

**THE PERCEIVED USE OF HUMOR BY TEACHERS IN THE  
EFL CLASSROOM**

**THESIS**

Submitted by :

**Aina Firdha Lufiana**  
NIM. 170203080

Student of *fakultas tarbiyah dan keguruan*  
Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
BANDA ACEH  
2021 M/1443 H**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*

*Universitas Islam Negeri Ar-Raniry Banda Aceh*

In Partial Fulfillment of the Requirement for the Degree

Bachelor of Education in English Language Teaching

by:

**AINA FIRDHA LUFIANA**

**NIM. 170203080**


Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education


Approved by:

Main Supervisor

Co-Supervisor

  
Dr.phil. Saiful Akmal, M.A

Date: 22 / 12 / 2021

  
Mulia, S.Pd.I., M.Ed.

Date: 14 / 12 / 2021

## SURAT PERNYATAAN KEASLIAN

*(Declaration of Originality)*

Saya yang bertanda tangan di bawah ini:

Nama : Aina Firdha Lufiana

NIM : 170203080

Tempat/Tanggal Lahir: Alue Bili Nagan Raya, 8 Mei 1999

Alamat : Jl. Teuku Nyak Arief No. 1, Kopelma Darussalam, Syiah  
kuala, Banda Aceh.

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

### **The Perceived Use of Humor by Teachers in the EFL Classroom**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan saya buat dengan sesungguhnya.

Banda Aceh, 22 Desember 2021

Saya yang membuat surat pernyataan,



Aina Firdha Lufiana

It has been defended in *Sidang Munaqasyah*  
in front of the board of the examination for the working paper  
and has been accepted in partial fulfillment of the requirements  
for Bachelor of Education Degree in English Language Teaching

On:

Monday, 27 December 2021  
23 Jumadil Awal 1443 H

In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,

  
Dr. phil. Saiful Akmal, M.A.

Secretary,

  
Dara Fitria Munzaki, M.Pd

Member,

  
Mulia, M.Ed.

Member,

  
Azizah, S.Ag., M.Pd.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*  
*Universitas Islam Negeri Ar-Raniry Banda Aceh*



iii

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillahilahi rabbil ‘alamin, all praise to Allah SWT, the most gracious and the most merciful for always giving me health, strength, knowledge, convenience and blessing to accomplish this thesis. Peace and salutation to the prophet Muhammad SAW, peace upon him, together with his family and companions who have brought the enlightenment into human life.

I express my sincere respect, deepest appreciation and gratitude to my thesis supervisors, Dr.phil. Saiful Akmal, M.A. and Mulia, S.Pd.I., M.Ed. I am grateful and indebted for their invaluable guidance, help, sincere, suggestion, encouragement and time. My big appreciation is also addressed to all my lecturers and staff in English Language Education Department who have inspired, guided, and helped me during my study.

I dedicate this thesis paper to my beloved parents; my father, Syaifullah Ibraya and my mother, Rohana, for always supporting, loving, believing and taking care of me. There are no words to express how grateful I am, may Allah grant you Jannah. Then, my special thanks to my lovely bunda, Siti Aja, for your great kindness, love and your support for not giving up on everything, thank you for always understanding me, May Allah bless you with endless happiness. I do not forget to thank to all of my big family, my aunty, sister and cousins,

Farmidah, Nadita syafrida, Anisya Putri, Melyza Yusfa, Nazwa Anandita, and Hasni Yanti, for always caring me, may Allah protect them.

My special appreciation is addressed to my beloved friends, Raysa Murlia, Yulia Afnidar, MAPRESEU members and also for *ablalar*, *missler*, and Grade 11 TNA Fatih who always supporting and helping each other, may Allah bless and ease everything. Then, I'd like to express my gratitude to everyone who has been a part of my academic journey, whom I can't name individually on this piece of paper. Last but not least, my great appreciation to myself for not giving up and doing the best that I can. Thank you for believing in me.

Finally, because of the study's shortcomings and my limited ability, recommendations and comments are quite valuable in order to mitigate its flaws and increase my knowledge and writing experience. I hope that my thesis will be useful to students and teachers at the Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Ar-raniry Banda Aceh.

