Investigating the effects of humorous video on students' anxiety, enjoyment, and engagement

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ABSTRACT

Studies on humorous videos in educational settings especially on informatics engineering study program is still less explored. This study focuses on investigating the effects of humorous videos and students' perceptions of this intervention in the EFL classroom. Fifty participants are from the informatics engineering study program. This study used a one-group pretest-post-test design to collect quantitative data, with the same independent variable measured in a group of participants before and after treatment. This study found that humorous video has no significant effect in statistics to increase enjoyment, engagement, and reduce anxiety in informatics study program students. Other findings found that students have positive perception towards humorous videos in English lesson. They share a lot of benefits of using humorous videos in English lesson such as promoting enjoyable and relax learning environment, reducing anxiety, build confidence, influence new perspective on making errors, and so on.

Keywords: Anxiety, enjoyment, engagement, humour, video

INTRODUCTION

Nowadays, lecturers need consider not only how their students understand the materials in the EFL classroom, but also many other factors such as students' emotions (enjoyment and anxiety), classroom atmosphere, learning environment, and so on. Among various contributors to second/foreign language (SL/ FL) learning, emotion is one of the most influential factors and has been much researched (Dewaele & MacIntyre, 2016; Horwitz, 2001; Liu & Hong, 2021). MacIntyre (1999) defined foreign language anxiety as a negative reaction to using a second language (Shirvan &Tablebzadeh, 2018). Foreign Language Anxiety, recognized as an affective factor in foreign language learning and normally discussed alongside other individual learner differences (Gardner & MacIntyre, 1992, 1993; Shirvan & Talebzadeh, 2018), is still considered to be a relatively new and developing area within foreign language research. In order to understand its nature, it is necessary to present an overview of anxiety in general and consider the different forms it may manifest itself in. Different researchers have approached FLA from different aspects. From a broader perspective, anxiety itself is defined by psychologists as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (Spielberger, as cited in Horwitz, Horwitz & Cope, 1991 p.27; Shirvan & Talebzadeh, 2018). Following Horwitz et al.'s (1986) specification of FLCA and the introduction of the Foreign Language Classroom Anxiety Scale (FLCAS), research into FLCA has entered a specialized approach phase. According to Horwitz et al. (1986), FLCAS contains three dimensions: communication anxiety, test anxiety, and fear of negative evaluation (Dong et al, 2022).

In contrast, enjoyment has been shown to improve motivation and cognitive processing, facilitating learning outcomes. Enjoyment in a foreign language, which is known as foreign language enjoyment (FLE), is defined as a complex emotion, capturing interacting dimensions of the challenge and perceived ability that reflects the human drive for success in the face of difficult tasks during learning a foreign language (Dewaele & MacIntyre, 2016; Nemati et al, 2020). Dewaele & Alfawzan (2018) posit another strategy for anxiety reduction in L2 learning. Their empirical study suggests that

the creation of an enjoyable environment for learning (what they term Foreign Language Enjoyment or FLE) is key to the alleviation of anxiety. Thus, if students find a particular project engaging and enjoyable, this experience seems to counteract anxiety. Students, who feel enjoyment, manage the attaining activities in which they are involved and/or recognize the consequences of the activities as individually meaningful (Pekrun et al., 2007; Li, 2022). In this sense, educational enjoyment can be discerned as the joy of learning when the student feels that he/she can value the content and manage and complete the activities he/she is encountering. For this reason, enjoyment is considered as crucial for later satisfaction, which complements scholastic success (Ainley & Hidi, 2014; Li, 2022).

Engagement, defined as active participation and investment in learning tasks, is a key indicator of students' involvement and interest in the learning process. Engagement, as an antidote to signs of student alienation such as classroom boredom and absenteeism and a booster for academic achievement, has been one of the hottest research topics in the field of educational psychology (Sinatra et al., 2015; Guo, 2021). Engagement refers to the state that the individuals can be fully interested and absorbed in activities and use their curiosity and skills to inquiry. Engagement comes from a variety of cognitive interactions, emotional and behavioural components (Reschly & Christenson, 2012; Lan & Saad, 2020). It has been widely accepted that engagement is a multidimensional construct which makes the understanding and definition of it quite a challenge. Fredricks et al. (2004) defined engagement as a notion comprising three core components: behavioural, emotional, and cognitive dimensions. Yet the endeavour in conceptualizing and theorizing this construct never stops owing to its complexity.

