

## Student Perception Regarding the Use of Sarcasm in Classroom Interaction in the University Context

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### Abstract

*This research aimed to identify in what types of interaction patterns sarcasm is found in the classroom and what students' perceptions regarding the use of sarcasm in classroom interactions. This research used qualitative methods to obtain data from respondents. The respondents in this research were lecturers who use English when teaching and students who are familiar with sarcasm. The results obtained from this research show that sarcasm is found in three interaction patterns, namely one-way interaction, two-way interaction, and multidirectional interaction. Meanwhile, students' perceptions regarding sarcasm have pros and cons. There are those who think sarcasm is appropriate in the classroom. It can trigger laughter and others who think it is inappropriate because it can hurt someone's feelings.*

**Keywords:** *Student Perception, Sarcasm, Interaction Patterns, Language Functions.*

### INTRODUCTION

Communication and interactions among students especially in higher education, tend to be not too positive but it can also be negative. It is because students are aware or not when communicating with one another when they have a fairly close relationship, they used to convey vulgar language which can reveal mocking or sarcasm of one another. So, in these conditions, the grounding idea why this study has to be conducted is to contribute knowledge to students about the disadvantages of using sarcasm in their interactions so that in the future, it will not happen again.

Genie in Damayanti (2021), claims that sarcasm is a form of informal language. Sarcasm is a language style that is intended to be offensive, hurtful, and unpleasant to hear. It is employed to make sarcasm harsh and insulting. On the other hand, using sarcasm does not always imply hurting or mocking other individuals. However, sarcasm in conversation can also occur in personal settings in an attempt to appear casual and avoid upsetting the other person by coming off as humorous (Damayanti, 2021). Sarcasm has spread through campus discourse and is now considered normal among students. Sarcasm can be used to communicate unhappiness or to make jokes in some situations, but it can also be used to express insults in others. Gaining insight into how college students perceive sarcasm and how it impacts their class interaction can help us better understand the mechanics of communication on campus.

According to Suwanto and Fajri (2018), the processing of data from the senses of sight, hearing, touch, and observation that are directed toward specific areas of the brain causes the subject to become aware of the object under observation is known as perception. The process of evaluating perceptions or sensations that one receives with the presumption that they can be good or terrible, useful or not useful, satisfied or unsatisfied, is known as perception (Rahmawati & Putri, 2020). Perception of sarcasm can vary greatly between individuals. In addition, how someone interprets sarcasm might differ depending on their culture, background, and life experiences. Therefore, research studies examining the way college students perceive sarcasm should investigate how they interpret this type of communication in their class interactions.

One important aspect of university is class interaction. According to Carter and Nunan (2001), classroom interaction refers to the interaction between the lecturer and students in the classroom. Classroom interaction was centered on the language that was used by the lecturer and students, the interactions that were created, and their effect on learning. According to Brown (1994), interaction is the cooperative sharing of ideas, sentiments, and thoughts between students and educators or between students themselves (Wachyudi, Sriduarso, & Miftakh, 2014).

Previous research on sarcasm in interaction has been conducted by several researchers who have come to different conclusions. First, a study entitled “Varieties of Sarcasm in Teenage Conversations in Kepung Village, Kepung District, Kediri Regency” by Damayanti (2021). The result of this research is that the teenagers in Kepung Village, Kepung District, Kediri Regency, use sarcasm in their conversations. Examples of this include sarcasm that takes the form of animals, refers to someone's physical appearance, uses terms for astral creatures, refers to body parts, and refers to activities that a person engages in. When it comes to the actions that people take, sarcasm can be classified into two categories: sarcasm about eating, drinking, sleeping, talking, and going, and sarcasm about a person's occupation. A variety of variables can affect how sarcasm is used. These variables include age, education, family, and surroundings.

The second research by Paramita, et al., (2022), in their research entitled “Analysis of Netizens’ Use of Sarcasm Language Styles on Facebook Social Media”. Conclusion: A study on the use of sarcasm by internet users on Facebook social media revealed a large number of sarcastic comments in a variety of formats. Eight forms of sarcasm from the ten forms proposed by Keraf have been identified from 53 data that have been discovered and examined by researchers. These forms include 31 forms for expressing opinions, 6 forms for expressing questions, 3 forms for statements of equality, 2 forms for affirmations, 4 forms for orders, 6 forms for information, 1 form for greetings, and 1 form for prohibitions. It is obvious from the above that netizens use sarcastic language in their comments to express their opinions.

According to the remarks made by netizens, it can be inferred that sarcasm is primarily used to express opinions while still being sarcastic.