AR - R A N I Banda Aceh, 22 December 2021

The researcher,

Aina Firdha Lufiana



## ABSTRACT

Name : Aina Firdha Lufiana  
Reg. No. : 170203080  
Faculty : *Fakultas Tarbiyah dan Keguruan*  
Major : Department of English Language Education  
Thesis working title : The Perceived Use of Humor by Teachers in the EFL Classroom  
Main Supervisor : Dr.phil. Saiful Akmal, M.A.  
Co- Supervisor : Mulia, S.Pd.I., M.Ed  
Keywords : *Humor, EFL Classroom, EFL teachers*

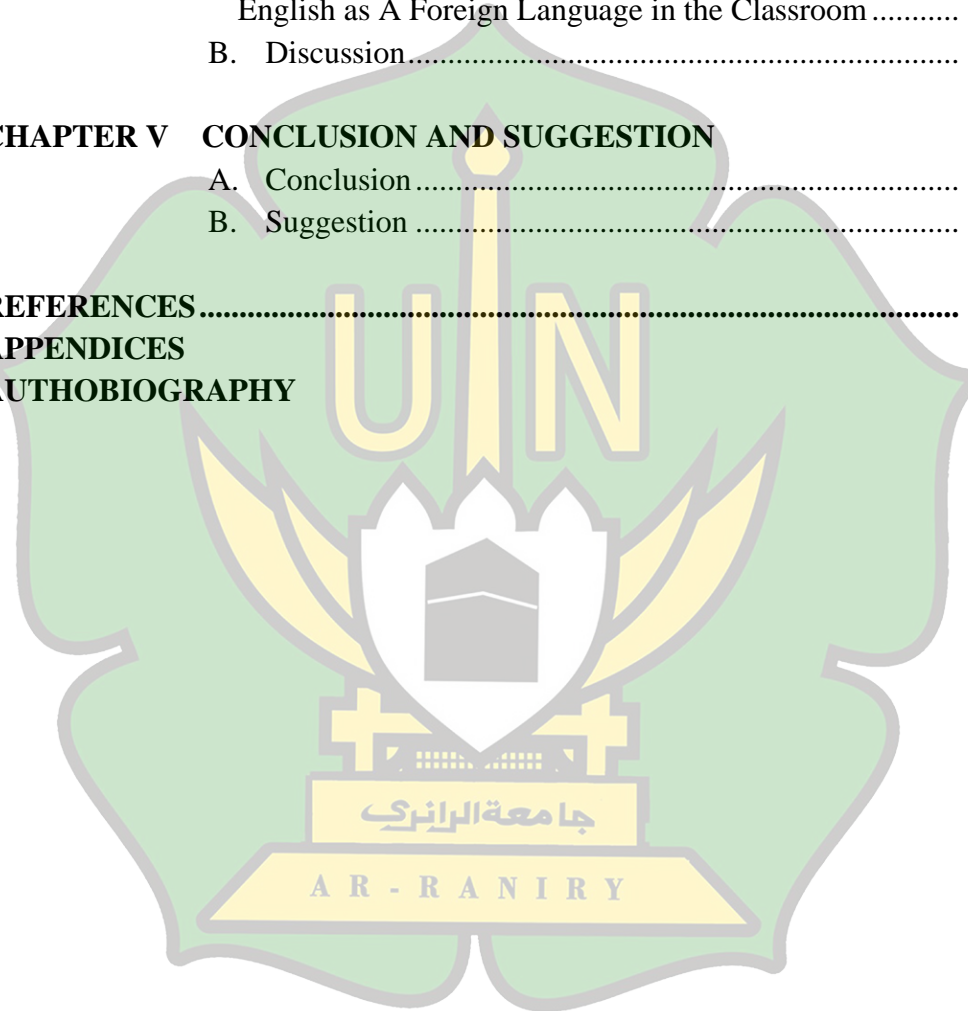
The research is designed to see how students perceive humor used by teachers in the EFL classroom. Humor is used as a teaching strategy to create a fun learning environment. This research aims to analyze how students perceive humor and the types of humor that are used by teachers in EFL classroom. In this study, the researcher used qualitative research methods, and the data was collected through a semi-structured interview. The samples for this research were eight students from grade eleven at SMA TNA Fatih Bilingual School in Banda Aceh, chosen by purposive sampling. The findings showed that there are positive and negative perceptions by students against the implementation of humor types in the EFL classroom. The researcher found that humor has various advantages and disadvantages. They are: (1) creating a fun language learning environment, (2) improving students' interest in learning English in EFL classroom, (3) bridging the gap between students and teacher, and (4) motivating students' understanding to be more engaged in the classroom. The disadvantages of humor are found when the teacher is not aware of choosing and applying appropriate and relevant humor in the EFL classroom, which causes students' discomfort in learning and ineffective classroom in reaching the learning objectives.

