

## Humor Practises of Arabic Teachers and Speaking Anxiety

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### Abstract

The use of humor by teachers in classroom interactions can stimulate students and change their attitudes toward learning. The study aims to determine the level of humor applied among Arabic teachers (GBA) and students' speaking anxiety in the Arabic language class at the Government Aided Religious Secondary School (SABK) in Kerian, Perak, Malaysia. A total of 152 out of 258 fourth-form students were selected as a sample by stratified random sampling technique. The research instrument was a questionnaire that was adapted from the *Foreign Language Classroom Anxiety Scale (FLCAS)* (Horwitz et al., 1986) and the *Students' Evaluation of Teaching Effectiveness Rating Scale (SETERS)* (Toland & Ayala, 2005). The study found that the frequency of GBA humor practice was moderately low ( $M = 2.88$ ,  $SP = 0.50$ ). At the same time, the frequency of students' speaking anxiety in Arabic is relatively high ( $M = 3.12$ ,  $SP = 0.74$ ). Pearson's correlation test shows a significant relationship with weak negative strength ( $r = -.197$ ,  $p = .000$ ) between the frequency of GBA humor practice and the level of students' speaking anxiety in Arabic. In conclusion, although the frequency of GBA humor practices is medium-low, most GBA use cheerful humor practices compared to hostile ones. However, the method of GBA humor alone is not enough to reduce the frequency of students' speaking anxiety in Arabic. Therefore, every party, especially teachers, must significantly diversify other effective teaching practices in teaching Arabic to improve students' speaking skills.

**Keywords:** Humor Practises; Speaking; Anxiety; Arabic; Government Aided Religious Secondary School (SABK)

### INTRODUCTION

A two-way and more engaging learning environment is further created by the use of humor in the classroom (Wanzer et al., 2006; Frymier et al., 2008; al-Duleimi et al., 2016; Amran & Rahman, 2017). Teachers who practice humor in the classroom are seen as more appreciated by students (Fortson & Brown, 1998). Even humor can reduce anxiety, tension, and stress, increase self-confidence and understanding, foster strong curiosity, improve self-motivation, and improve the quality of life of students (Garner 2006; Bakar & Amran 2020). Furthermore, students' personal problems that arise at school can be controlled by the implementation of humor in the classroom (Lovorn & Holaway, 2015).

Humor is frequently incorporated into a teacher's lessons in the field of education. According to Nguyen (2014) and Şahin (2021), humor in education is seen as fostering critical and creative thinking. The achievement of any activity in the classroom, whether individually or in groups, increases even stable and happy emotions (Cohen 1996; Hamidin, 2015), as well as skills (Garner 2006). This supportive environment eventually has an impact on student mastery (Hassed 2001; Berk 2001).

The frequency with which teachers in Malaysia employ humor when teaching Arabic has not yet been studied, despite the fact that several studies on humor in teaching have been conducted in the country as well as abroad. Teachers, especially Arabic teachers, need to make significant modifications in order to implement the modern revolution in education. It is necessary to adjust the way learning is communicated to make it more engaging and flexible for the stage of student development. In regard to that, a potential approach is to employ humor-based teaching to create a fun learning environment for secondary school students in order to fulfill the goals of the Malaysian Ministry of Education. Therefore, the goal of this study is to determine the amount of humor used in the Arabic language classrooms of government-aided religious secondary schools (SABK) and the students' speaking anxiety.

By varying the teaching and learning (PdP) process' strategies and activities, teachers can engage their pupils in learning foreign languages. Among them are fun teaching methods that incorporate a variety of creative learning strategies, including acting, singing, multimedia or communication-based animated performances, language games, and others. The efficiency of teachers' influence over students must be increased in order to motivate students and reduce anxiety (Halias et al. 2017). A more engaging learning environment can be created by using communication skills such as conversation, complimenting, and humor (Halias et al., 2017).