The third research by “Analysis of the Use of Sarcasm in Millennial Communication” by Intania (2023). The focus of the research is to recognize or analyze the sarcastic phrases that millennials frequently use in conversation. The data collection techniques used are observation, interviews, and note-taking. The type of research that was carried out is qualitative descriptive with an explanation of the meaning and referentiality of the phrase "sarcasm" as used by teenagers from Kp Sampihmanggu. The result of this research is that the word sarcasm often takes the form of or refers to animals, negative traits, a person's psyche, objects, and spirits. The use of sarcasm can be attributed to a variety of factors, such as social media, the environment, humor, emotions, disappointment, and rage.

The difference between previous research and current research is that previous research focused on sarcastic language used in teenage lives, social media, and rural areas. However, what the researcher is currently doing is focusing on how sarcastic sentences are used in classroom interaction in the university context which are recognized as intelligent areas, and also how students perceive using sarcastic sentences in class interaction.

The research aimed to investigate and record how college students perception the usage of sarcasm in class interaction in a university context. The researcher was able to learn more about how sarcasm impacts students' relationships with lecturers and staff, as well as their class interaction. The researcher hopes this study can shed significant insight into how sarcasm functions in this diverse and multicultural university.

## **METHOD**

### **Research Design**

The research method used by the researcher was the qualitative method. Based on the research questions and research objectives, this type of research includes descriptive research using a qualitative approach. In other words, descriptive research is done to provide information about the current situation by addressing inquiries concerning the condition of the research object at the time the study was conducted (Barlian, 2016).

Based on the facts and reality present in the research area, this study offered an understanding. In qualitative research, assessments are conducted using field phenomena as a basis. Researchers from Universitas Negeri Makassar, Kampus II Parangtambung, faculty of language and literature, are interested in finding out how often sarcastic statements are employed in classroom interaction.

### **Data Analysis**

Qualitative data analysis is carried out if the empirical data obtained is qualitative in the form of a collection of words and not a series of numbers and cannot be arranged into categories/classification structures. Analyze refers to a thorough evaluation, analysis, or inspection. Thus, it is easy to see that analysis is the process of attentively examining or analyzing anything. When used in a research environment, data analysis can be seen as the process of delving into and comprehending data to draw specific inferences, interpretations, and meanings from all of the research's data. According to Ibrahim (2015), The act of responding to

data, classifying, and processing it into a methodical and comprehensible arrangement is another way to conceptualize data analysis (Saleh, 2017).

### **Data Reduction**

During the data collection process from field notes observations transcription style guidelines by Gillian Brown and George Yule (1983) and interview answers, the researcher conducted data reduction. The process of choosing, concentrating on simplifying, abstracting, and converting raw data that results from field notes is known as data reduction. Another type of analysis called data reduction involves grouping, directing, and eliminating irrelevant data while arranging the remaining data so that conclusions may be made and validated.

### **Data Display**

An essential first step in data analysis is data display. Data display can be defined as a structured collection of information that allows for the potential of making decisions and acting upon the information. According to Miles, Huberman, and Saldana (2014), the most frequent form of data display for qualitative research data in the past is narrative text, which is most often used for presenting qualitative data, the data display in this study was conducted in the form of narrative text.

### **Conclusion or verification**

The next stage of data analysis is to draw and validate a conclusion. Early on in the data-gathering process, the researcher looked for patterns and regularities in the data, made inferences, and attempted to understand the meaning of the relationship. The data collection procedure is still continuing thus, the fundamental hypotheses and preliminary conclusions are still subject to change. On the other hand, findings are considered trustworthy if they are backed by reliable and consistent evidence (data) gathered by the researcher in the field. For the remainder of the research period, the researcher alternated between reduction, display, and conclusion drawing or verification tasks in these three categories. In this view, qualitative data analysis is an ongoing, repetitive, and ongoing endeavor in which the challenges of data reduction, data visualization, and conclusion or verification gradually come together to form an image of the research's success as a sequence of interrelated analytical tasks.

## **FINDINGS**

### **The kind of classroom interaction patterns where the sarcasm occurs**

Sarcasm is used by students or lecturers in classroom interaction. Sarcasm is a sophisticated and varied kind of verbal irony that is often used in communication, especially in social situations on campus. It does more than just make people laugh, it also serves other purposes like expressing criticism, fostering social bonds, and drawing attention to contradictions. The subject of this research presented how they convey their sarcasm in classroom interaction with different types of communication patterns. They are one-way patterns, two-way patterns, and multidirectional way patterns.

a. One-way pattern of interaction, a paradigm in which students are passive and lecturers are active, with lecturers acting as the provider of action. Delivering educational materials is considered the action of teaching.

