



## Analysis of jokes technique in TikTok contents as English learning media

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### ABSTRACT

English is a foreign language studied in schools and is one of the compulsory subjects. However, a problem occurs in its implementation: the tendency to learn English using a focused memorization method. This can hinder English learning, focusing on the concept that language is part of culture, not just a series of memorized words. One learning method that can be used is by implementing humor. Humor serves as a bridge between teachers and students to create a more relaxed and comfortable classroom environment. This research aims to investigate the source of English Learning materials in the form of jokes from Stand-Up Comedians and ensure their use in English learning routines. The approach used in this research is descriptive qualitative, using the observation method. The research sample consists of 25 videos containing jokes obtained from English Stand-Up Comedians' TikTok user accounts. The data was then analyzed to identify the types of jokes used in each video and their use in English learning. The results show that the type of joke widely used in the content is Ridicule; however, the suitable joke techniques for use in English learning in the classroom are Politeness Strategy and Paralanguage.

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### ABSTRAK

Bahasa Inggris merupakan bahasa asing yang dipelajari di sekolah dan menjadi salah satu mata pelajaran wajib. Akan tetapi, pada pelaksanaannya terdapat permasalahan yang terjadi, yakni adanya kecenderungan pembelajaran Bahasa Inggris menggunakan cara menghafal yang terfokus. Hal tersebut dapat menghambat pembelajaran Bahasa Inggris yang berfokus pada konsep bahwa bahasa merupakan bagian dari budaya, dan bukan hanya sebagai rangkaian kata yang dihafal. Salah satu metode pembelajaran yang dapat digunakan adalah dengan mengimplementasikan humor. Humor menjadi jembatan antara guru dan siswa untuk membangun lingkungan kelas yang lebih santai dan nyaman bagi para siswa. Penelitian ini bertujuan untuk menyelidiki sumber materi pembelajaran Bahasa Inggris berupa lelucon dari Stand Up Comedian, dan memastikan penggunaannya dalam rutinitas pembelajaran Bahasa Inggris. Pendekatan yang digunakan pada penelitian ini adalah deskriptif kualitatif, dengan menggunakan metode observasi. Sampel penelitian berupa 25 video berisi lelucon yang diperoleh dari akun pengguna TikTok stand-up comedy Inggris. Data kemudian melalui proses analisis untuk mengidentifikasi jenis candaan yang digunakan pada tiap video dan penggunaannya dalam pembelajaran Bahasa Inggris. Hasil menunjukkan bahwa jenis candaan yang banyak digunakan pada konten adalah teknik candaan ridicule, akan tetapi teknik candaan yang cocok digunakan pada pembelajaran Bahasa Inggris di dalam kelas adalah Politeness Strategy dan Paralanguage.

**Kata Kunci:** Pembelajaran bahasa Inggris; stand-up comedy; teknik lelucon; TikTok.

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## INTRODUCTION

Speaking a language does not always mean knowing the words, phrases, and sentences. Having many vocabularies in store also does not cut to describe an individual ability in a second language or foreign language. To speak a second language or foreign language means that an individual has a certain degree of understanding of the system of the language itself and the culture of the said language's origin. With how complicated it is to learn and understand a language not only from its functional standpoint as a tool of communication but also as a culture and a way of living for certain people, there is a need to look at the benefits of going through such an ordeal to master a language. According to Cook, as cited in [Hu \(2021\)](#), knowing another language may mean getting a job, getting an education, being able to participate more fully in the life of one's own country or having the opportunity to emigrate to another, broadening one's literary and cultural horizons; expressing one's political or religious beliefs; and having the opportunity to converse with people on a foreign holiday.

