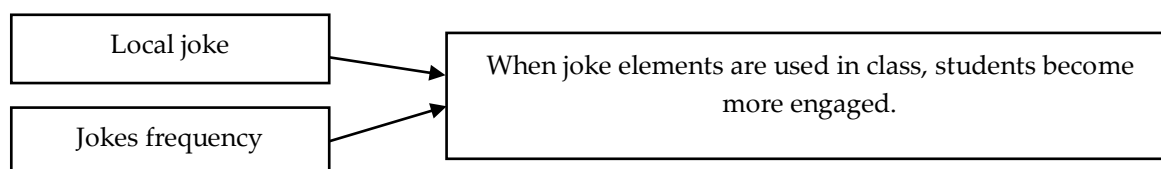


Figure 1. Different Effects on Students of Different Types of Humor

One of the main concepts studied in humor research is pun. Words are not only used in conversational humor (antics, one-liners, jokes, or punchlines), but they also appear in advertising slogans or article headlines and in jokes. A play on words is a humorous verbalization with (typically) two interpretations that is written with the intention of creating ambiguity in the words or phrases (collocations) that we will play with in this study, namely humor of any local type. For local humor, which is based on our cultural context, I guess, why are east Java's people always taught to be angry when they talk? because the East Javanese people shout when they talk. Try to guess what is the most iconic word in East Java, especially in Surabaya, besides "rek." The answer is "cok" because many of us as Javanese people always mention that word, whether when we are angry, sad, or joking, greeting, or even at the end of every sentence we speak.

Puns are a highly complex and varied form of humor that never ceases to garner scholarly interest (see, for example, Attardo 1994; Ritchie 2004; Dynel 2009; and further references therein). A study with college students conducted by Hezel, Bryant, and Harris (1982) using four videotaped versions of lectures with different levels of humor (four levels of humor were used: relevant, related, unrelated, and absent) revealed no significant difference in the acquisition of humor-relevant intermediate information and no humor, whereas related and unrelated humor showed lower scores on information acquisition.

Local jokes seem to have a more effective impact on students. According to the findings of research increasing students' speaking competence with humorous material and high learning motivation is very effective (Syafiq 2012). A number of studies have been conducted to investigate the effect of humor on language skills improvement. One of them discusses the direct impact on students with low learning motivation and how the results of increasing the speaking competence of students with material humor and low learning motivation are quite high. That is, humor is good enough to be used as teaching material for students with limited abilities (Syafiq 2012). According to Garner (2005: 6), "humor has also been described as understanding, as in the term "a sense of humor." As with common sense, however—like taste or smell—individuals may have different levels of receptiveness; likewise, humor can be highly personal, contextual, and subjective (Stuart and Rosenfeld, 1994). According to Garner (2005: 6), "humor has also been described as a sense, as in the term sense of humor." Individuals may have varying levels of receptivity to humor, as with any sense, such as taste or smell; similarly, humor can be highly personal, contextual, and subjective (Stuart and Rosenfeld, 1994).

Furthermore, humor is also in the form of verbal and nonverbal verbal humor, which is communicated in jokes and humor in the form of conversation, which includes various semantic-pragmatic categories such as phrases, jokes, ridicule, self-deprecating humor, and ridicule. The categories are not mutually exclusive, and thus a certain overlap between them can be observed and combined in certain instances of humor. Apart from that, with jokes as an example, several linguistic formulations are presented, among which the most prominent is a play on words. All types and forms of humor offer a lot of research material, which can be approached from various linguistic perspectives, namely cognitivism, semantics, pragmatics, discourse analysis, sociolinguistics, or translation. In the current study, the effectiveness of a type of humorous pun to suggest two or more meanings by using multiple meanings of a word or similar-sounding words for the intended humorous or rhetorical effect was investigated. (Najafi 2021).

The first objective of this research is to investigate whether there is a difference between the use of local types of humor with puns and not using humor at all with respect to the improvement of the speech of Gresik 4 Muhammadiyah Junior High School students. This study also aims to identify significant differences in the use of local humor in terms of speech improvement through the application of various types of humor-based teaching strategies. This research is intended to answer the following research questions: Is there a significant difference between high school level EFL students in terms of applying pun-based local humor in relation to the improvement of EFL students' speaking at SMP Muhammadiyah 4 Gresik?