Fostering a learning environment is critical in English as a Foreign Language (EFL) education, especially given the challenges that students may face, such as anxiety and disengagement. One area of educational research that has received attention is the integration of humorous content into instructional materials. The use of humour has the potential to positively influence students' affective states and levels of engagement, in addition to being a pedagogical tool. The implementation of humour in various media, such as funny memes, the PowToon app, animated videos, and humorous video clips, has shown positive results in the field of English as a Foreign Language (EFL) teaching. These methods have been shown to enhance enjoyment, engagement, and reduce anxiety in EFL learners (Budi et al, 2021; Made et al, 2022; Ibrahem et al, 2017; Malihe et al, 2017). Funny memes and videos create a positive atmosphere, reduce communication barriers, and increase learner participation (Jenaro & Diaz, 2015). Additionally, using short videos or clips helps to reduce students' anxiety, boost confidence, and make learning more enjoyable for both teachers and students. Glenn (2002) claims that humour has the potential to engage students in the learning process by focusing on the knowledge they need to learn while creating a positive, emotional, and social environment (Erdoğdu & Çakıroğlu, 2021).

While the potential benefits of humour in education are widely recognized, there remains a gap in understanding the differential impact of humorous content across different subjects and student demographics. Empirical research into its specific effects in the context of EFL learning in informatics engineering student remains limited. Research on the use of humor in informatics education is particularly scarce, as evidenced by the limited number of studies in this area. For instance, while numerous studies have documented the benefits of humor in language learning (Dewaele & MacIntyre, 2016; Made et al., 2022; Malihe et al., 2017), there is a notable lack of research on its effects in STEM (Science, Technology, Engineering and Mathematics) fields. By investigating the effects of humorous videos on informatics students, this study addresses this gap and provides valuable insights into how humor can influence learning outcomes in a field where it has not been widely studied. This research aims to broaden the understanding of humor's role in education, highlighting its potential to enhance enjoyment, reduce anxiety, and improve engagement among informatics students. However, the researchers discovered that several experts recommended using humour or funny videos in teaching. According to Morrison (2008), one of the advantages of using humour, such as comedy, in language teaching is that it reduces language anxiety. People who are pleasant will have higher self-esteem and motivation while experiencing lower levels of depression and stress (Ukhra et al, 2020). This study aims to investigate the potential of humorous video implementation on anxiety, enjoyment, and engagement level among EFL students in the informatics study program by answering the following research questions: (1) What is the impact of humorous videos implementation in EFL classrooms on students' anxiety, enjoyment, and engagement level? (2) What are the students' perceptions of humorous videos implementation in EFL classroom?

METHOD

This research was conducted at the informatics engineering department of a private university in Jakarta from March 2024 to April 2024. A total of 50 participants consisted of 39 males and 11 females in the age range of 17–20 years (33 persons), 20–30 years (6 persons), and 30–40 years (1 person). The questionnaire is distributed through the Google Form to the respondent, both pretest and post-test. Respondents were given a period to complete the questionnaire. The questionnaire contains questionnaires for foreign language anxiety (FLA), foreign language enjoyment (FLE), and students' engagement (Online English Learning Engagement/OELE) variables on a 5-level Likert scale. Each variable contains some open-ended questions that delve deeper into the information. The FLE and FLCA questionnaires used in this research were adapted from the Dewaele & Mclyntre FLE and FLCA questionnaires, while the OELE questionnaire was adapted from Luan's OELE questionnaire. To address the first research questions, quantitative data is analysed using the descriptive method of analysis with the assistance of the SPSS 27 software. This study used a one-group pretest-post-test design to collect quantitative data, with the same independent variable measured in a group of participants before and after treatment (Privitera & Delzell, 2019). To address the second research question, only a very basic thematic analysis of the qualitative data is conducted. The qualitative data gathered from open-ended questionnaires were recorded, transcribed, and labelled with codes. For the sake of clarity and accurate reporting, all participants were given individual codes. For example, (S2) and (S3) stand for (student 2) and (student 3), respectively. All the qualitative data were analysed using thematic coding to identify and analyse themes in the dataset.