Extract 1:

Lecturer 1: “You are Levi’s, you know Levi’s?”

All student: “*Lemah visik*”

English translation: “Physically weak”

Based on the data above, the utterance is a form of sarcasm from the lecturer to the students in the class. The lecturer makes sarcasm at one of the clothing brands which is “Levi’s”. This happened when the class just started at the moment when the lecturer checked for attendance. This sentence was uttered because one of the students did not attend the previous meeting because he fell ill. Then when he came to the next meeting, the lecturer commented that he was Levi’s which comes from an abbreviation in Bahasa that means “*Lemah visik*” or “*Lemah fisik*”. “*Lemah fisik*” or physically weak describes the state of a person who lacks physical attributes, such as strength, endurance, or physical prowess that are inferior to other individuals. For example, being physically weak is when someone is susceptible to disease.

Extract 2:

Lecturer 1: “*Jadi tidak ada alasan saya baru datang dari sini, dari begini, - begini, -begini. Kita itu punya permasalahan masing-masing.* So, your reason doesn’t make sense to me”

English Translation:

Lecturer 1: “So there is no reason I just came from here, doing this, this, this. Each of us has our own problems. So, your reason doesn’t make sense to me” (D3L1)

Based on the data above, the utterance is a form of sarcasm from the lecturer to the students in the class. The lecturer makes sarcasm by saying the student’s reason doesn’t make sense to her when the actual meaning is the lecturer rejects the student’s reasons. This sentence was uttered at the beginning of the class right after the lecturer checked for attendance. This sentence is uttered when a student arrives late while the lecturer is checking attendance. The lecturer then asks about why the student is late. After the student gave an excuse, the lecturer told him to sit down and continue checking attendance. After that, then the lecturer explained her comments regarding student excuses, and at the end of her sentence, she uttered sarcasm. “Doesn’t make sense” can be interpreted as unintelligible, unjustified, or impracticable.

b. Two-way pattern of interaction

- 1) A structure in which the lecturer is either the provider or the recipient of actions. Similarly, students can both offer and receive actions. There won’t be any student-to-student interaction; instead, lecturers and students will converse.
- 2) Student engagement occurs in tandem with the pattern; in this instance, student contact happens not just between lecturers and students but also between students.

Extract 3:

Lecturer 2 : \*mention each student's name to check for attendance.

Student 1: "Covid mam"

Based on the data above, the utterance is a form of sarcasm from the student when responding to the lecturer. The student makes sarcasm by saying "Covid mam" when the actual meaning the student was sick. This sentence was uttered at the beginning of the class when the lecturer checked for attendance. When the lecturer mentioned one name, one of the students answered by saying "Covid mam". Covid is an infectious disease caused by the SARS-Cov-2 virus. Within a few years, many victims died. Most people infected with this virus will experience mild to moderate respiratory illness. The student said "Covid" rather than "sick", which can cause laughter but can also hurt someone's feelings, especially for those who have experienced or even trauma with the virus.

Extract 4:

Student 2: "*Saya ingin bertanya, kenapa lagunya selalu berganti setiap tahun?*"

Student 3: "Please Jawa"

English Translation:

Student 2: "I want to ask, why does the song always change every year?"

Based on the data above, the utterance is a form of sarcasm from the student to the group presenter. The student makes sarcasm by saying "Please Jawa" when the actual thing he wanted to say was "Please jawab" or the translation in English means "Please answer". This sentence was uttered in the middle of the class when one of the student participants gave the question to the group presenter. At the end of the question, another student added by saying "Please Jawa". The sentence is a one-of-a-line joke that is commonly used in social media. People used to use this sentence when they asked questions in the comment section. This sentence includes sarcasm because it contains allusions to one of the ethnic in Indonesia, namely Java.

c. Multidirectional pattern of interaction, where students and lecturers can interact freely and indefinitely as well as with other students.

Extract 5:

Student 3: "Can you play the song in the original version?"

Student 4: "Yeah, in Hitler's way"

Based on the data above, the utterance is a form of sarcasm from the student to the group presenter. The student makes sarcasm by saying "Yeah, in Hitler's way". This sentence was uttered in the middle of the group presentation during the class. The presenter playing a song originally from Germany but in English version. Then at the question-and-answer session, one of the students asked "Can you play the song in the original version?" then another student added by saying "Yeah, in Hitler's way". He said that because Hitler was a German. This sentence includes sarcasm because it contains allusions to Hitler. Adolf Hitler was the dictator of Nazi

Germany who rose to power with his radical ideology and was responsible for starting World War II.