Currently, Indonesia has not yet considered English to be its official second language. Since Indonesia has a wide range of cultures and races, Indonesians do not gravitate toward English as a second language. Another cause that prevents the English language from progressing as an official second language in Indonesia is the lack of socialization and familiarity. The term primary socialization is described as the socializing that occurs throughout a child's early childhood. Primarily via direct family, this is the period when a youngster learns about their family's customs, values, and beliefs. Secondary socialization, conversely, is "the socialization that occurs throughout one's life, both as a child and as one encounters new groups that require additional socialization." For example, when a youngster attends school and socialize with all of their new friends from other families with various cultures and values,

The English language learning approach commonly used today is through the educational process in schools. In Indonesia, English is the most recognized foreign language in schools ([Atmojo & Nugroho, 2020](#)) and has even become a compulsory subject for students at the Junior High School (SMP) and Senior High School (SMA) levels ([Masruroh et al., 2018](#)). Thus, learning can be developed and applied to students to enhance this foreign language approach. Various media can be utilized, such as short YouTube videos ([Wijayanti et al., 2021](#)), TikTok applications ([Bahri et al., 2022](#)), and social media platforms like Instagram ([Martarini et al., 2021](#)). Teachers can utilize the diversity of media supported by modern advancements as an opportunity to develop English language learning that aligns with students' needs.

Social media, as an easily accessible online information platform, provides various types of content. One of the most popular types of content enjoyed by people from various walks of life is humor-based content ([Rahmah & Mulyono, 2022](#)). Humor has become popular and favored by diverse people because of its funny and entertaining nature. This is because humor is structured based on delivering messages that include elements of humor in its expression ([Priana et al., 2019](#)). The use of humor is not limited by language. Both Indonesian and English languages can use humor in communication. In communication, humor can be used to convey messages, whether in the form of criticism or expressing sympathy implicitly or explicitly ([Priana et al., 2019](#)).

Humor is another form of communication that is widely accepted in human society. Moreover, English as a language is the most crucial element of a person's capacity to convey a message to someone or a group of people in communication ([Agustin & Ayu, 2021](#)). Communication is about understanding and being understood through ideas, facts, thoughts, and emotions ([Pangaribuan et al., 2022](#)). Selecting humor as the base of the research is due to its potential to be acceptable and understandable universally.

Apart from being a form of communication, the spread of humor in society has various functions and forms ([Luthfi, 2020](#)). The function of humor consists of entertainment media, social protest, and education. This

aligns with the statement conveyed by Fitriani and Hidayah, which states that humor has educational and social functions that make it easier for an individual to socialize in an environment (Faisal & Fitriah, 2020). In addition, even a scholar from Saudi Arabia, Sheikh Assim Al-Hakeem, uses English accompanied by humor in delivering da'wah messages (Anisa & Al-Farisi, 2023). From this description, it can be concluded that humor can be utilized in the learning process, especially in English learning.

Several studies have been conducted regarding using humor in learning and social media as learning media. Bahri et al. (2022) research shows that TikTok can be an attractive English language learning media. The subjects commonly found in TikTok content consist of vocabulary, pronunciation, grammar, and common mistakes, with grammar being the subject preferred by TikTok users. In another study conducted by Wijayanti and Gunawah (2021), it was found that most students achieved good grades in English vocabulary comprehension evaluations after engaging in learning activities using video media on YouTube. These two studies emphasize using video on social media as learning media and show positive responses. A positive perspective regarding the use of TikTok in English classes was also obtained in the research by Cahyono and Perdhani (2023), which revealed students' responses to TikTok content material that could enhance new phrases, understand English accents and vocabulary, learn new terms, and even showcase talent through speaking activities.

Based on the list of previous research, there are gaps and differences with the research conducted in this study. Said gaps are indicated by how this research takes one or two aspects from the other previous research and combines them to create a different approach to answering the research problem. In contrast to some previous studies that only focus on using videos on social media as learning media, this research will analyze the joke techniques used in English-language videos as learning media. The difference lies in the data source obtained from several comedians instead of comparing two comedians to provide a new perspective on the research topic. This study aims to investigate the source of English learning materials in the form of jokes from Stand-Up Comedians by identifying joke techniques used and ensuring their use in English learning routines.