Teachers using humor can help students get past their anxieties and fears (Paterson, 2006). According to Abdullah et al. (2010), if the teacher uses words to produce humorous sensations through the use of images like cartoons and body language, fun learning can be embodied in the classroom. This engaging learning environment can pique students' interest and, in turn, motivate them to participate fully in the lesson. Someone enjoys listening to something if humor is associated with fun (Othman 2012). Teaching Arabic is incomplete if it only focuses on the mastery of content. Instead, it can be taught in a comfortable and fun atmosphere. Students will feel bored studying even if the teacher has high skills in grammar teaching. Because of that, the teacher's humor alone is seen as creating fun learning.

The ability to recognise whether a teacher is good at using humor in the classroom does not require them to be comedians. On the other hand, consider how often and for what purpose it is used in teaching. If the teacher notices that the students are disinterested or bored with their lessons, humor must be planned and implemented impromptu. If it is used effectively and styled nicely during the learning session, the teacher will appear knowledgeable and creative. The use of humor by the teacher in the classroom can and should happen both at the start of the lesson and as it is being taught. In conclusion, the evaluation of teaching effectiveness is determined by the various techniques and materials used when teaching (Othman, 2012).

According to Jamian and Hasmah (2013), ineffective classroom management by teachers contributes to problematic behaviour during PdP sessions, including hyperactivity, mischievous behaviour, absenteeism, and upsetting peers. Students are increasingly susceptible to unchecked influence as a result of the progression of the age of limitless information technology from many sources, including television broadcasts and the internet. Therefore, the employment of extremely rigorous and strict classroom regulations, such as raising your voice, using abusive language, provocation, scolding, and forcing among teachers, is no longer applicable in today's society to discipline

students to learn language competence. On the other hand, teachers need to create effective communication with students (Abdullah et. al. 2014; Halias et al. 2017) as well as create a more cheerful and enjoyable learning atmosphere (Jamian & Hasmah 2013).

In addition, Abdullah et al. (2014) demonstrated that a number of factors finally led to a learning environment that was unfun for students due to communication obstacles between teachers and students. Some of these are teachers who are monotonous in their instruction, speak quickly, are rude, don't smile, and ask too many questions. The teacher factor is also influenced by a number of other characteristics, including teachers who use extremely sarcastic language, tease and insult their pupils, are haughty, and enjoy mocking or criticising students' appearance, academic standing, or backgrounds.

Teaching Arabic requires the development of four key skills: reading, listening, writing, and speaking. Utilising techniques and procedures that aid students in understanding learning is necessary to combine all of these skills. The primary component in guaranteeing that the student can grasp the Arabic language as effectively as possible, given that Arabic is not the student's mother tongue, is obviously the employment of excellent teaching techniques. Shaffe et al. (2011) mentioned that the use of humor is one of the most effective methods for enhancing the teaching and learning experience for students. Negative humor techniques, on the other hand, are not permitted in the classroom, such as using vulgar, rude, or embarrassing students. However, humor-related practices are used by teachers on a relatively frequent basis. Because they are unable to effectively use a variety of tactics, including the use of media, current events, and non-verbal behaviour, teachers are still less able to practice humor while teaching.

Researchers from other countries, such as Hassed (2001), Garner (2006), Nadeem (2012) have conducted studies on the use of humor in teaching languages from the perspective of its effectiveness and role. In Malaysia, however, studies on the use of humor in language instruction, particularly in relation to teaching Arabic, are still lacking and sparsely studied. The use of humor by secondary school teachers, particularly in religious secondary schools, has also not been found in any new research. Therefore, the researcher believes that this study is appropriate to be conducted in religious secondary schools, particularly Government Aided Religious Schools (SABK), and that the use of humor in Arabic teaching is crucial to establishing effective teacher-student communication during the PdP session. In addition to raising student interest in Arabic as a topic, the effect is to improve the quality of teachers' instruction.