## TABLE OF CONTENTS

DECLARATION OF ORIGINALITY .....	ii
ACKNOWLEDGEMENT .....	iii
ABSTRACT.....	v
TABLE OF CONTENTS .....	vi
LIST OF TABLES .....	viii
LIST OF APPENDICES .....	ix
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of Study .....	1
B. Research Questions .....	4
C. Research Aims.....	4
D. Research Significance.....	5
1. Theoretical Significance .....	5
2. Practical Significance .....	5
E. Terminology .....	6
1. EFL Classroom.....	6
2. Humor.....	7
3. EFL Teachers.....	7
4. Perception.....	7
<b>CHAPTER II LITERATURE REVIEW</b> .....	<b>9</b>
A. Humor .....	9
1. Definition of Humor .....	9
2. The Types of Humor.....	10
3. The Functions of Humor.....	11
4. The Theories of Humor .....	13
B. EFL Teachers.....	14
C. Humor in EFL Classroom.....	15
D. Perceptions of Humor in EFL Classroom.....	16
1. Teachers' Perception of Humor.....	16
2. Students' Perception of Humor .....	17
E. Previous Researches .....	17
<b>CHAPTER III METHODOLOGY</b> .....	<b>20</b>
A. Research Methodology and Design.....	20
B. Research Participant .....	21
C. Research Instrument .....	22



D. Data Collection and Analysis .....	22
<b>CHAPTER IV FINDING AND DISCUSSION</b>	24
A. Research Finding .....	24
1. Students' Perception on the Use of Humor in the EFL Classroom .....	24
2. Types of Humor are Used by Teachers in Teaching English as A Foreign Language in the Classroom .....	31
B. Discussion .....	36
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	40
A. Conclusion .....	40
B. Suggestion .....	41
<b>REFERENCES</b> .....	<b>43</b>
<b>APPENDICES</b>	
<b>AUTHOBIOGRAPHY</b>	



## LIST OF TABLE

Figure 1.1. Types of humor.....	9
Table 1.1. List of samples and its criteria .....	20



## LIST OF APPENDICES

Appendix 1: Research Letter

Appendix 2: Interview Questions

Appendix 3: Interview Protocol

Appendix 4: Autobiography



# CHAPTER I

## INTRODUCTION

### A. Background of Study

Learning English is important to help us increase our educational opportunities, improve our networking skills, and many more. English is the official language of 53 countries and is spoken by around 400 million people across the globe. It is also the most common second language in the world. According to the British Council, by 2020, about two billion people in the world will be studying English. Besides, English is widely used in teaching and learning in schools, universities, and institutions all around the world (Mappiasse & Sihes, 2014). On the basis of government policy, English is recognized as a foreign language (EFL) instead of a second language (ESL) in Indonesia, despite its essential influence on education and society. Nonetheless, English is stated as a compulsory lesson in junior and senior high schools.

Most students consider learning English to be inconvenient and boring. One of the factors is the lack of motivation and the unpleasant class atmosphere. The atmosphere in a class can have both positive and negative impacts on students' interests, performance, and behaviors in the teaching and learning process. Moreover, good interaction between teachers and learners boosts the effectiveness of classroom learning. When the classroom has that circumstance,

the learners will be motivated to achieve better outcomes through learning (Andriyani, 2016).

Good interactions between teachers and students have been shown to be the most important contributors to a positive environment (Banks, 2014). One of the best ways to make the classroom more delightful is by using humor. In this case, employing jokes or humor is one of many strategies for fostering positive learner interaction (Lowe, 2009). According to Rashidi et.al (2014), students' engagement with their classmates or teachers can be promoted and motivated through the use of humor. Integrating humor into the learning setting has the advantage of creating a more interesting and productive learning environment.

Humor, in general, is an indicator of mental health. In some cases, most students from high school to college feel bored and depressed during the learning process in the classroom because they have to study a wide variety of subjects. Moreover, in the teaching-learning process, the students have to listen to explanations from the teacher or lecturer, do discussions, complete assignments and other class activities, and definitely, it puts so much pressure on them. However, learners must be entertained with humor by their teacher or lecturer to help relieve their stress. Based on research (Rashidi et al., 2014), humor is claimed to be good for health because it can improve memory, and help relieve stress.

Many teaching experiences have shown that humor helps keep students interested and motivated. Humor has long been investigated by researchers in the fields of psychology and education, and its pedagogical effects have been

documented. Humor has been shown to improve relationships and performance when used correctly. Savage et al. (2017) found that humor, in particular, enhances student performance by capturing and maintaining attention, lowering anxiety, increasing involvement, and boosting motivation.