Extract 6:  
Student 5:” Song for sleep”

Based on the data above, the utterance is a form of sarcasm from the student to the song from a group presenter. The student makes sarcasm by saying “Song for sleep” when the actual thing he wanted to say is that the song has a slow tempo. This sentence was uttered in the middle of the learning process specifically in the middle of the presentation when the presenter played a song. At the end of the song, one of the students commented by saying “Song for sleep”. This sentence includes sarcasm because it contains allusion to the song.

Extract 7:  
Lecturer 2: “So smooth”

Based on the data above, the utterance is a form of sarcasm from the lecturer to the students. The lecturer makes sarcasm by saying “So smooth”. This sentence was uttered at the end of the Question-and-Answer session after student presented their proposal, it’s sarcasm because the lecturer felt that the Q&A session went smoothly, because after the participant asked the presenter a question, even though the question was not heard well by the lecturer and other participants, the presenter immediately responded as if they already knew the question. This aroused suspicion in the lecturer so she said “So smooth” which meant an allusion to the smoothness of the Question-and-Answer process.

### **Student perception regarding the use of sarcasm in classroom interaction in a university context**

The researcher used semi-structured interviews from 5 students who familiar with sarcasm used in classroom interaction to collect data to answer this research question. There are some of the student perceptions regarding the use of sarcasm in classroom interaction in a university context.

Extract 1:  
“So, with using sarcasm is more like you make the conversation between you and your friends is more like, more fun, more happy more, not in a more not in in formal, uh + situation. So, I think based on my perception, so sarcasm is really, uh + helpful to make our conversation more be fun. So, the sarcasm we can make an effective communication. -That is the point.”

According to the extract above, the student emphasizes their perception of sarcasm as a way to improve casual talks between friends and make them more enjoyable. The student argues that sarcasm can improve the effectiveness of communication by bringing humor into the discussion. The students see sarcasm as adding lightness and humor to conversations, making the environment more casual and friendly. This is proven by the following responses:

Extract 2:

*“Menurut saya pribadi itu lebih ke sindiran halus, apa yah? Kayak+seperti majas yang berarti banyak tapi tersirat artinya. Dan kalau saya pribadi sih menggunakan sarkas itu biar lebih lucu.”*  
English Translation: *“Personally, I think it’s more of a subtle innuendo, what is it? Like, Like a figure of speech that means a lot but the meaning is implied. And personally, I use sarcasm to make it funnier.”*

According to the extract above, the students expressed an opinion about sarcasm, characterizing it as a type of subliminal innuendo or figure speech with implicit meaning. The student also employs sarcasm to make the conversations funny and entertaining. This is consistent with the idea that sarcasm can be used to increase communication’s entertainment value and make it more pleasurable for both the speaker and the listener. However, it cannot be denied the fact that sarcasm is a satirical sentence that can hurt other people's feelings. This is proven by the following responses:

Extract 3:

*“Sebaiknya jangan terlalu sering sih, takutnya nanti ada pihak yang offended gitu setelah diberi sarkas. Sebenarnya juga untuk bercanda tidak masalah tapi jangan terlalu berlebihan sampai-sampai membuat pihak tersebut merasa tersakiti.”*  
English Translation: *“It’s best to avoid doing that too frequently, considering someone will be offended after getting sarcastic. It’s actually okay to joke, but don’t use it too much to the point it causes harm to another person.”*

Extract 4:

*“Okelah jika teman dekat (mengggunakan sarkasme), tapi jika dilontarkan kepada orang asing pastinya kita tidak kenal dan itu tidak baik.”*  
English Translation: *“It’s okay to use sarcasm to close friends, but if it’s said to a stranger definitely, we don’t know each other and that is not good.”*

According to the extracts above, the students expressed that using sarcasm in communicating with caution. The students stress the need to use sarcasm carefully and understand that it can accidentally harm other people's feelings. Another student admits that sarcasm can be viewed as impolite or improper when directed to strangers, but it can be acceptable and appreciated among close friends. One of the functions of sarcasm is to subtly tease someone, this is proven by the following responses:

Extract 5:

*“Kita ada diruangan yang didalamnya punya karakter yang berbeda, jadi mungkin kalau eee, kata lembut tidak bisa jadi kita using sarcasm.”*  
English Translation: *“Since we are in a room with many characters, if its not be able to use soft words, therefore we turn using sarcasm.”*