Table 1 describes the intervention procedure performed by researcher. This table contains time settings, purposes/aims, procedures, and materials used in this study.

Table 1. Intervention Procedure

Weeks	Aim	Procedure	Materials
Week 1	Understanding learning plan, Pre-test before intervention procedure.	The lecture provides information related to the learning plan with video and explains how learning will proceed. The lecture employed a selection of humorous Instagram stand-up comedy videos as an example.	Instagram
Week 2	Introducing video implementation in English learning.	The lecture presents three short videos from three different accounts from Instagram (@learnmorejonasi, @jimmyoyang, and @sundeep_comedy). Students were given an opportunity to choose their own comedy video material from Instagram, but the researchers instructed that they only use comedy videos that did not contain sexual content, harassment, or racist aspects to keep learning positive.	Instagram and Google Form
Week 3	Discussing and evaluating students' works.	The third meeting was held to assess the results of their group's efforts. Some of the answers from the Google Forms are displayed in the classroom using projectors and discussed together.	Instagram and Google Form
Week 4	Giving another task using video implementation.	The fourth meeting was conducted by presenting another comedy-themed video. The videos come from three Instagram accounts: @Jimmyoyang, @joewongcomedy, and @chiefofmotivation. Students were instructed to continue working in their groups to watch the videos, but each group member added their own comments in response to the videos posted in those accounts. Students can define the context of their comments, but they must be positive.	Instagram
Week 5	Discussing and evaluating students' works.	The fifth meeting was held to discuss the outcomes of student work. All comments are displayed in front of the classroom on projectors, and lectures ask the students who made them to explain the context of their comments.	Instagram
Week 6	Evaluating all activities. Post-test.	The sixth meeting was used to evaluate all learning activities through video. The meeting concluded with the completion of a post-test questionnaire via the Google Form.	Google Form

RESULTS AND DISCUSSION
Results
The Effect of Humorous Video Implementation on Enjoyment

Here are the pre-test and post-test results after the five classes received treatment during six meetings. The questionnaire on EFL students' enjoyment (FLE) variable was measured on a 5-level Likert scale consisting of 19 items. The keys to averages were 1.00-2.40 = low, 2.50-3.40 = moderate, 3.50-5.00 = high. The pre-test data analysis indicated that, on average, the participants belonged to a high-level category. More specifically, 2% ($n=1$) of the participants showed a low level of enjoyment, 20% ($n=10$) had a medium level of enjoyment, 78% ($n=39$) indicated a high level of enjoyment. The post-test data analysis indicated that there is an increasing level of enjoyment. The post-test data shows that, more specifically, 14% ($n=7$) indicated a medium level of enjoyment, and 86% ($n=43$) indicated a high level of enjoyment. It means that there is an increasing level of enjoyment by 8% with the performed intervention.

Table 2. Descriptive statistics for items in FLE

	Items	Pre-test		Post-test	
		M	SD	M	SD
1	I can be creative in the EFL class	3.52	0.88	3.68	0.79
2	I can laugh off embarrassing mistakes in the EFL class	3.42	0.92	3.58	0.81
3	I don't get bored in the EFL class	3.54	0.88	3.88	0.68
4	I enjoy it	3.78	0.84	4.00	0.53
5	I feel as though I'm a different person during the EFL class	3.24	0.89	3.46	0.70
6	I learnt to express myself better in the EFL class	3.88	0.79	3.68	0.68
7	I'm a worthy member of the EFL class	3.66	0.74	3.80	0.78
8	I've learnt interesting things in the EFL class	4.04	0.72	4.06	0.58
9	In class, I feel proud of my accomplishments	3.58	0.75	3.78	0.67
10	It's a positive environment	3.94	0.71	4.22	0.64
11	It's cool to know a Foreign Language	4.24	0.74	4.22	0.70
12	Making errors is part of the learning process	4.26	0.94	4.46	0.67
13	The peers are nice	3.90	0.95	4.18	0.87
14	The teacher is encouraging	3.86	0.83	4.06	0.79
15	The teacher is friendly	4.04	0.83	4.34	0.65
16	The teacher is supportive	3.92	0.75	4.22	0.73
17	We form a tight group	3.76	0.79	3.96	0.92
18	We have common "legends", such as running joke	3.66	0.74	3.46	0.86
19	We laugh a lot	4.04	0.87	3.84	0.88
	Average	3.80	0.81	3.94	0.73