In addition to enhancing students' interest in the subject, humor is also able to improve students' academic achievement if properly implemented. According to Tay (2015), as cited by Ahmad et al. (2018), humor can affect students' academic achievement as it is also one of the methods for learners to interact with each other. Humor creates a fun learning environment for learners. Fun learning may indirectly enhance teacher performance in the classroom and student academic achievement. Hence, teachers must be inventive in using humor in the classroom to encourage students to learn. This is due to the fact that effective teaching may be assessed by the variety of materials and strategies employed during teaching (Yahya, 2012; Ahmad et al., 2018).

This applies to all classrooms, including foreign language classrooms where the use of humor relaxes the learning environment. According to Schmitz (2002), it should be included in foreign language schools because it can make classes more pleasant and contribute to learning. According to some research, the playful use of language may be a factor in facilitating foreign language learning (Bell, 2009). Davies (2003), on the other hand, maintains that a foreign language learner can collaborate with a teacher in a hilarious scenario only under certain conditions.



Moreover, Andriyani (2016) conducted a study about an analysis of the teacher's humor use in an EFL classroom where she defined the kinds of humor that were used by teachers in teaching the fourth-semester students of the International Class Program in IAIN Salatiga. She found kinds of appropriate and inappropriate humor used in the classroom as a tool for teaching. Besides, this research aims to analyze the students' perception of humor and types of humor that are used by teachers in the EFL classroom.

### **B. Research Question**

In order to complete this research, the researcher formulates the following research questions:

1. How do students perceive the use of humor in their EFL classroom?
2. What types of humor are used by teachers in teaching English as a foreign language in the classroom?

### **C. Research Aims**

According to the research focus, the aims of the study are as follows:

1. To analyze how students perceive the use of humor in their EFL classroom.
2. To define types of teachers' humor used in teaching English as a foreign language classroom.

## **D. Research Significance**

Regarding the background and the objectives, this research is hopefully able to bring significance as follows:

### **1. Theoretical Significance**

The research findings are expected to enrich the finding of humor in pragmatic study as an essential topic that can be analyzed using a linguistic approach. The researcher hopes that this research can be used to understand the humor of the study in English as a foreign language or other linguistic studies.

### **2. Practical Significance**

#### **2.1. Readers of this study**

This research will directly give more information about how humor can be used as a means in the classroom. It is useful for people who are interested in humor, especially the kind that is usually used in teaching and learning. It helps anyone to create a positive relationship between student and teacher and increases the student's interest or motivation in teaching and learning EFL.

#### **2.2. Students of English Department**

In particular, for those who major in English education, it can provide additional knowledge that is related to students' psychology and teaching strategy. English education students can use this research as a reference to

conduct other humor research with a pragmatic approach or other linguistic approaches.

## **E. Research Terminology**

### **1. *EFL Classroom***

EFL stands for “English as a Foreign Language.” This term is used by people in countries where English is not their first language or their mother tongue. For instance, Indonesia is officially used by all Indonesians as a medium or tool for communication. Indonesia consists of more than a thousand islands and languages, so to unite them and to understand each other, Indonesian became the official language. Even so, Indonesia has a million professional English teachers. They educate, teach, drill, and evaluate through the learning process to make the students master English as a foreign language and international language. In short, EFL refers to learning and using English as an additional language in a non-English speaking country.

### **2. *Humor***

Humor is defined as the ability to smile and laugh. “Humor takes many forms, ranging from the casual level of the joke told to friends to the sophistication of a Shakespearean comedy” (Walker, 1998) as cited by Abbas (2015). According to Abraham et al. (2014), humor is defined as something funny and amusing that makes someone laugh. “Humor affects many behaviors, such as communication, well-being, anxiety, and stress level. It has a multi-faceted structure that cannot be explained in one dimension; furthermore, it has different

styles” (Aşılıoğlu, 2021). Humor is essential both in cognitive and pedagogical contexts. For instance, “instructional humor has been touted as an excellent way for students to learn vocabulary, increase critical thinking, practice semantics, and remember more information” (Hackathorn, J. et al., 2011).

### **3. *EFL Teachers***

In Indonesian educational curriculum, English is taught as a compulsory lesson at junior and senior high school, whereas English is a foreign language. In the classroom, EFL teachers hold important roles in achieving the objectives of the curriculum. Teachers and students cannot be separated from the teaching and learning process. Effective EFL teachers play an essential role in the quality of education as they hold control of their students in the classroom (Sari & Fatimah, 2020). Good and qualified teachers are essential for the efficient functioning of educational systems and for enhancing the quality of learning (Shishavan and Sadeghi, 2009). “In terms of teaching English as a foreign language, English teachers are the main figure that is mostly responsible for improving and implementing things related to the process of English teaching and learning, because they know exactly their roles. So, the perceptions of English teachers are regarded to have a better assessment of features that teachers should have to run their work effectively” (Sari & Fatimah, 2020).