METHODS

This research is a true experimental study conducted from October to December 2022. The independent variable of this research is the use of local jokes with the intensity of the word game learning model, while the dependent variable in this study is speaking skills. This study involved 26 students, 16 boys and 10 girls, with the abilities of students in each class being at the same level. Therefore, a simple random sampling technique is used in the process of determining the sample. The result is that classes VII A and VII B are the subject of this investigation, which takes place at SMP Muhammadiyah 4 Gresik, East Java, Indonesia. There are 13 students in class VII A and 13 students in class VII B. All students in the class speak Indonesian and English as EFL languages. The age of students varies from 13 to 14 years old. These students were all in class VII of junior high school. Their level of English proficiency is determined by a test. The 26 students were then divided into 2 groups of roughly the same size: the local joke group and the control group.

As a measuring tool for data collection, the speaking ability test contains five storytelling questions that are used for the pre-test and post-test. The pre-test itself was carried out before treatment, and the post-test was carried out 2 months after treatment. In the speaking skill knowledge test, there is an activity that matches the topic in the syllabus. All subjects in classes VII A and VII B, in different groups, take time-and-date material that corresponds to the material they are studying in class as pre-test material. After the pre-test, the experimental group participants received the relevant treatment, while the control group students were taught without any kind of funny puns. The question level for class VII is at the cognitive level C2, scoring answers using a rubric that refers to Hart with a score scale of 0-4. Before being used as a research instrument, the results of the item analysis confirmed that all items were valid and the item instrument had a reliability value of 0.576, so it was categorized as reliable. After carrying out the trial test using the homogeneity of variance test, a sig value of 0.678 was obtained, and it can be concluded that the data is the same or homogeneous, so that the instrument is categorized as homogeneous. The post-test was carried out in both classes VII A and VII B with the same material and using the same rubric score scale.

This research was conducted involving two classes at a private school called SMP Muhammadiyah 4 Gresik in East Java. Class VII A was positioned as the treatment class, while Class VII B was positioned as the control class. Classes met twice a week for a total of 12 meetings when the

research was conducted; the pre-test was conducted on October 13, 2022, and the post-test was conducted on December 8, 2022. This time, a total of 26 EFL students participated in the research project using the Teams games and tournaments syntax learning model, and to ensure that students from different groups at a certain level of proficiency are homogeneous in terms of their speaking ability. After ensuring the homogeneity of students at the beginning of learning, the treatment begins. The experimental group received the relevant treatment, while the control group students were taught without any type of humorous text. Teachers are asked to teach based on local humor for 10 minutes as an extra class activity in each session.

FINDINGS AND DISCUSSION

One of the aims of this research is to find out whether high school English learners can take advantage of local humor while trying to learn how to speak good English. To achieve this goal, the T test was used twice: once to compare speaking ability between the pre-test and post-test in each group, and again in the second study to compare the post-test results of the two groups (experimental and control) after experiment implementation. Following are the results of related analyses. In the procedure, the normality test must be carried out before the T-test. The data obtained must be normally distributed. In this research, the Liliefors test was used with SPSS 23.0. Following the normality test results using SPSS 23, they can be seen in the following table:

The results of the data analysis for the pre-test of students in the experimental and control classes The comparison results are shown in Table 1.

Table 1. Normality test using Liliefors

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Experiment	,193	13	,200	,892	13	,103
Post-test Experiment	,175	13	,200*	,921	13	,259
Pre-test Control	,217	13	,094	,906	13	,161
Post-test Control	,215	13	,102	,883	13	,079

The test results show that the number of observations (*N*) for the control and experimental classes is 13 each. The *Sig Shapiro-Wilk* value for the pre-test for the experimental class is 0.103, and for the post-test it is 0.259. Meanwhile, the pre-test for the control class was 0.161 and the post-test was 0.079. Based on the calculation above with Shapiro-Wilk, the average data is normally distributed (*Sig* > 0.05). The results of the data analysis for the pre-test and post-test of students in the experimental class. The comparison results are displayed in Tables 2 and Table 3.

Table 2. Uses statistics from paired samples to compare the value of the results before and after treatment.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before being a treatment	66,54	13	8,006	2,221
	After being a treatment	84,77	13	5,372	1,490

Table 3. shows the statistics of the paired samples test, which was used to compare the results before and after treatment.

		Paired Differences					t	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference							
		Std. Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair		Mean	Deviation	Mean	Lower	Upper			
Pair 1	Before being a treatment - After being a treatment	-18,231	9,293	2,577	-23,846	-12,615	-7,073	12	,000

There is a significant difference in the average learning outcomes between before (M = 66.54, SD = 0.8) and after the application of learning (M = 84.77, SD = 0.5), $t(12) = 7.073$, $p < 0.001$. It is known that the value of sig. (2-tailed) is $0.000 < 0.05$, so we can conclude that there is a significant difference between the results of learning to speak using local jokes on the posttest, and the data is significant. The results of the data analysis for the pre-test and post-test of students in the control class. The comparison results are displayed in Tables 4 and Table 5.