Table 2 shows that after the intervention performed, item 5 ("I feel as though I'm different person during the EFL class") and item 18 ("We have common legends such as running joke") have the lowest result from the other items (M=3.46) while item 12 ("making errors is part of the learning process") get the highest score (M=4.46). Item 3, ("I don't get bored in the EFL class") had the highest increase in value (0.34) from M=3.54 (pre-test) to M=3.88 (post-test). The table also shows that overall items of enjoyment variable has increased from M=3.80 (pre-test) to M=3.94 (post-test). This table also shows that almost all items experienced an increase in Mean values, except for items 6 ("I learned to express myself better in the EFL class"), 11 ("It's cool to know a foreign language"), and 18 ("We have common legends such as running jokes").

Tabel 3. Enjoyment variable normality test

	Pre-test	Post-test
Kolmogorov-Smirnov normality test	<.001	<.001

Table 3 demonstrates that the normality test value with Kolmogorov-Smirnov, both pre-test and post-test, is <.001, indicating that the data is not distributed normally. Analysing data with an abnormal distribution requires a non-parametric test.

Tabel 4. The result of Wilcoxon Signed Ranks test

N	p	Probability of error	Result
50	.220	5% (0.05)	Not significant

The results of non-parametric tests using the Wilcoxon Signed Ranks test in Table 4 revealed a significant value (p) of .220. These results indicate that the humorous videos implementation has no significant effect on students' enjoyment even though there are some increasing Mean value in enjoyment's aspects.

The Effect of Humorous Videos Implementation on Anxiety

The questionnaire on EFL students' anxiety (FLA) variable, just like the FLE variable, was measured on a 5-level Likert scale consisting of 8 items. Prior to data analysis, the participants' responses to 2 items with a negative meaning (i.e. 4, 5) were reverse scored to enable joint analysis with the positively worded items. The keys to averages were 1.00-2.40 = low, 2.50-3.40 = moderate, 3.50-5.00 = high. The pre-test data analysis indicated that, on average, the participants belonged to a moderate and high level due to the same result of those levels. More specifically, 8% (*n*=4) of the participants showed a low level of anxiety, 46% (*n*=23) had a medium level of anxiety, 46% (*n*=23) indicated a high level of anxiety. The post-test data analysis indicated that there is decreasing level of anxiety. The post-test data shows that, more specifically, 60% (*n*=30) indicated a medium level and 40% (*n*=20) indicated a high level of anxiety. It means that there is a decreasing level of anxiety by 6% with the performed intervention.

Table 5. Descriptive statistics for items in FLA

	Items	Pre-test		Post-test	
		M	SD	M	SD
1	Even if I am well prepared for FL class, I feel anxious about it	3.54	0.93	3.60	0.88
2	I always feel that the other students speak the FL better than I do	3.50	0.90	3.58	0.86
3	I can feel my heart pounding when I'm going to be called on in FL class	3.46	1.03	3.54	0.97
4	I don't worry about making mistakes in FL class	3.08	1.08	3.18	0.84
5	I feel confident when I speak in FL class	3.08	0.89	2.96	0.72
6	I get nervous and confused when I am speaking in my FL class	3.18	0.96	2.74	0.87
7	I start to panic when I have to speak without preparation in FL class	3.66	0.91	3.64	0.85
8	It embarrasses me to volunteer answers in my FL class	3.32	0.89	3.20	0.90
	Average	3.39	0.95	3.35	0.88

Table 5 shows that after the intervention was performed, items 6 ("I get nervous and confused when I am speaking in my FL class"), 7 ("I start to panic when I have to speak without preparation in FL class), and 8 ("It embarrasses me to volunteer answers in my FL class") found to be decreasing, and item 6 had the greatest decrease value of the three, with a score of 0.44. Nevertheless, the score of items 7 (M=3.64) is still highest compared to the others, so it is known that speaking anxiety is still a problem for students. And another interesting fact is that item 4's score has also improved, from M = 3.08 (pre-test) to M = 3.18 (post-test), which means that students don't feel worried when making mistakes in English class. This matches the findings on items 7 ("making errors is a part of learning process") of the variable enjoyment (FLE) that gets the highest result (M=4.46).