## LITERATURE REVIEW

### Culture and Language Comparison in Indonesia and America

According to Sadeghpour and Sharifian in the book "*Cultural Linguistics and World Englishes*," cultural linguistics is a multidisciplinary sub-discipline of linguistics that investigates the interaction between language, culture, and conceptualization. Cultural linguistics investigates, in explicit words, culturally based conceptualizations that are encoded in and transmitted through aspects of human languages". Cultural linguistics was coined to underline the connection between cultural knowledge and language. While the phrase 'cultural linguistics' (or the more often used word 'ethnolinguistics') can refer to the broad field of study concerned with the interaction between language and culture, defines 'Cultural Linguistics' as a freshly created multidisciplinary subject that investigates the link between language and cultural conceptualizations.

Cultural Linguistics has leaned on several disciplines and sub-disciplines to establish its theoretical foundation. Cognitive psychology, complexity science, distributed cognition, and ethnography are examples. Cultural linguistics has also been applied to and profited from other disciplines of applied linguistics, such as intercultural communication, intercultural pragmatics, world English, teaching English as an International Language, and political discourse analysis. From the explanation above, it is apparent that culture and language have a complex relationship. This study, however, focuses specifically on cultural aspects that affect the maxim's choices to be violated to create humor in both Bahasa and English and the reason behind it.

According to Brown, as stated in [Butar and Pasaribu \(2021\)](#), it is impossible to separate the study of culture and languages without failing to recognize their significance. Additionally, it implies that learning a second language also involves learning a second culture. Understanding that language teaching is cultural teaching comes from realizing that language learning is cultural learning. This further confirms that to understand a language truly, one must actively experience the culture the language originates from.

## **Learning and Learning Media**

Learning is a process that takes place in education. [Junaedi \(2019\)](#) revealed that learning is all teachers' efforts to create a learning process in students as learners. Another opinion was expressed by [Widiyanto and Wahyuni \(2020\)](#), who mentioned the learning process as a planned activity arranged by educators (teachers) with the aim that students can achieve the desired skills. There is also the opinion of [Anisa et al. \(2020\)](#), which states that learning is a process of interaction within the scope of learning, including interactions between educators and students, delivery methods, teaching materials, and learning strategies. From several descriptions of learning, it can be seen that learning is a series of planned activities arranged by educators and involves several aspects, such as interaction, teaching materials, strategies, and methods used to create a learning process so that the expected competence of students can be achieved.

The advancement of technology has sparked the emergence of a new learning concept, "digital learning." Digital learning is a system that provides convenience for learners to study in a more diverse and broader scope ([Fitriani, 2021](#)). Essentially, digital learning is a learning process that involves the use of digital technology instruments and is also known as technology-enhanced learning (TEL) or e-learning ([Sitompul, 2022](#)). The purpose of implementing digital learning is to expand the exchange of information about the development of technology and knowledge in various parts of the world. This goal allows for (1) increased access to information, (2) accumulation, analysis, and organization of information, (3) communication of information, (4) planning activities, (5) cooperation, (6) problem-solving processes, and (7) provision of menus. From this description, it can be concluded that the effective use of technology in the digital learning process can positively impact educators and students ([Azzahra et al., 2023](#)).

Implementation of learning is inseparable from the use of learning media. Learning media is one of the essential aspects of learning, serving as a mediator in the delivery of materials and supporting the success of learning ([Harsiwi & Arini, 2020](#)). [Danar et al. \(2022\)](#) state that learning media is a supportive instrument for educators to present learning materials so learners can better understand the conveyed material. From the description of learning media, it can be clarified that instructional media benefits learning activities. [Rasman \(2021\)](#) highlights two main benefits of learning media: 1) it can enhance students' motivation in learning activities, and 2) it can make students more active due to the delivery of more varied materials.