According to the extract above, the student quotes the situational aspects of communication and the flexibility required in selecting appropriate language. People can modify how they

communicate to match the situation and effectively transmit ideas in a setting where personalities and communication styles vary widely. When direct communication is thought to be less effective or when softer language is inappropriate, sarcasm may become the favored option. Successful and meaningful conversations therefore depend on an awareness of the subtleties of the communication environment and the preferences of those within it. This is proven by the following responses:

Extract 6:

“Before we use the sarcasm to others, first things first we have to see who talk with, who we speaking with, that is the basically the main reason why we use the sarcasm to others. If we speak to the lecturer, I think you still use the sarcasm to the lecturer, I mean but it still in appropriate way. Not like what we use to do to our friends, we using more sarcasm towards our friend, uhh I think that is different about that. The main point is look who we talking with, finally we use the sarcasm to make it appropriate.”

According to the extract above, the student highlights how crucial it is to take the relationship dynamics and context into consideration before using sarcasm in conversation. The student emphasizes how important it is to gauge the person being addressed and adjust the use of sarcasm appropriately. Sarcasm can be suitable while dealing with friends, but when speaking with teachers or other authoritative individuals, it should be used sparingly and appropriately. Regarding the appropriateness of using sarcasm in classroom interactions is also a problem that still raises pros and cons. Some student thinks it's appropriate and some of them not. This is proven by the following responses:

Extract 7:

“I have mixed feeling about it. I sometimes feel it is inappropriate. I mean it's not polite, unpolite and at the same time I feel + I find it funny.”

Extract 8:

“Like I said before if you use that with the lecturer, I think uhh there is no way you shown your inappropriate thing in front of your lecturer by using that. But if you using that with your fellow friends, with your fellow members of the group class, I think, -I- I- I don't think there is an appropriate moment there. So, it means like more like, uh + it's showing your, how close you are with your friends. So, I think that will be makes you more bit closer with your friends.”

According to the extracts above, the first student expresses mixed emotions regarding sarcasm, recognizing its potential to be impolite while also finding it funny. The conflict leads to a more complex understanding of sarcasm, recognizing its dual qualities as entertaining and potentially insulting. Another student elaborates on the contextual appropriateness of sarcasm, highlighting the distinction between using sarcasm with authority figures, such as lecturers and using it with friends or classmates. The student suggests that while sarcasm may be inappropriate in certain contexts, such as with lecturers, it can strengthen bonds and foster friendship. Overall, the complexity of sarcasm as a communication technique is highlighted by the findings formed from these extracts. Although it could cause conflict and be considered inappropriate in some

circumstances, it also fosters friendship and building relationships among social groups. This emphasizes how crucial it is to take audience and context into account when using sarcasm, making sure that it is used sensibly and sparingly to preserve good social relationships.

Table 1. Classification of language functions used in Sarcasm of Classroom Interaction

Sarcasm	Language Function	Classroom Interaction
“You’re Levi’s” (Extract 1)	Personal Function	One-Way Interaction Patterns
“Your reason doesn’t make sense to me” (Extract 2)	Personal Function	One-Way Interaction Patterns
“Covid mam” (Extract 3)	Interactional Function	Two-Way Interaction Patterns
“Please Jawa” (Extract 4)	Interactional Function	Two-Way Interaction Patterns
“Yeah, in Hitler’s way” (Extract 5)	Personal Function	Multidirectional Interaction Patterns
“Song for Sleep” (Extract 6)	Personal Function	Multidirectional Interaction Patterns
“So smooth” (Extract 7)	Personal Function	Multidirectional Interaction Patterns

## DISCUSSIONS

### The types of sarcasm identified in Classroom Interaction Patterns.

In this research, the use of sarcasm was found in several interaction communication patterns in the classroom. Based on the results of research (as shown in extracts 1 and 2), sarcasm is found in one-way communication patterns. One-way communication patterns are a paradigm in which students are passive and teachers are active, with teachers acting as the providers of action. Delivering educational materials is considered the action of teaching, Darmawan (2016) in (Widyastuti, 2016)

The data that researcher have collected is divided into several forms of delivery and is included in the functional category of using sarcasm. In a one-way interaction pattern, sarcasm has been found to use personal language functions according to Halliday. The personal function is the ability to communicate one's personality, feelings, and intense reactions. This is proven by the expression of the lecturer to one of the students saying “You are Levi’s”. This sentence is classified as sarcasm because it has a double meaning. The first meaning is that students can relate this sentence to a fashion brand, namely Levi's. Another meaning is an allusion to students who did not attend the previous class meeting because they were sick. In this situation, the meaning of the sentence is more inclined to the second statement. The word "You are Levis" itself is an abbreviation of "Lemah Visik". In English, it means physically weak.