The success or failure of students in foreign language classes is determined by the level of students' anxiety about the success achieved in foreign language classes (Horwitz et. al. 1986). Many psychological theories related to second language learning are studied and discussed by researchers from home and abroad. One of the most important aspects of teaching and learning involving psychology is language anxiety (Kamarulzaman et. al. 2013). Therefore, the psychological aspect has a close relationship and connection with the aspect of students' concerns about learning Arabic. Therefore, effective teaching is considered important and needs to be practiced by teachers while teaching.

According to Horwitz et al. (1986), language anxiety is a complex feeling faced during the language learning process that includes emotions, self-confidence, and

behaviour. Language anxiety, on the other hand, is defined as having a negative emotional response to learning a foreign language and includes feelings of afraid and nervous when speaking, listening, and reacting. MacIntyre & Gardner (1994) outlined the characteristics of language learners who experience anxiety as an unpleasant experience. Students are frequently observed avoiding participating openly in class activities as a result of these experiences, feeling anxious when they make mistakes, and being less equipped to learn from them.

Furthermore, earlier research has shown that students who major in Arabic nonetheless have poor speaking proficiency. The lack of implementation of Arabic as a communication tool among students may be the cause of this deficit. This assertion is believed to be consistent with research by Nadwah and Nadhilah (2014) that demonstrates that although students majoring in Arabic at universities will go on to become Arabic teachers after graduation, more than 69 percent of students have only rudimentary proficiency in speaking Arabic. The lack of vocabulary linked to the topics the students want to speak about as well as their anxiety about making mistakes while speaking Arabic are the main causes of the students' inferior speaking abilities (Yaacob & Bakar 2018). In addition, the setting and the environment for learning foreign languages in Malaysia are still quite inadequate (Klein, 1986). However, there is still an inadequate amount of study on speaking Arabic anxiety and action to address the issue of students' poor Arabic speaking skills.

The main issue that is the basis of this study is the direct involvement of teachers to overcome the problem of students' speaking anxiety. The speaking abilities of students can be improved by teachers, or the other way around. This claim is corroborated by Farha & Syed, (2020), who claim that the personality of the teacher is one of the variables that makes students nervous about speaking during a class. According to Samah (2009), students' insufficient Arabic speaking abilities are a result of their inability to communicate in Arabic, a lack of teaching materials, a lack of student-centered instruction, a lack of drills, and a lack of question-and-answer activities. Students' passive attitudes and a lack of communication activities are also to blame for their poor Arabic speaking abilities. It is even more regrettable when the communicative approach in Arabic is not used and is not used by some teachers, particularly during the teaching and learning process in the classroom (Ismail et. al, 2011).

According to McCroskey's (1984), students who have a lot of speaking anxiety will try to avoid engaging in activities that require spontaneous speaking. Students will be anxious and shy because they won't be able to organise and speak with confidence when pronouncing words. Due to the vocabulary they use and the way they structure poor ideas when speaking, they get an inaccurate notion of how listeners or other friends would react. In conclusion, the improvement of students' Arabic-speaking abilities is directly related to the teacher's teaching practice throughout the teaching and learning process.

## **METHOD**

The design of this study is a cross-sectional survey to describe the phenomenon of Arabic teachers' humor practices and students' anxiety about speaking in Arabic. The focus of the study is only on the aspect of humor practice in the teaching of Arabic language teachers and students' speaking anxiety at the Government Aided Religious

Secondary School (SABK) in Kerian district, Perak, Malaysia. The study population involved 263 fourth-form students in five SABK schools in the Kerian district of Perak who took the subject *al-Lughah al-Arabiah al-Muasirah (LAM)*. The school used three separate curricula: the Standard Secondary School Curriculum (KSSM), the Dini Integrated Curriculum (KBD), and the Tahfiz Integrated Curriculum (KBT). By referring to the formula and table of sample size determination by Krejcie and Morgan (1970), the total sample involved in this study was 152 students.