There are various learning media that teachers can utilize in learning activities. Technological advances are a factor in developing learning media that can be used today. Not only conventional learning media is limited to blackboards, teaching aids, and student books. In addition, modern learning media have been integrated with the system and utilize the latest technology and electronic devices, such as e-learning, which can be accessed through devices accompanied by internet networks. In addition to e-learning, technological developments allow using social media as learning media. [Bahri et al. \(2022\)](#) revealed that various social media, such as YouTube, Instagram, and TikTok, can be utilized as learning media.

## **Joke Techniques**

Understanding the reason behind the use of maxim violation in humorous content begets further insight into the goals of said humor and the way it is delivered. As cited in [Puspasari and Ariyanti \(2019\)](#), Schwarz

identified four linguistic features frequently present in comedic performance: Paralanguage, Ridicule, Satire, and Politeness Strategy.

### 1. Paralanguage (P)

The book's explanation of paralanguage is the non-lexical elements of speech, such as intonation, pitch, pace, hesitation sounds, gestures, and facial expressions. Paralanguage is "nonverbal expressive movements, especially gestures, constitute an important element of the key of verbal humor" and further explained that gestures are frequently "essential to convey the nonserious intent of the verbal message" and "can also be exaggerated more readily for visual impact."

### 2. Ridicule (R)

Ridicule is a type of humor in which an insult or mocking is used to generate amusement. Ridicule and derision are characteristics of joke-telling techniques that demonstrate impoliteness and aggression. They are used to deny the identity of another individual or organization openly. Speakers frequently use mockery to make fun of others or verbally abuse or attack them. The receivers' subsequent laughing emphasizes their agreement and increases the goal of excluding a specific group. Derision is classified into three types: private ridicule, shared ridicule, and self-ridicule.

Private ridicule is directed towards a subject not present when the jokes are spoken. This allows for open animosity toward authority and, as a result, a sense of solidarity among like-minded people against the person who is the butt of the joke. When the speakers exclusively mock themselves, this is referred to as self-ridicule. Using self-ridicule produces humor by exposing the speaker's flaws to entertain the audience. In the case where the speakers mock themselves and their audience at the same time, they are using shared ridicule.

### 3. Satire (S)

Satire is typically employed to mock persons who are superior to oneself. Satire is a "verbal caricature that exaggerates and simplifies characteristic features of an individual or society." Furthermore, satire aims to enhance someone, object, or concept by mocking their flaws or failures. Instead of making people laugh, satire inspires them to think and make changes. Satire can be used to demonstrate the ridiculousness of particular mannerisms, class privilege, professional pretensions, institutional restrictions, and other topics.

### 4. Politeness Strategy (PS)

Political strategies have been designed to preserve the listener's dignity. Implementing politeness techniques, particularly decency, is crucial to preserving both the listener's and speaker's self-images, as highlighted in the study (Hutahaean et al., 2021).

## METHODS

This research constitutes a descriptive qualitative study conducted using a case study approach. Qualitative research aims to acquire knowledge and understand facts or realities through inductive thinking (Adlini et al., 2022). The facts in question can manifest as phenomena occurring in the surrounding environment. Following Fadli's (2021) perspective, qualitative research seeks to derive interpretations of social and environmental issues. Further asserts that qualitative research occurs in a natural environment devoid of any manipulation of variables. The selection of this method is based on research conducted by Doyle et al. (2020), where descriptive qualitative research was employed to analyze humor in social media videos. In this study, the method explicitly examines humor in social media to be used as a learning medium.



This case study analysis was conducted on 25 TikTok videos about stand-up comedy in English. The videos on this research subject contain humor and jokes with a similar theme, which portrays America's daily lives and culture. The data obtained were then identified according to the joke techniques used in each video. From the identification results, a descriptive description of each video sample was made and then analyzed for its use in English language learning.