The next sarcasm is “Your reason doesn’t make sense to me”. Based on the language “Your reason doesn’t make sense” contains the meaning of mocking one of the students by saying the

student's reason doesn't make sense to the lecturer. This sentence was uttered when a student was asked by the lecturer about the reason why he was late for class. After the student gave an excuse, the lecturer did not accept it because she felt the reason did not make sense. "Doesn't make sense" can be interpreted as unintelligible, unjustified, or impracticable. Another meaning of this sentence is also the lecturer's rejection of the reasons given by the students.

Based on the result of the research (as shown in extracts 3 and 4), sarcasm is found in two-way communication patterns. According to Darmawan (2016) in (Widyastuti, 2016), two-way interaction patterns are a structure in which the teacher is either the provider or the recipient of actions. Similarly, students can both offer and receive actions. There won't be any student-to-student interaction; instead, teachers and students will converse. In two-way interaction patterns, sarcasm has been found to use interactional function according to Halliday. The interaction function ensures and enhances social communication's durability and continuity. A sufficient understanding of jokes, folklore, customs, manners, accents (slang), special accents (jargon), and jokes is required for this role. This is proven by the words from student to lecturer when responding to attendant checking. The word "Covid mam" is the response from the student when replying to the lecturer. Based on the language, the term Covid is an infectious disease caused by the SARS-Cov-2 virus, which in recent years has caused many sufferers to die. This sentence is classified as sarcasm because it has an implied meaning. Whether it's meant to be a joke or intended to offend someone who has experienced Covid where it obviously can hurt someone's feelings

The next sarcasm is the utterance from the student to the group presenter. The student makes sarcasm by saying "Please Jawa" when the actual thing he wanted to say was "Please jawab" or the translation in English means "Please answer". This sentence was uttered when one of the student participants gave a question to the group presenter. At the end of his question, he stated "Please Jawa". The sentence is a one-of-a-line joke that is commonly used in social media. People used to use this sentence when they asked questions in the comment section. This sentence includes sarcasm because it contains allusions to one of the ethnic in Indonesia, namely Java.

Based on the result of the research (as shown in extracts 5, 6, and 7), sarcasm was found in a multidirectional interaction pattern. According to Darmawan (2016) in (Widyastuti, 2016) multidirectional interaction pattern is where students and teachers can interact freely and indefinitely as well as with other students. In multidirectional interaction patterns, sarcasm has been found to use personal and interactional functions according to Halliday. The first sarcasm in multidirectional interaction patterns is "Yeah, in Hitler's way". The word was uttered by a student to the group presenter. Based on the word, "Yeah, in Hitler's way", it contains allusions to the German Nazi leader during the second world war, namely Adolf Hitler. This sentence was uttered in the middle of the group presentation when the presenter played a song originally from Germany but with an English version. Then one of the students yelled out "Can you play the song in the original language?" then another student added by saying "Yeah, in Hitler's way". He said that because Hitler was a German and this contains sarcasm because it can give rise to other meanings.

The next sarcasm is "Song for Sleep". This word is uttered by one of the students towards the song sung by the group presenter. "Song for Sleep" seems to be a sarcasm based on the language, with both an explicit and an implicit meaning. This means that because of the slow

speed of the music, some people may find it boring or drowsy. This was proven after the student said this and then he added "Lambatki temponya" in Bahasa. Next sarcasm is uttered from the lecturer to the presenter and participant by saying "So smooth". This sentence was uttered at the end of the Question-and-Answer session after student presented their proposal, this word was uttered because the lecturer felt that the Q&A session went smoothly, after the participant asked the presenter a question, even though the question was not heard well by the lecturer and other participants, the presenter immediately responded as if they already knew the question. Sarcasm is included in this since it has a dual meaning or an inverted connotation. According to the Cambridge Dictionary (2017), Sarcasm is described as remarks that mean the opposite of what they say, made to criticize someone or something in a way that is amusing to others but annoying to the person criticized (Bark, et al., 2017). Students can interpret this as praise for the ongoing Q&A session, although it is not the meaning of the phrase. Instead, it was a lecturer's misgivings about how well the Q&A session went.

### **Student perception regarding the use of sarcasm in classroom interaction**

Based on the results of interviews conducted by researcher, several perceptions and other discussions regarding the use of sarcasm in classroom interactions have been identified. The related matters in question are motivation regarding the use of sarcasm, the appropriateness of using sarcasm, the purpose and consideration of using sarcasm. These will be discussed in detail one by one.