This study used a proportional strata random sampling technique based on gender and school strata as a determination for the selection of the study sample (refer to Table 1). The percentage of study sample selection for each district involved is obtained after dividing the total population in each district by the actual total student population. This study also complied with data acquisition procedures from the Malaysian Ministry of Education (KPM) and received approval from the Ministry of Education on 24 January 2021 (Reference: KPM.600-3/2/3-eras (9123) and the Perak State Education Department (JPN Perak).

Quantitative data was obtained through the distribution of questionnaires that were sent through the sharing of a Google Form link and administered by the teachers of the Arabic language committee at the schools involved. The research instrument was adapted from the *Students' Evaluation of Teaching Effectiveness Rating Scale (SETERS)* (Toland & Ayala 2005) by doing several adaptation processes from the studies of Shaffe et al. (2011) and Guat (2015), which contain 33 items. In order to measure speaking anxiety, this study adapted the construct of communication anxiety from the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire, which contains 14 items (Horwitz et al. 1986). Some items have been modified according to the research questions and the students' environment.

Before the pilot study and the actual study could be carried out, the validity and reliability of the instrument were verified. This element of validity involves five experts—three language teachers and two university lecturers—who examined the items' content validity. Cronbach's Alpha statistical tests are related to reliability. According to the analysis's findings, the Cronbach's Alpha value for the overall item is 0.888, of which the second section about students' speaking anxiety in Arabic is 0.838 and the Arabic Language Teacher's Humor Practice element is 0.850. At one of the schools in the state of Perak, a pilot study involving 39 fourth graders was carried out. After collecting all the data, it was transferred into SPSS version 27 and tagged according to the research variables. Following that, the data were examined using descriptive statistics that included frequency values, percentages, mean values, and standard deviations. When all data normality validations for Skewness and Kurtosis values pass, Pearson Correlation and Multiple Linear Regression statistical tests are utilised for inference analysis (Matore & Khairani, 2020).

**Table 1. Number of Study Samples Based on School Strata and Gender**

Schools	Male	Female	Total
School A	21	33	54
School B	16	23	39
School C	10	22	32
School D	1	13	14
School E	2	11	13
Overall	50	102	152

## RESULTS AND DISCUSSION

### Frequency Of Humor Among Arabic Language Teacher

Results indicate that Arabic language teachers use humor on a moderately low frequency (mean=2.88, SD=0.50). According to the study's findings from a descriptive analysis, the frequency of humor among Arabic language teachers falls into three categories: often (33.3%), less frequent (21.2%), and infrequent (45.5%). The positive humor of the Arabic language teachers is demonstrated by 21 items, or 71.43 percent of the total, while the negative humor used by GBA is demonstrated by 12 items, or 28.57 percent of the total. GBA practices positive humor and expresses high agreement in the items that have been set. This circumstance demonstrates how GBA's positive humor practice is not only very beneficial for an enjoyable learning environment but can also lower student anxiety and assist students in handling difficulties in their learning. This assertion is in accordance with that made by Malikow (2007), who claims that using humor in an activity can enhance its quality and have an impact on one's career as a teacher. Interestingly, using humor in the classroom both increases student achievement and the effectiveness of PdP (Shade 1996). The use of GBA humor can foster positive relationships between students and teachers as well as between colleagues and administrators (Frymier et al. 2008).

The somewhat low level of GBA humor practice frequency also demonstrates that students evaluate and consider the frequency of GBA humor practice in light of the completely supplied assertions of the question items. The fact that the teachers were able to accomplish this somewhat low level of frequency demonstrates their expertise, social skills, and sense of humor. Positive GBA humor practices are found to be moderately common, despite the relatively low overall frequency of GBA humor practices. This moderately high perception enables them to use humor more confidently when teaching Arabic in the classroom (Hashim 2008). This occurs because the majority of respondents believe that humor may be used in PdP by teachers without them having to be comedians. The majority of respondents also believed that they agreed with the statement that the use of humor in GBA adds to ineffective teaching techniques. The results of this study are thought to be consistent with those of Frymier et al.'s (2008) study.