## RESULTS AND DISCUSSION

The data obtained in this study are the results of observations of videos containing humor content. The data source is a collection of videos on the TikTok social media account "Dry Bar Comedy". From a total of 25 videos analyzed, several videos were obtained representing each joke technique. The following is a description of the results obtained.

Table 1. Sample Analysis 1

No.	Utterance	Identified Jokes Technique
1.	I remember my first day of kindergarten, I was thinking about it the other day. You know what I remember? My mom. She didn't tell me anything. She just said, "Get in there, they're gonna feed you a little bit late". That's all she told me. I didn't know what was going on. They started teaching the alphabet, I thought they were reading off the menu. "A is for Apple", no... "B is for banana", not interested, "C is for cake", ( <i>raises his hand, indicating he would like to have some</i> ) cake, "D is for dog", what the heck kinda place is this?	<b>Paralanguage (P)</b>

Source: Research 2023

Based on **Table 1**, in video sample 1, the joke technique used is Paralanguage (P), shown by the joker's gesture that gives a signal that he is not interested in the alphabet lesson until he reaches the letter "C" for 'Cake,' he is immediately surprised when he hears the letter "D" for 'Dog.' Paralanguage as a joke technique can be used in English learning. The form of humor is conveyed nonverbally through expressive gestures and movements. The nonverbal communication created in this learning process has the potential to enhance the meaning of verbal communication, thus being able to convey learning materials effectively.

The research by Indah et al. (2018) found that students use nonverbal communication to support verbal communication in English learning in the classroom. The types of nonverbal communication are eye contact, gestures, postures, and facial expressions. In line with this, Dash (2022) mentioned that Paralanguage can make language communication more precise and accurate and has expressive power. Dash (2022) also mentions the role of Paralanguage in beautifying and deepening the meaning of words. This means that the expressive form shown and applied to humor videos as a means of learning English can provide a deeper understanding of the material presented.

Table 2. Sample Analysis 2

No.	Utterance	Identified Jokes Technique
1.	"I'm home one day, and the cops come knocking on the door. I go to answer the door. I say (start narrating) hey officer, what seems to be the problem?, he said, I need to see your ID. I said I didn't know you could just go to people's houses and ask them for their ID, what seems to be the problem? He said <b>well, a neighbor called, and said she saw a brown bear in sweetpants...</b> (The comedian is an African American with a big body build)	<b>Ridicule (R)</b>

Source: Research, 2023

Based on **Table 2**, in video sample 2, the joke technique used is Ridicule (R), specifically self-ridicule, where the comedian makes fun of his appearance. When applied as learning media, this type of humor needs to consider several things. Considering that ridicule humor is included in self-degrading and potentially unhealthy humor (Şahin, 2021). The use of ridicule humor can be limited to a moderate amount because excessive use may negatively affect one's well-being (Şahin, 2021).

Before using this type of humor, teachers need to recognize the diversity of students in a class. Teachers need to recognize this diversity and understand that humor is subjective. Each student can have a different perception of a joke and allow for the consequences of the joke (Ilosvay, 2019). One of the consequences that can arise is related to one's self-esteem and happiness. The tendency towards ridicule humor can show different patterns, such as the fear of being laughed at, which can harm a person (Şahin, 2021). Kristmanson in Ilosvay (2019) asserts that it is essential to pay attention to the use of humor to create a risk-free classroom of ridicule and anxiety. Therefore, teachers need to know the students and the classroom environment well to determine the right video to use as an English learning media.