#### **a. Student perception**

The research findings indicate that students' opinions about the usage of sarcasm have advantages and disadvantages. Drawing from extracts 1 and 2, students believe that employing sarcasm can enhance inter-student communication and create a more relaxed and pleasurable environment, all of which can contribute to increased communication efficacy. Students observe that when we use sarcasm in our jokes, our communication will also be more friendly. As time passes, sarcasm occasionally surfaces in casual, intimate, and lighthearted circumstances (Damayanti, 2021). Another student commented that sarcasm is a language that has an underlying meaning, but the student only employed it to lighten the tone of the conversation. This supports the previous assertion that the purpose of using sarcasm is to lighten the atmosphere. It's possible that incorporating sarcasm into classroom conversations would improve comfort levels and facilitate simpler communication. On the other hand, using sarcasm does not always imply hurting or mocking other individuals. However, sarcasm in conversation can also occur in intimate settings in order to appear casual and avoid upsetting the other person by appearing to be joking (Damayanti, 2021).

On the one hand, there are also opinions held by students who feel that using sarcasm in class is unsuitable or unacceptable. Students contend that even when sarcasm is used with good humor, it can still cause emotional negative effects on other people. Sarcasm will come across as unpleasant, especially when directed at strangers or those who are not close to us, according to another student. This is consistent with the general definition of sarcasm, which is described as harsh language used to offend others; mockery or rudeness. Sarcasm is the use of aggressive language with the intention of offending (Mediasha, 2022). It is indisputable that sarcasm is a language style that has the potential to cause emotional distress to others, even when it is

employed essentially for humorous purposes. However, it also has specific standards for what is considered a joke and what is not.

b. The motivation and purposes behind the use of sarcasm

Based on the result of the research, researcher discovered via the interview process that, depending on the circumstance, each student uses sarcasm for various reasons. One of them said that they would resort to using sarcasm if the use of direct language proved to be ineffective in a particular case. Students believe that when a speaker uses sarcasm, the audience will attempt to understand what they are saying more. The usage of sarcasm will grab the attention of the listener more because it's typically stated in words with implicit or reverse meaning. For example, when a teacher is displeased with a student, in an effort to discipline the student for being chaotic and failing to pay attention when presenting the lesson, the teacher uses an aggressive sentence. It can be concluded that getting participant's attention in class is one of the reasons people use sarcasm. However, the biggest motivation behind using sarcasm is when the user feels angry and annoyed. This has also been proven by several statements from experts who state the motivation for using sarcasm. When someone is annoyed or angry, or when they are expressing distaste for something, they utilize sarcasm (Haykal, Noortyani, & Taqwiem, 2022). According to Cahyo, et al., (2020), sarcasm often referred to as impolite mocking, is the use of strong language with the intention of harming others.

Sarcasm in the classroom is typically directed at fellow students. indicating that using sarcasm with peers is typically effective. However, students who understand the intent or motivation behind it, especially those who have good friendships, do not mean to offend others; rather, they are joking. Speaking sarcastically to friends usually involves making fun of them or criticizing their behavior; it can also involve saying something disagreeable yet funny at the same time (Rosyidah, 2022).

c. The consideration of using sarcasm

According to the research findings, students stated throughout the interview process that there are a few factors to take into consideration while making use of sarcasm in a classroom setting. The first is being aware of who we are speaking to. Given that there are two recognized communicators in the classroom—the teacher and the students—this is crucial to understanding classroom interaction. "Paying attention to who we are talking to" refers to the idea that students should focus more on their language use in class because the lecturer is an important figure. because using harsh, sarcastic words against the lecturer will be viewed as impoliteness, and rude and will probably have an adverse effect on the teacher-student relationship. Impoliteness behavior that is face-aggravating in a particular context" by Bousfield (2008). According to Brown and Levinson (1987), rude behavior is defined as actions that injure the other person but are intended to highlight a power or status imbalance. This is consistent with Culpeper's (2011) definition of impoliteness, which is the use of words with the intention of insulting, assaulting, or offending the other person (Irawati, Sujatna, & Yuliawati, 2023).