Five items make up a modest level of 15.15 percent of the total frequency of GBA humor practices, yet even though this percentage is minimal. The minimal negative humor usage results indicate that GBA has a dimension of good teacher quality as an educator and role model for their students. The majority of students also concur that Arabic teachers do not engage in offensive language use, the narration of hazardous behaviours, hostile components, or the use of students as subjects. This implies that this form of humor should not be used and should be completely avoided. Although some GBA in this study continue to use negative humor, most of them find it inappropriate and reject it. The study discussion by Wanzer et al. (2006) and Shaffe et al. (2011) similarly expresses the rejection of this practice of negative humor. If teachers can keep the class under control, aid the students' learning, and foster a supportive, productive, and fun learning environment, they are viewed as competent subject matter presenters. In addition, this action promotes student learning success (James 2001; Gardner 2006; Malikow 2007; Shaffe et al. 2011).

The study's findings demonstrate that GBA hardly ever uses offensive humor to attract students to their teachings. According to the findings of the study by Abdullah et

al. (2014), the teacher's teaching style will not be monotonous and will encourage a learning environment that piques the students' interest. Students will act out of control, breach school rules, skip class, or worse, behave aggressively as a result of negative humor techniques, including employing sarcastic language and utilising students' ethnicity and gender as the subject of humor (Jamian & Hasmah 2013).

Additionally, GBA does not use humor too frequently when teaching Arabic. GBA doesn't frequently employ humor when it runs PdP. This indicates that GBA only uses humor in particular situations. The suggestion (rule of thumb) offered by James (2001) is consistent with the application of GBA at specific times only. Despite this, the majority of GBAs use tendentious or positive humor more often than non-tendentious or negative humor. This demonstrates that GBA is successful in fostering positive values in its students and that the teacher's use of sarcasm is inappropriate while the Arabic PdP is being taught.

Students are more likely to be interested in Arabic studies if their teacher has a good sense of humor and a witty personality. 53 percent of the students agreed that the teacher's frequent use of humor in the classroom increased their interest in Arabic subjects, and 54 percent of the students said that the teacher's humorous personality played a significant role in motivating students to speak Arabic. The impact of the teacher's humor on the students' interest in Arabic subjects differs from the findings of the student's interest in Arabic subjects. According to data from survey participants, 80 percent of students are interested in the study of Arabic language, and 53 percent of the research's sample generally report that humor in the classroom boosts students' interest in Arabic-related topics. This indicates that the teacher's use of humor is perceived to have less of an impact on the student's interest in the study of Arabic.

### **Students' Speaking Anxiety In Arabic Learning**

Speaking anxiety among students is moderately high (mean = 3.12 and SD = 0.74). The results indicate that 10 of the 14 items assessing students' Arabic-speaking anxiety are rated as medium to high. Due to this circumstance, 71.43 percent of all findings demonstrate the frequency of students speaking Arabic due to their level of worry. Students' anxiety in class is greatly influenced by their concern about failure, particularly in speaking skills classes. The results of earlier studies, such as those by Rhodora (2022), Samoepoh et al. (2018), Indrawati (2017), and Cheng and Erben (2012), who found that language anxiety is high, almost exactly match this degree of concern. Similarly, in comparison to the research by Atasheneh and Izadi, Elkhafaifi (2005); Pratiwi (2015) showed language anxiety at a low level.

A number of studies indicate that students experience intense anxiety when they receive unfavorable peer assessments while taking Arabic classes. When students are asked to speak in Arabic in front of the class, they often feel intimidated since they believe their peers to be more fluent and adept speakers of the language. According to Ohata's 2005 research of five ESL Japanese college students in the United States, students frequently experience anxiety related to the fear of being negatively evaluated, particularly when giving a speech in front of others. As a result, they are unknowledgeable and lack the confidence to speak English.