**Table 3.** Sample Analysis 3

No.	Utterance	Identified Jokes Technique
1.	When I go to the bank, I like to be called Mr. Ferguson. You know what I found out? That title is directly associated with the balance in your bank account. You gotta have at least a comma will get you Mr. <b>You walk to the bank with \$46 in your bank account, that's a first-name bank account. \$46? "What's up dude", that's what \$46 is.</b> You have to watch out cause it happened fast. You don't even realize it. One time I went in the bank I felt good, I had \$1010 in my bank account. and they go: "What can we do for you, Mr.Ferguson?" I go: "I'd like to withdraw \$20", "here's your money Lamont" It happens that fast.	<b>Satire (S)</b>

Source: Research, 2023

Based on **Table 3**, in video sample 3, the joke technique used is Satire (S); this is shown in the complaint made by the comedian about the bank's policy, but he has no power to change the policy. The use of satire has been widely applied in-jokes. The primary purpose of satire is not for entertainment but as a form of social criticism that aims to highlight issues that are considered unfair and need to be corrected (Braga & Logan, 2023). Social criticism in the form of satire can be grouped into two types: Horatian satire and Juvenile satire. The difference between the two lies in how criticism is delivered, whereas Horatian satire is a subtle type of satire that aims to improve. Juvenile satire is a harsher and scathing type, aiming to criticize something that violates the rules (Firdaus et al., 2021).

Research related to the use of satirical humor has been conducted before, and the study results imply that satirical formats are more attractive to young people, and the effects are more pronounced for young audiences (Burgers & Brugman, 2022). On the other hand, research conducted by Firdaus et al. (2021) revealed that Horatian satire can increase students' motivation in learning, and learning to write literature based on satire can improve students' critical thinking, productivity, activeness, and language politeness. From the results of these studies, it can be concluded that satire humor can be a suitable medium for simultaneously building critical thinking and English language skills.

**Table 4.** Sample Analysis 4

No.	Utterance	Identified Jokes Technique
1.	I, down there at the Texas Roadhouse, and it's like my favorite place, but man they're taking that customer service too far. I was in the bathroom and it said: <b>"Employees must wash hands". Like I'll wash my own dang-on hands, man, come on.</b> That's just too much. That's silly.	<b>Politeness Strategy (Ps)</b>

Source: Research, 2023

**Table 4** shows that the joke technique used is the Politeness Strategy, wherein the comedian expresses displeasure and discomfort with the store policy. The type of politeness used is negative politeness, which indicates a significant social distance between the speaker and the listener during the conversation (Rejeki & Azizah, 2019).

Politeness is related to interactions between people (Nurmawati et al., 2019). There are four types of politeness strategies, namely: 1) bald on record, 2) positive politeness, 3) negative politeness, and 4) off records (Mulyono et al., 2019; Rahayuningsih et al., 2020; Saputra et al., 2021). Politeness strategies have been widely applied in the classroom, as they are crucial in the learning process. Using politeness strategies helps reduce the likelihood of communication breakdowns caused by linguistic or cultural misunderstandings (Mulyono et al., 2019). This is supported by the research results of Peng et al. in Rahayuningsih et al. (2020), which show that adapting politeness strategies can shorten the social distance between teachers and students so that the class becomes more exciting. The use of this strategy becomes an English learning facility.

**Table 5.** Joke technique frequency and percentage

Types of Joke Technique	Frequency	Percentage
Paralanguage	5	20%
Ridicule	12	48%
Satire	1	4%
Politeness Strategy	7	28%
<b>Total</b>	<b>25</b>	<b>100%</b>

Source: Research, 2023

From **Table 5**, it can be inferred from the sample collected that the type of joke technique most likely to be used in English (American) speaker humor, specifically in stand-up comedy, is ridicule, which consists 48% of the sample population. Another addition to the data that the researcher found is the fact that the most dominant type of ridicule used by the comedian is private ridicule, which is a type of insult or mockery directed to other persons or things that are not present or part of the conversation between the comedian and the audience. From the 12 instances of the usage of the ridicule technique, 9 of them are categorized as private ridicule, which is 75% of the sample that used the ridicule technique. The use of ridicule in humor content on the TikTok platform makes teachers need to be stricter and more careful in determining which videos to use as examples of English learning. As previously described, Ridicule humor is not suitable for everyone and has consequences in its use.