Tabel 6. Anxiety variable normality test

	Pre-test	Post-test
Kolmogorov-Smirnov normality test	<.001	<.001

Table 6 shows that the normality test value with Kolmogorov-Smirnov, both pre-test and post-test, is <.001, just like enjoyment variable, indicating that the data is not distributed normally. Analyzing data with an abnormal distribution requires a non-parametric test.

Tabel 7. The result of Wilcoxon Signed Ranks test

N	p	Probability of error	Result
50	.994	5% (0.05)	Not significant

The results of non-parametric tests using the Wilcoxon Signed Ranks test in Table 7 revealed a significant value (p) of .994. These results indicate that the humorous videos implementation has no significant effect on students' anxiety even though there are some decreasing Mean value in anxiety's aspects.

The Effect of Humorous Videos Implementation on Engagement

The questionnaire on EFL students' engagement (OELE) variable was measured on a 5-level Likert scale consisting of 15 items. The keys to averages were 1.00-2.40 = low, 2.50-3.40 = moderate, 3.50-5.00 = high. The pre-test data analysis indicated that, on average, the participants belonged to a high-level category. More specifically, 2% (*n*=1) of the participants showed a low level of engagement, 36% (*n*=18) had a medium level of engagement, 62% (*n*=31) indicated a high level of engagement. The post-test data analysis indicated that there is an increasing level of engagement. The post-test data shows that, more specifically, 34% (*n*=17) indicated a medium level of engagement, and 66% (*n*=33) indicated a high level of engagement. It means that there is an increasing level of engagement by 6% with the performed intervention.

Table 8. Descriptive statistics for items in Engagement

	Items	Pre-test		Post-test	
		M	SD	M	SD
1	I study English lessons regularly.	3.34	0.74	3.54	0.67
2	I am eager to read English-language material both during and outside of English class.	3.40	0.85	3.40	0.60
3	I re-examined the notes that were made during the English class to make sure I understood the matter.	3.32	0.65	3.52	0.64
4	Regularly attending English lessons.	3.60	0.72	3.82	0.66
5	I made a note of the English language material described by the teacher/tutor.	3.56	0.67	3.50	0.67
6	I listened or carefully read the English material.	3.72	0.72	3.96	.063
7	I worked hard to learn English.	3.82	0.84	3.98	0.68
8	I've found a way to use English lesson materials in everyday activities.	3.46	0.76	3.60	0.60
9	I have a desire to learn English.	4.00	0.94	4.16	0.65
10	I have fun in the English class: chatting, discussing, either in person or indirectly.	3.54	0.81	3.74	0.80
11	I participated actively in small group discussion forums.	3.40	0.75	3.60	0.83
12	I'm engaged in conversations, discussions, or chats in English class.	3.48	0.67	3.40	0.69
13	I am trying to get to know my friends in English class.	3.72	0.72	3.60	0.83
14	I can do my homework in English class well.	3.76	0.77	3.84	0.61
15	I got a good score in the English class.	3.62	0.56	3.60	0.83
	Average	3.58	0.74	3.68	0.69

Table 8 shows that almost all items improved except three, namely items 12 ("I'm engaged in conversations, discussion, or chats in English class"), 13 ("I'm trying to get to know my friends in English class"), and 15 ("I got a good score in the English class"). After the intervention was performed, Item 6 "I listened or carefully read the English material" got the highest increase value (0.26) from M=3.72 to M=3.96. In the other hand, items 12 ("I'm engaged in conversations, discussions, or chats in English class") and 13 ("I am trying to get to know my friends in English class") decreased, even though the intervention was a group project.

Tabel 9 Anxiety variable normality test

	Pre-test	Post-test
Kolmogorov-Smirnov normality test	<.001	<.001

Table 9 shows that the normality test value with Kolmogorov-Smirnov, both pre-test and post-test, is <.001, just like enjoyment and anxiety variable, indicating that the data is not distributed normally. Analysing data with an abnormal distribution requires a non-parametric test.