Students may experience anxiety when speaking in Arabic without proper preparation. This claim is supported by a study's findings, which showed that 58.6% of

students frequently experience anxiety when speaking in class when learning Arabic. Although they have prepared adequately, some students nevertheless feel anxious about speaking in Arabic. The findings of this study are consistent with those of a study conducted by Bunrueng in 2008 at Loei Rajabhat University on the degree of anxiety and the variables influencing it. According to the study's findings, speaking anxiety is considered to be quite severe. Students are concerned about speaking in English spontaneously; they are reluctant to provide voluntary responses, and they are troubled when the teacher asks them questions.

On the other hand, some students, despite their best efforts prior to the start of the Arabic language session, are anxious about speaking in Arabic. The findings indicate that 52.8 percent (80) of the students frequently experience speaking anxiety. This result also demonstrates that when talking in Arabic, students feel a little uneasy and apprehensive. In fact, when speaking with native Arabic speakers, this sensation will get worse. All of these issues are brought on by a lack of vocabulary, a sense of nervousness, and the worry that one may use incorrect grammar when speaking Arabic (Hamzah et al. 2017).

Although the results indicate that students' anxiety is somewhat high with regard to speaking Arabic, there are other aspects of students' anxiety that are moderately low. Regarding the findings of this discovery, there are three intriguing points to be discussed. First, they were forced to speak Arabic via the Grammar Translation Method. Fear of the teacher correcting your Arabic errors comes in second, and feeling uneasy or anxious about attending Arabic class comes in third. The majority of 38.8 percent (59) students are less concerned about having to use the Grammar Translation Method to speak Arabic, perhaps as a result of their exposure to other related subjects that frequently use Arabic as a medium of instruction, like Islamic Sharia and Usuluddin subjects. As a result, even if they are forced to adopt the Grammar Translation Method, students are not concerned about speaking Arabic.

The findings of the aforementioned study are also consistent with Chan et al.'s (2012) research on 700 undergraduate students, which found that 65% of students indicate moderate levels of anxiety when speaking in English. In addition, the study's findings showed that 79 percent of students felt some amount of anxiety while taking the test. According to research by Siew (2014), Lim and Budin (2014), and Abdullah and Rahman (2010), the majority of students report having a moderate amount of speaking anxiety. Similar findings were seen in a study conducted by Catagay (2015), which revealed that the majority of 147 Turkish EFL (English as a Foreign Language) students at a Turkish institution had a moderate degree of FLSA.

The study's findings (Yusri et al. 2010) lend credence to the aforementioned assertion. Speaking Arabic becomes simpler for those who have studied the language in secondary school. However, a small number of students also frequently feel burdened by the grammar approach to speaking Arabic. Weakness in speaking in a second or foreign language is brought on by inaccuracies in the use of language structure and the use of grammatical errors (Tanveer, 2007; Rajitha & Alamelu, 2020). Students frequently utilise the incorrect nouns, idioms, verbs, demonstratives, subjects, and predicates when speaking, in addition to committing morphological blunders (Ismail et al. 2012). Lack of morphological understanding and a lack of formal or informal Arabic communication may be to blame for this grammatical blunder. They may not even be



aware of this issue since they don't care as much about using Arabic words and sentences.

Despite the fact that the majority of students are not terrified of the teacher correcting their Arabic, a small number of them are. According to Gregersen & Horwitz's (2002), high achievers are terrified of making mistakes since they have a high level of self-confidence. The results of research by Bunrueng (2008) and Mustapha et al. (2010), which reported that undergraduate students displayed high levels of speaking anxiety, are in contrast to those of this study.