Tabel 4. Statistics used paired samples to compare pre-test and post-test results.

Pair		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before being a treatment	66,92	13	6,626	1,838
	After being a treatment	72,23	13	6,673	1,851

Tabel 5. Statistics used paired samples test to compare the results of the pre-test and post-test.

		Paired Differences					t	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference							
		Std. Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair		Mean	Deviation	Mean	Lower	Upper			
Pair 1	Before being a treatment - After being a treatment	-5,308	7,204	1,998	-9,661	-,954	-2,656	12	,021

There is a significant difference in the average learning outcomes between before (M = 66.92, SD = 0.6) and after implementation (M = 72.23, SD = 0.6), $t(12) = 2.65$, $p = 0.021$. It is known that the value of sig. (2-tailed) is $0.021 < 0.05$, so we can conclude that the data is significant. The results of the analysis of independent-samples T test data for the post-test of students in the experimental and control classes. The comparison results are displayed in Tables 6 and 7.

Table 6. Independent Group Statistics to compare the value of post-test results from the experiment and control class.

	Class	N	Mean	Std. Deviation	Std. Error Mean
Posttest Result	Experiment Group	13	84,77	5,372	1,490
	Control Group	13	72,23	6,673	1,851

Table 7. Independent samples test to compare the post-test results from the experimental and control classes.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest Result	Equal variances assumed	,544	,468	5,27	24	,000	12,538	2,376	7,635	17,442
	Equal variances not assumed			5,27	22,9	,000	12,538	2,376	7,623	17,454

There is a significant difference in the average learning outcomes between students in the experimental class ($M = 84.77$, $SD = 0.5$) and students in the control class ($M = 72.23$, $SD = 0.6$), $t(24) = 5.277$, $p < 0.001$. The result is that, given the value of Sig. on Levene's test for equality of variance, namely $0.468 > 0.05$, the data for both classes are homogeneous (the same). Then the Sig (2-tailed) value is $0.000 < 0.05$, so there is a real difference in the effectiveness of the treatment of local jokes at the middle class level, and the use of local jokes in a cultural context with word play strategies is said to have increased. In line with, Raskin (1985) the possibilities for scripted contention for jokes are limited and depend on culture. Puns and jokes must be understood to produce their humorous effect (Fruhjahr 1996). When students have humor in their learning process, it can be considered an opportunity to learn a foreign language (Reddington & Waring, 2014). In this study, the results showed that there was an increase in students' English-speaking skills after using the local jokes learning method by using word games, namely, an increase in vocabulary. This shows that the research that has been done has achieved increased success.

DISCUSSION

Regional language and culture have various local terms and jokes. the importance of a teacher knowing how to choose jokes that are right for students to understand and also relate to the life we experience, and as a teacher, you need to know how to involve students in the learning process. The local joke is quite helpful for beginners to trigger them to speak English as a foreign language. In a multi-lingual and cultural society like Indonesia, where English is considered a foreign language, opportunities to speak English are rare. The use of local jokes in learning English is the cause of humor. In addition, the different pronunciation characteristics between languages, such as rhythm, stress, and intonation, will give rise to some humor in speaking time. Some local terms require a specific pronunciation, and their pronunciation discrepancies bring a sense of humor. As a result, local jokes are ideal for teaching English to beginners. Because of the sense of humor generated when speaking by

using word games with local cultural terms that students are familiar with, it prompts them to speak English. This research and study investigate the effects of pun-based local humor strategies on students' speaking abilities. Local humor is an effective enough tool to ensure this. In addition, the findings in this study also show that the application of local jokes based on junior high school is effective, and the results of the study show that the learning outcomes of local joke groups outperform the control group.

Providing cheerful and fun learning environments is also needed. Having fun requires emotional involvement. A sense of humor involves affective aspects. The sense of humor evoked by local jokes, which are usually rarely used in language classes, By mentioning local cultural humor that usually occurs in their area or that they experience in their daily lives, they automatically remember some of the experiences students have. Sometimes the intensity of humor increases because the experience itself has humor (Wulf, 2010). The power of local jokes with a cultural context can create a positive atmosphere in classroom learning. Many students expressed some funny comments through word play. Funny comments that occur in class make learning more dynamic and lively.