Politeness strategy, as the second most common joke technique, which is 28% or as many as seven videos, can be a better choice for learning media. Followed by paralanguage at 20% or five videos, it can also be an alternative learning medium with the addition of non-verbal communication in the form of gestures or body language applied in the humor.

## Discussion

A second language influences people's occupations and potential futures, as well as their lives and personal identities. In a world where most people speak two languages, learning and using a second language is essential to millions of people's daily lives; monolinguals are becoming virtually extinct. Making it easier for people to learn second languages is an essential goal for the twenty-first century. The increasing demand for foreign language skills, mainly English, forms the foundation for enhancing the quality of English learning in educational settings. As a learning tool, humor emerges as the latest alternative teachers can utilize. This is affirmed by Chowdhury (2021), who asserts that humor offers physiological and psychological benefits when employed as a pedagogical tool in education. Similarly,



Cook in [Al-Noori \(2019\)](#) also noted that students feel more at ease learning a new language when humor is incorporated.

One example of such research was conducted by Erdoğan & Çakıroğlu (2021), who stated that humorous aspects can help students achieve required behaviors and ensure active engagement in studying the topic, resulting in a good influence on learning performance. [Summerfelt et al. \(2010\)](#) discovered that adding humor to course content produced a positive attitude toward learning, allowing the student to devote more time to the topic and study it until the end. The results of [Şahin's research \(2021\)](#) also show that humor can evoke positive emotions in the school environment and improve interpersonal relationships. This is supported by Hill's statement in [Chowdhury \(2021\)](#), which states that teachers who do not hesitate to use humor during classroom learning impact students who tend to be more relaxed and become better listeners. Interpersonal relationships between teachers and students can be well established and create a friendly and pleasant classroom atmosphere, thus affecting the interest and motivation of students.

Quoting from [Al-Noori \(2019\)](#), using jokes in the classroom has several benefits. These benefits include: (1) Encourages students to focus more on meaning than the form; (2) Jokes based on wordplay and assimilation help build a meta-linguistic awareness of language forms and elements, which ultimately leads to learning more language; and (3) Jokes extend beyond the classroom and are an inherent part of the first language, allowing them to be effectively used as target tasks in classrooms.

The source from which a person learns something also plays a crucial role in affecting the outcome of the learning process. A person learning painting might prefer watching videos, a person learning cooking might prefer recipe books or cooking classes, and so on. Therefore, a language learner must utilize sources with which a language learner is most familiar and comfortable. In this research, social media TikTok will be used. The image-based social networking platform Instagram allows publishing photographs and videos online. The same goes for TikTok as a platform for all kinds of videos. Due to the diversity of aspects that can be researched and the different approaches available, this study will have several limitations to maintain research credibility. Not every aspect of humor will be inspected in this research; this study will instead focus on understanding jokes techniques and intends to assist English teachers in getting their students accustomed to English as a language and culture.

## CONCLUSION

Using humor in the learning process has been commonly applied by teachers in the classroom. English language learning is no exception. Humor has a positive effect on the learning process, namely providing comfort to students. It can trigger students' motivation, interest, and enthusiasm in learning English. Using social media as learning media also plays a role in creating a fun learning atmosphere. As a media that presents diverse videos, TikTok is one of the platforms teachers can utilize. The combination of humor and TikTok can create fun learning for students. However, not all joke techniques are suitable for use. The techniques that can be effectively used are Paralanguage, which relies on body language and movement; Politeness Strategy, which refers to the interaction between teachers and students; and Satire, which improves students' critical thinking skills. The Ridicule technique can be used with a note that the teacher knows the students competently so that there are no consequences to fear from using Ridicule. All joke techniques can be used with a note that teachers can filter back content on TikTok and adapt to students and classroom conditions.

## AUTHOR'S NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism.

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