Tabel 10. The result of Wilcoxon Signed Ranks test

N	p	Probability of error	Result
50	.391	5% (0.05)	Not significant

The results of non-parametric tests using the Wilcoxon Signed Ranks test in Table 10 revealed a significant value (p) of .391. These results indicate that the humorous videos implementation has no significant effect on students' engagement even though there are some increasing Mean value in engagement's aspects.

Students' Perceptions of Humorous Video Implementation

Concerning the second research question on the perception of EFL students. The findings (see table 11) revealed that students primarily benefited from the use of humorous videos. Some participants expressed satisfaction with the use of humorous videos for learning. Additionally, students reported the students also felt that they became more motivated and useful for their learning. However, some participants reported scepticism, distraction, and differentiated impacts based on personal experiences and preferences.

Table 11. Key characteristics of students' perceptions

Code categories	Indicators	Frequencies
Satisfaction	Interesting and enjoyable	30
	Positive atmosphere	13
	Visual and audio appeal	12
	Confidence building	5
	Active participation	13
Motivation	Enthusiasm	4
	No worries on error	5
	Reduce anxiety	35
	Improve skills	10
Usefulness	Better understandings	19
	Intercultural knowledge	12
Drawbacks	Scepticism	12
	Differentiated impact	3
	Distraction	2

Satisfaction

Learning English in informatics study program that was previously carried out only in a conventional way is now more interesting with the help of video. The use of this new method is one of the reasons why most students felt satisfaction in learning English. Thirty students reported that English class is more interesting and enjoyable. Others believe that humour videos make the classroom environment more positive and relaxed (13 students). Furthermore, using comedy videos to learn English makes English lessons no longer boring due to the video and audio appeal reason (12 students). Some participants mentioned:

"I'm enjoying it. There are many things I can learn from comedy videos, such as learning that our Indonesian jokes and culture have similarities with other countries and that everything in every comedy video I watch has a meaningful meaning, which means that learning with the media video genre of comedy keeps me entertained and allows me to study in class with pleasure rather than boredom." (S8)

"I feel entertained with the comedy video, and also because using the learning video media becomes less boring and more interesting." (S29)

Motivation

Another perception of humorous video implementation in English class is confidence building. Five students mentioned positive impact of pleasant learning experiences on confidence levels. After the intervention was performed, thirteen students mentioned acknowledgment of active participation in

thinking and cognitive processing involved in understanding the video. Four students reported that implementing humorous videos to learn English plays a role in increasing students' enthusiasm for learning. Thirty-five students mentioned that having fun while learning can help them feel less anxious. The use of comedy videos in the learning process not only relaxes the classroom environment, but it also influences how students react when they make mistakes. Five students mentioned a transition from focusing solely on success to prioritizing the enjoyment of the learning process. Some of them mentioned:

> "Through understanding and using English in a relaxing and enjoyable way, I could feel more confident in my ability to communicate in English." (S5)

> "Changing my perspective on making errors. Comedy videos often show ridiculous situations or linguistic errors, which can help me see that making mistakes is a natural part of learning, and it doesn't need to worry." (S7)

Usefulness
Some students recognize the role of comedy videos in providing exposure to diverse vocabulary, phrase, and idiomatic expression in different contexts. Some students improve their listening skills by naturally capturing the nuances, intonation, and rhythms of English. Twelve students stated that the implementation of humorous videos from various countries increased intercultural, social, and cultural awareness among English language learners. Some of them stated:

> "Comedy videos can enrich your understanding of English vocabulary and expression. Through the dialogue and funny situations presented, students can easily remember and understand the use of English vocabulary and expressions in an interesting context. It can help students apply their knowledge in everyday conversations." (S5)

> "Comedies frequently reflect cultural aspects of the country of origin. Watching English-language comedy videos allowed me to learn about the social and cultural norms of English-speaking communities." (S2)

Drawbacks
Twelve students doubted the potential impact of comedy videos on personal anxiety levels. Some students stated that comedy videos may not significantly impact on individual anxiety levels. They believe that other factors, beyond the use of comedy videos, might be more influential in reducing personal anxiety levels. Some students emphasize the need for comprehensive anxiety management strategies that extend beyond the implementation of humorous videos. They recognize that the impact of comedy videos relies on individual preferences, sense of humour, and experiences. Some students believe that using humour videos drives them to focus on the video's content rather than the English lessons. Some of them stated:

> "This is the first time I've studied using this method. It's interesting, but I find myself paying more attention to the jokes than the English lessons." (S8)

> "Maybe not, because I think a comedy video has nothing to do with the anxiety a person feels, maybe the only thing that can change is the mood in that classroom, not someone's anxieties." (S10)

Discussion
Effects of Humorous Video Implementation on Students' Emotions and Engagement
Regarding the first research question, examining whether the implementation of humorous videos contributes to students' enjoyment, anxiety, and engagement, the results revealed that the average scores of the post-test (Mean of Enjoyment= 3.94, Mean of Engagement= 3.68) were higher than the average scores of the pre-test (Mean of Enjoyment= 3.80, Mean of Engagement= 3.58), indicating that students' enjoyment and engagement levels have slightly increased. Meanwhile, the average anxiety post-test

score (Mean=3.35) was lower than the pre-test score (Mean=3.39), indicating that students' anxiety levels had slightly decreased. After the intervention, the indicator of enjoyment on item 3 ("I don't get bored in the EFL class") showed the highest Mean value improvement. This means that humorous videos intervention can be used by teachers to create an exciting learning environment and keep students from becoming bored while learning. It confirms Dewaele & MacIntyre statement that the shared positive emotional experiences are also conducive to the reduction of negative emotions such as fear and boredom, the creation of a positive, psychologically safe, and engaging classroom atmosphere (Dewaele & MacIntyre, 2014).

Another interesting finding is that item 12 ("making errors is part of the learning process") gets the highest score (M=4.46). This means that increased student happiness as a result of an enjoyable learning setting can influence their perspective toward making mistakes. Instead of being concerned about making mistakes, they now believe that making mistakes is a normal part of the learning process and can even elicit laughter, as seen in some humour videos. Item 6 of the engagement variable indicator, "I listened or carefully read the English material," had the highest increase value (0.26) from M=3.72 to M=3.96. These findings indicate that student engagement increases after the intervention is carried out. Students believe that the use of a humorous video increases their engagement with the material. Erdoğdu & Çakıroğlu's (2021) study confirms that humour has a positive impact on behavioural engagement, including applying on time, following, continuity, effort, focusing, active and passive participation, and the desire to apply instantly.

Although all variables showed minor improvements, Wilcoxon Sign Ranked test for these variables indicates that the implementation of humorous videos had no significant effect in statistic on students' enjoyment (p=<.001), anxiety (p=<.001), and engagement (p=<.001). Therefore, more research is needed on the effectiveness and appropriateness of using humour videos to improve students' emotions and engagement in learning EFL. The challenge is to design an effective video-based learning procedures that leads to meaningful results. Several factors can be considered, including proficiency level, preference/interest, media selection, learning goal and so on (Sotlikova & Haerazi, 2023). Tailoring the videos to the proficiency level of the students can ensure that the content is both comprehensible and engaging. Then, understanding students' preferences and interests can help in selecting or creating videos that relate with them, making the learning experience more enjoyable and effective. Besides humorous videos, exploring other types of multimedia content such as animations, documentaries, or interactive simulations may provide alternative ways to engage students. A complete understanding of these factors may help the researcher develop the procedure for video implementation learning.

Students' Perceptions of Humorous Video Implementation

Implementing humorous videos promotes a positive attitude toward enjoyment, anxiety, and engagement. Table 8 shows that the indicators 'interesting and enjoyable' and 'reduce anxiety' dominate student perceptions. Thirty students felt that using video humour to learn English made the process more interesting and enjoyable. Furthermore, using humour in the video content helps students reduce anxiety. It was found that 35 students believed that using humour helped them to relieve their anxieties while learning English. The "reduce anxiety" indicator is the most/dominant of all student perception indicators following intervention. Some students recognized that using humour videos in class changed their perspective of making mistakes. It was found that five students now consider making mistakes to be natural in the learning process. They argue that the pleasant learning environment created by the implementation of video can lead them to focus on the process of learning rather than the mistakes they could potentially make. It is confirming the Positive Psychology (PP) by Seligman that stated happier people and those who experience well-being are more dynamic, creative, strategically equipped and therefore tend to have broadened states of mind. In other words, they tend to come up with more options in times of difficulty and conflict and therefore they will be more successful through the resources they create using the already existing options they possess (Seligman, 2011; Oladrostam et al, 2022).