### **Correlation between Arabic Teachers' Humor Practices And Students' Speaking Anxiety in Arabic**

The results of the analysis in Table 2 found that there is a significant relationship between the level of frequency of the teacher's humor practice and the level of students' speaking anxiety in Arabic ( $r = -.197$ ,  $p = .000$ ). The relationship between these two variables is weakly negative. In relation to that, the results of this study show that the higher the Arabic language teacher's humor practice, the less anxiety the students have about speaking in Arabic. On the other hand, the less Arabic teachers practice humor, the higher the level of students' anxiety about speaking in Arabic.

**Table 2. Results of Pearson Correlation Test Relationship Between Arabic Teachers' Humor Practices and Students' Speaking Anxiety in Arabic**

Correlation	Interpretation	
	<i>r</i>	<i>sig.</i>
Relationship Between Arabic Teachers' Humor Practices and Students' Speaking Anxiety in Arabic	-.197	.000

The results of this study demonstrate a significant negative correlation between students at SMKA's proficiency in Arabic and their language anxiety. In further detail, this study discovered a significant negative correlation between Arabic language achievement among students at SMKA and the three components of language anxiety, namely communication anxiety, nervousness about tests, and negative assessment anxiety. The study also discovered a moderate correlation between language anxiety and proficiency in Arabic. It is obvious that a student's level of language anxiety affects how well they perform in Arabic classes; the less anxiety a student experiences, the better they perform in Arabic.

The findings of this inference show that the level of frequency of GBA humor practice in the classroom, to some extent, helps to reduce the level of students' speaking anxiety in Arabic. Knowledge, readiness, and sensitivity to humor are important qualities to apply wisely in their PdP sessions. From a psychological perspective, humor in the (language) classroom can also (a) lighten the mood of the class, (b) increase immediacy behaviours (i.e., higher warmth and involvement among class members), (c) lower learners' affective filters (e.g., anxiety, inhibition), (d) improve learners' motivation, teacher evaluation, and class performance, and (e) encourage more approach and fewer avoidance behaviours (Shahreza 2020). Multiple comparison analyses by Dewaele et al. (2022) showed that levels of FLE dropped significantly among students whose teacher joked very infrequently and infrequently.

It is possible to develop humor skills in PdP Arabic if the teacher plans ahead and makes sure that the planning aligns with the learning objectives (Subuh 2019). GBA will undoubtedly benefit from having this opportunity to learn more about the students'

experiences and to choose the kinds of humor that would work best in the classroom. Students benefit from a new learning experience when learning objectives are created with careful planning and this efficient approach. This is believed to have a better effect on students' learning. The students will undoubtedly consider that the learning is not very fascinating and lose interest if the teacher's use of humor is perceived as forced and not neutral. Some teachers are reluctant to accept humor because of sociocultural differences (such as those related to race, religion, ethnicity, and socioeconomic class), especially in multicultural language contexts. These differences may be successfully included into classroom humor, even though they may alter how agreeably an attempt at humor is realised, recognised, and reacted to (Bell, 2011; Shahreza, 2020). Bell (2006), for instance, found that her Thai English student did not find the humor directed at obese individuals amusing since it was frowned upon in her own culture to make light of fat.

### CONCLUSION

The purpose of this study was to determine the correlation between GBA humor practices and students' speaking anxiety among only 4th grade LAM students in the Kerian District of Perak, Malaysia. The cross-sectional survey used in this study to determine the level of students' speaking anxiety demonstrates how the use of GBA humor in PdP Arabic at school is a useful variable. This study also introduced a paradigm change in an effort to enhance students' competency in Arabic speaking abilities through appropriate and effective humor practices depending on the situational setting, cultural norms, and learning environment of the students. This study supports six assumptions that are the foundation of the research into how frequently Arabic language teachers use humor. The six theories include Interactional Humour Processing Theory (IHPT), Social Learning Theory, Humanism Theory, Relief Theory, and Emotional Intelligence Theory (EQ). Therefore, further studies must concentrate on the inclusion of variables to the Big 5 Personality Theory in order to identify the personality of Arabic language teachers who use humor.

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