The second factor that must be considered in using sarcasm in the classroom is how close our relationship is to the person we are talking to. This factor is very important in the use of sarcasm in the classroom, because if the relationship between the speaker and listener is close enough then the negative effects of the use of sarcasm can be minimized. The negative effect in

question is the possibility that sarcasm will hurt the listener's feelings. The tighter the relationship, the less sarcasm is used with the intention of hurting the other person's feelings and more used as a joke. Even if it's intended to offend, the chances listener won't be hurt because their relationship is so close that the sarcasm will just be a passing thought. Human communication has been influenced by the evolution of human connections in modern times. This is due to the fact that interpersonal closeness is not only reflected in the message that is communicated but also in the manner and process of communication that is customized to each individual (Azeharie & Khotimah, 2015). This implies that even when there are bad language choices made during communication, such as sarcasm, it will always go more easily if people have positive relationships. If we employ sarcasm in communication but don't know the listener well, that's a different story. This may lead to fatal misinterpretations. Even if the speaker might only be making a joke with using sarcasm, if there is a gap in their connection, this would undoubtedly be viewed as rude and cause tension to grow between them.

Understanding the circumstances is the last thing to take into consideration while utilizing sarcasm in the classroom. Seller (in Saputra, 2020) explains the extent of communication competency, which includes message content that is, the message that will be conveyed to the recipient of the message and context, or knowledge of the current communication environment. Therefore, a person's ability to form, send, receive, translate, and comprehend the words conveyed is a measure of their communication competency. It's crucial to understand the circumstances since using sarcasm inappropriately might make things worse in the classroom. Sarcasm in the classroom also needs the appropriate context. Because there are two possibilities when employing sarcasm. First possibility is to keep things going well or can even make them better. And another possibility is worsening the circumstance. For example, when the wrong thing to say or behave towards the person we are talking to, it has a negative impact on us, such as a negative assessment from the person we are talking to. Therefore, we must be able to choose the right words and situations to build a positive atmosphere in communication. For example, by choosing a theme that suits the person you are talking to, it will create a warm conversation because each other understands the topic being discussed (Sari, 2020).

#### d. The appropriateness of sarcasm

Based on the result of the research, not only students' perceptions that experienced the pros and cons of sarcasm but the appropriateness of using sarcasm in the classroom experience the same thing. While some believe that using sarcasm in class is appropriate, others believe that it is not appropriate to employ sarcasm in educational environments. This is consistent with the earlier discussion that the use of sarcasm will be appropriate in the classroom if you pay attention to several things. Sarcasm is acceptable in the classroom when it takes into account three factors: the person we are speaking to, their level of closeness to one another, and our interpretation of the circumstances. But, if you ignore these three points, then employing sarcasm in class will be viewed as insufficient or even inappropriate. Appropriateness in communication is very important, according to Spitzberg and Cupach, appropriateness and effectiveness are the two main components of communication competence. Appropriateness is required in the communication process to modify the context of the conversation between parties, and effectiveness offers a means of message delivery (Hokianto, 2023).

Because sarcasm is typically used when one is irritated and furious and is uttered with the intention of being mocking, it is frequently deemed inappropriate to employ in specific environments, such as a classroom, and can harm relationships with others. However, after considering the three previously listed features, the researcher concludes that this sarcasm cannot be seen negatively because it can be a useful tool in communication when attempting to develop intimate relationships with others in this case, the class participant.

## CONCLUSION

The research on student perception regarding the use of sarcasm in classroom interaction within a university context provides valuable insights into the role and impact of sarcasm on educational experiences. Through the analysis of participants' perspectives and experiences, several key conclusions can be drawn. The researcher discovered that sarcasm is frequently employed in classrooms whether when the class has just started, in the middle of the learning process, or at the end of class across all interaction patterns, with two types of sarcasm being utilized in one-way interactions, two in two-way interactions, and three in multidirectional interactions. The researcher also discovered that sarcasm was employed in this class with both interactional and personal language functions.

This study highlights the complexity of sarcasm in educational settings. While some students believe that sarcasm is only appropriate in comedic contexts, others could find it offensive or unsuitable. Apart from the two previously mentioned perspectives, the researcher also discovered other beliefs about the usage of sarcasm, namely that it can be used to draw the other person's attention. For example, if the lecturer or students are unable to defuse an extremely noisy class, they may resort to using sarcasm. Because sarcasm is typically expressed with words that have the opposite meaning. Saying "This class is very quiet, isn't it?" is one way to be sarcastic when someone complains about noise in the room. Alternatively, it might be said as follows: "This class is just like a fish market" without implying anything negative. Since they make the listener comprehend the speaker's intent, these sarcastic sentences can occasionally be far more effective than utilizing regular sentences. It follows that there are many uses for sarcasm. It is up to the speaker to decide how to utilize sarcasm. This emphasizes how important it is to take into account individual variations in communication styles and levels of sensitivity when using sarcasm in the classroom. The results shed light on whether or not sarcasm is appropriate in a university setting. Participants understand that there are various elements that can influence the acceptability of sarcasm, including class dynamics, the people we communicate with, and interactions between students and lecturers.

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