Research has revealed that people who are more positive tend to be more innovative and have more creative solutions at their disposal in comparison to other people (Fredrickson, 2003; Seligman et al., 2005; Oladrostam et al, 2022). Pekrun's control-value theory (2006), like Seligman's, stated that the influences of achievement emotions on education and performance are dependent on the interaction of numerous mediating processes, such as learners' inspiration, strategy use, and education control.

Feelings are believed to impact learners' intrinsic inspiration to learn, which is based on awareness and interest in learning, as well as their extrinsic motivation to succeed or avoid failure (Pekrun et al., 2011; Yin, 2021). According to this theory, positive experiences such as enjoyment can boost student motivation and engagement in the learning process. As the results showed an improvement in the level of enjoyment, implementing humor videos into EFL classrooms seems promising.

The use of comedy videos as a teaching tool can create a fun and entertaining learning environment, assisting students in strengthening their connection to the subject matter. The implementation of humour video is just one of the few methods that can be used to make the learning process more effective. Video is a tool that can be useful if used in the right way. Therefore, it is critical for teachers to conduct extensive research when developing their teaching tools. Teachers must consider a variety of factors when using multimedia tools to meet the needs of their students. In this study, the researchers used a stand-up comedy video found on Instagram. All videos are of short duration and have English subtitles, making it easy for students with a low level of proficiency to understand the content. At least, if they have trouble listening to the stand-up comedians speaking, they can read the text of the subtitles to avoid missing the story from the video. The theme of cultural differences is deliberately chosen with the intention of introducing students to the cultural diversity of the world. All these considerations are intended to ensure that students with a low level of proficiency can enjoy video while studying English.

Dewaele and MacIntyre (2014) defined enjoyment as a powerful feeling that motivates the human drive for success despite obstacles and insufficient skills. It is generally experienced by people when they are striving for and investing in an outcome that is meaningful to them. ccording to the statement, students' enjoyment can be one of the key factors in improving achievement. To increase students' emotions (enjoyment and anxiety), appropriate methods are required. To obtain significant results, further investigation into appropriate multimedia use strategies is required. This study's findings can be used to inform further studies in the field. Some negative responses can be used as a reference for evaluation to understand the factors that might hinder the use of video in English language classes. Some of the recorded drawbacks of the open-ended question are scepticism, differentiated impacts, and distraction. Some students believed that using humour videos had no effect on their level of anxiety while learning English. They argued that anxieties in learning remained even though the classroom atmosphere was more enjoyable. Some of them also argued that using humour videos could be a distraction because they ended up focusing on the video rather than learning the language. Another consideration is that students' senses of humour are various. This distinction in the sense of humour could be considered by other researchers if they wanted to use a video of humour in their research.

According to some of the explanations above, the implementation of humorous videos received a positive response. This is demonstrated by the numerous positive perceptions of using the method. The use of this method in informatics study program's EFL classroom is thought to be one of the reasons that learning English is enjoyable and relaxing; using comedy videos to learn English makes English lessons less boring; changing perspective on making errors, and so on. From the anxiety standpoint, the use of humorous videos alters their perception of making mistakes during an English lesson, boosts confidence, and so on. In terms of engagement variables, using humorous videos increases engagement by encouraging active participation in cognitive processing. All of these findings address a second research question concerning students' perceptions of the use of humorous videos in English lesson.

CONCLUSION

The present study investigates the effect of humorous implementation on students' emotions and engagement (RQ1) and students' perception towards the humorous video implementation (RQ2). This study found two key findings, first, using humorous videos has no significant impact on informatics students' enjoyment, anxiety, or anxiety reduction. In contrast, second findings showed that students believe that using humorous videos in English lesson has numerous benefits. These advantages include making the learning environment more enjoyable and relaxed, lowering anxiety, increasing confidence, providing new perspectives on making mistakes, and more. This research should be considered with at least two limitations. First, this study is not focused on the correlation of these three variables to gain wider and deeper knowledge. The second limitation of this study is the small number of participants, which comes from students' lack of enthusiasm for completing the questionnaire. Further research into another media that is appropriate for multimedia learning is highly recommended.

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