

## APPENDIX 1

A QUESTIONNAIRE OF THESIS ENTITLED  
“A STUDY ON FACULTY OF LANGUAGE AND ARTS STUDENTS'  
ATTITUDES TOWARDS ENGLISH JOKES IN LECTURES”

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This questionnaire intends to investigate the Faculty of Language and Arts students' attitudes towards English jokes in lectures; therefore, through this questionnaire the researcher may know what the students' attitudes are towards English jokes in lectures. I will maintain the confidentiality of the information that you provide.

Batch : \_\_\_\_\_

### Directions:

There are two sections in this questionnaire. In the section part, there are 16 statements that describe the attitudes towards English jokes in lectures. Please read each one, decide how well it applies to you, and indicate to what extent you agree or disagree with each statement. For each item, please give a check (✓) in the box that best represents how closely the statement applies to you. Give only one check (✓) for each item. To change an answer, draw an **X** in the incorrect response; next, you have to give a new check (✓) in the desired answer. In the second section, there are 10 questions related to your opinion about attitudes towards English jokes in lectures. Please answer the questions based on your real condition. Be sure to use hard-tipped pen. Do not erase. Thank you.

**SA** : Strongly Agree

**A** : Agree

**D** : Disagree

**SD** : Strongly Disagree

No.	Statement	SA	A	D	DS
1	English Jokes are important in lectures.				
2	I have more interest in the lesson if jokes are used in it.				
3	I can learn better when lecturers use English jokes.				
4	Being funny is an important characteristic of a lecturer.				
5	English Jokes make me feel more relaxed (i.e. less anxious) in my lectures.				
6	English Jokes in lectures help me to concentrate better on the lesson.				
7	Using Joke is a waste of precious learning time in a lecture.				
8	If a lecturer uses Jokes a lot, I will assume that they are not professional.				
9	The use of English Jokes during lessons are distracting.				
10	English jokes have a questionable role in language learning.				
11	I find it difficult to understand English jokes in lectures.				
12	I would prefer my lecturer to use English joke in his/ her lectures.				
13	I feel emotionally closer to my lecturers if they use English jokes their lectures.				
14	I learn foreign culture more effectively by being exposed to native jokes of the foreign language.				
15	English jokes improve my ability to learn a foreign language by creating a more comfortable and enjoyable learning environment.				
16	I have more interest with the lesson if jokes are used in the lecture.				

17. Do all of your lecturers use jokes in their lectures?

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18. What lecture has the most jokes?

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19. How many English jokes (on average) do your lecturers use on a single lecture?

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20. How many English jokes do you understand from your lecturer's jokes?

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21. How many jokes used by your lecturer is related or relevant to the lesson's topic?

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22. Do you find all jokes that your lecturer said funny? Why? Or why not? Give your reason.

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23. Do you think it is necessary for a lecturer to use jokes in his/ her lessons? Why? Or why not? Give your reason.

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24. Do jokes from your lecturers help you understand the lesson? Why? Or why not? Give your reason.

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25. Would you prefer a serious class or a class filled with jokes? Why?

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26. What is your general opinion about jokes in lectures?

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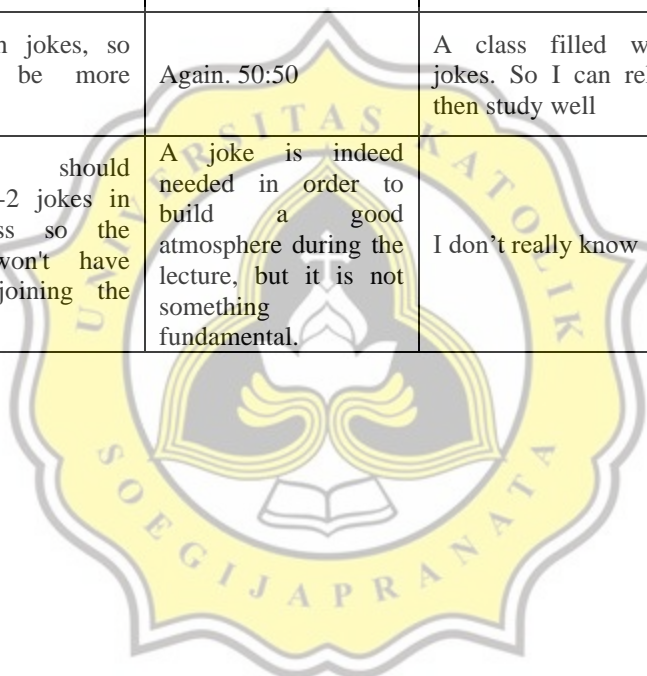
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Thank you so much for participating in this research.

## APPENDIX 2

Question number	Participant 1	Participant 2	Participant 3	Participant 4
17	Not all, some prefer serious lectures.	No.	No.	No, they don't.
18	Mr. R	So far, Mr. A (sarcastically ofc)	Ma'am E and Mr. A, but crispy. I prefer Mr. D, even he doesn't often use jokes but how he teaches is well.	Lecturers who have a nature that likes to entertain so that students are happy.
19	More than 3	??? I don't get this question ... Below average, I guess	I don't know	2
20	Lots	Well, most of them	Little, because too crispy so I don't remember -_-	Little bit
21	2-3	Most of the jokes are related	Very often	A lot of
22	Yes, because I understand the jokes	Yes. Because I understand them -_-	Not funny at all. Like he/she says something for themselves, then laugh at themselves too, so I don't know how I can say it.	Yes, I do because lectures good for searching jokes.

23	Yes, so the class is more alive.	It is 50:50. A joke is indeed needed in order to build a good atmosphere during the lecture, but it is not something fundamental.	For some reason yes. Being serious all the time is really make my brain hurts. It will be better if sometimes we relax and telling jokes that really funny not crispy.	Yes, because for quality time with their student
24	Yes, it gives an easy example for the lecture they are teaching	Tbh, it is not the jokes. It is the way the lecturers explain the lesson.	Yes. Because my brain is relaxed, so it absorbs things easily.	Yes, because we can easy to understand their lesson
25	Class with jokes, so we can be more relaxed	Again. 50:50	A class filled with jokes. So I can relax then study well	I perfect a class filled with jokes because the atmosphere can be different
26	Lectures should provide 1-2 jokes in each class so the student won't have pressure joining the class	A joke is indeed needed in order to build a good atmosphere during the lecture, but it is not something fundamental.	I don't really know	Jokes addressed to students to better understand the material and so as not to strain during class





**4.02 %** PLAGIARISM  
APPROXIMATELY

**0.19 %** IN QUOTES q

# Report #12377827

CHAPTER1 INTRODUCTION Background of the Study Current literature studies show us that attitude of both students and teachers in a classroom is one of the essential elements that can determine the output of a language learning activity. Even though it is important, people cannot easily judge someone's attitude since attitude is a mental state. For instance, students or teachers might express their attitudes through facial expressions, body language or gestures, and voice tones. Sometimes people also tend to hide their attitudes instead of showing them to others. Thus, attitudes play a big role in language learning activity since they can affect the students outcome of the learning activity. A study by Eagly and Chaiken revealed that attitude is a psychological inclination that is showed by evaluating a particular object with a degree of favor or disfavor (as cited in Albarracin, Johnson, & Zanna, 2005). There are several ways for teachers to lead the students attitudes to be more positive. One of them is by using humor. Humor can make teaching and learning activity more enjoyable and create a comfortable atmosphere. Humor itself is a social phenomenon where people use it as an expression in communicating with others. Humor becomes a crucial part of communication. To avoid unpleasant situations, people often include humor in their conversation. By telling jokes,