In addition, the pronunciation characteristics or the type of joke material in our cultural context are different from original English jokes, which can affect students' understanding because they are quite familiar with the joke material. Raskin (1985) The possibility of conflicting scripts for jokes is limited and depends on culture. Puns and jokes must be understood to produce their funny effect (Fruhjahr, 1996), so they will better understand what is being talked about and that which creates humor that is connected to what they are experiencing, which will lead to wordplay jokes that provoke them to speak and be more active in class, therefore developing and encouraging creativity in the target language while helping to create an optimal learning environment (Muoz-Basols, 2005). The type of wordplay joke that is conveyed is suitable for causing some humor during speaking time. Some local terms require a specific pronunciation; the pronunciation of word games that we use every day in regional languages or Indonesian gives them a sense of humor. As a result, local jokes are ideal for teaching English to beginners. because of the sense of humor that is generated at the time of speaking. Using the strategy of word request humor, appropriate local cultural jokes are used to prompt students to speak English.

For beginners, the use of linguistic input from local jokes reduces the complexity of learning foreign languages. In addition, a cheerful learning atmosphere caused by the use of regional language terms can reduce the anxiety of students. Woodrow (2015) explains that the learning process of foreign languages can be weakened by the effects of anxiety. Humor serves as a barrier to bridge the gap between students and teachers or between students, reducing complexity and anxiety. Students feel comfortable and relaxed when they join class. Humor in this learning condition is described as a safe haven (Pomerantz & Bell, 2011). Have fun, students, and do not think about the mistakes they made. Smiling and laughing, the students continued to talk. Effective humor moments for learning to use language There are various vocabulary items that come from the first language that help them speak smoothly. Students become more confident because they have several inputs. Watkins (2019) ensures that low anxiety in the classroom environment allows learners to talk a lot in foreign languages. For example, when students say, "What are the words that are often said by some people in East Java, especially Surabaya, under any circumstances?" The answer is "Jancok." They feel easier because some linguistic components, such as vocabulary and pronunciation, are theirs. "Jancok" is a term that is quite familiar to them and can be a joke when its use is accompanied by a foreign language. Students feel confident because they already know some of the words that will be used in English. Multi-language actions cannot be avoided. According to Arian and Mamaghani (2019), knowledge between languages has a significant influence on the development of oral philosophies in foreign language learning. The use of local jokes using regional languages in English at that time brought cuteness to learning their use in English. Effective humor moments for learning to use language

Based on the findings of this study, it can be suggested that not every context leads to learning to speak; therefore, teachers must dedicate time to finding local jokes that exist and are of interest to students. This is in line with the opinion of Paribakht and Wesche (1999). The nature of local jokes that

have been implemented significantly has influenced the process of improving students' speaking. However, with regard to the use of local humorous material in class, it still needs to be considered again and must be truly appropriate in the cultural context that we experience in our daily lives. This is a challenge for how English teachers explore local jokes in our environment in language classes.

CONCLUSION

In integrating this research, the effect of applying local jokes with a word game strategy was able to grow students' speaking skills quite significantly, with six dimensions that must be met in improving speaking fluency, such as accuracy, fluency, clarity, performance skill, and pronunciation. Student performance on all indicators that have been identified leads to an increase in students' speaking skills. The reason behind this fact is that after local jokes based on word play are implemented with students, their responses when answering local jokes between groups really help improve their speaking skills, and because of that, they also feel more comfortable using local joke strategies based on any learning model. They are usually overjoyed when they are asked and answered questions with familiar humor in a pleasant environment. The findings of this study have important instructional implications, especially for improving the teaching of speaking languages in the classroom. The relationship between local humor in learning activities and the importance and effectiveness of local humor is not only in teaching but also in other activities at school, especially the extracurricular English club at the school itself. Humor in language class teaching is related to other disciplines such as anthropology, cultural studies, education, communication, history, linguistics, literature, mathematics, health and medicine, philosophy, political science, psychology, and sociology. English teachers are required to choose the type of humor that affects emotional experiences. Learning input, which basically refers to emotional experiences, affects emotional involvement in the classroom. Local jokes not only improve students' speaking skills but also their emotional experiences. Emotional experiences produce a sense of humor. In a cheerful learning atmosphere, students are enthusiastic to talk. They don't think about grammar or mistakes in speech. Therefore, the use of local cultural jokes is also considered effective in building fluency in speaking. They sometimes hesitate to string words together and speak for fear of being wrong, but if the teacher encourages them to speak, then they feel confident to use it. For this reason, the use of local jokes in English has the power to create humor and fun learning in English classes.

Realizing the benefits of local humor after we implement it in the classroom is to add insight into the culture itself and to be able to refresh on the local jokes that we have and sometimes use in our daily lives. Through this study, the use of local jokes is highly recommended in various schools in Indonesia. As well as the teacher, students can also consider and re-think the updates made to this strategy so that it is even more successful. Besides the student's strong tendency towards the application of all types of humor in class, the support and importance of the effectiveness of local humor instructors in L2 learning activities can increase and encourage the creation of verbal local humor to encourage the acquisition of B2 learning.

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