### **4. *Perception***

Perception involves the way one sees the world or the act of perceiving. According to Irfan (2020), perception is a person’s assessment of the world

around them. Perception is the act of looking at, analyzing, and reacting to information from the environment. Perception, Jacobs et al. (2014) explain, is one of the most crucial components that support effective teaching and learning. Learning occurs only after being exposed to a stimulus, and each individual is exposed to different types of stimuli that affect the various senses in daily life. Learning occurs only after being exposed to a stimulus, and each individual is exposed to different types of stimuli that affect the various senses in daily life. Besides, perception can be defined as an opinion regarding a phenomenon or experience that is perceived by humans using their five senses (seeing, hearing, touching, tasting, and smelling). The process of becoming aware or conscious of a thing or things in general; the state of being aware; consciousness; understanding



## CHAPTER II

### LITERATURE REVIEW

#### **A. Humor**

##### ***1. Definition of Humor***

Humor is defined as a way of being funny or making people laugh (Lovorn & Holaway, 2015). Humor is also associated with being silly and not being serious. However, in teaching and learning contexts, humor not only makes students laugh but also enhances learning. In this study, humor was defined as an act (communication and/or behavior) practiced by a teacher that makes students laugh during the teaching and learning session in the classroom. Ivy (2013) stated that humor can help create a positive environment that is conducive to learning because it can help capture and retain students' attention in the classroom. Humor can reduce stress and enable someone to control their emotions. "Humor has the power to create a more relaxing classroom setting atmosphere, affecting students' feelings, lowering their anxiety, and making them more motivated" (Wagner & Urios-Aparisi, 2011).

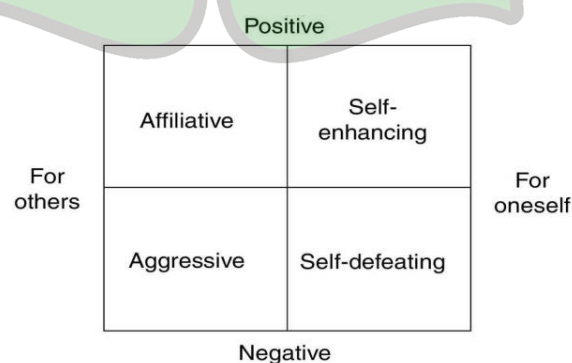
##### ***2. The Types of Humor***

There are many ways of classifying different types of humor. The various classifications indicate that some types of humor are seen by teachers, students, and researchers as being appropriate or inappropriate in higher education teaching and learning contexts. The type of humor classification by function is evident in



studies by Frymier et al. (2008). Frymier grouped ten students' responses to 41 subtypes of humor into five dimensions or types of humor, namely: other-disparaging, related, unrelated, offensive, and self-disparaging humor. Nesi (2012) categorized humor into six broad types: lecturer-student teasing, lecturer error, lecturer self-deprecation, dark humor, disparagement of out-group members, and register and wordplay.

Martin et al. (2003) defined humor as a multifaceted construct combining behavioral habits (comic commentary), abilities (understanding jokes), and a coping mechanism (in stressful situations). Martin proposed that humor be studied in relation to how it is used. These usages are depicted in Fig. 1.1, which is based on Ruch and Heintz (2015). On the left, there is humor directed at other people; this is called "affiliative humor." It involves making jokes and sharing humorous stories, while "aggressive humor" involves making fun of others. On the right, self-enhancing humor, which is being beneficial to oneself in order to cope with problems better, and self-defeating humor, which is being damaging to one in order to get the appreciation of others, and. Positive boxes are in the upper row, while negative boxes are in the lower row.



Int J Clin Health Psychol. 2020;20:38-45

Fig. 1.1 Types of humor. Source: Martin et al. (2003)

### 3. *The Functions of Humor*

#### 3.1 Positive Humor

Humor helps to build and maintain good relationships between teachers and students; it provides an enjoyable social context. The acts of teacher-student teasing in the classroom and the teacher's self-deprecating humor help to make students feel that the teacher is approachable and friendly (Nesi, 2012). Nesi noted that rapport between a teacher and students contributes to a positive learning environment in the classroom. However, Nesi's study relied on the researcher's interpretation, rather than close attention to teachers' and students' perspectives concerning humor use.

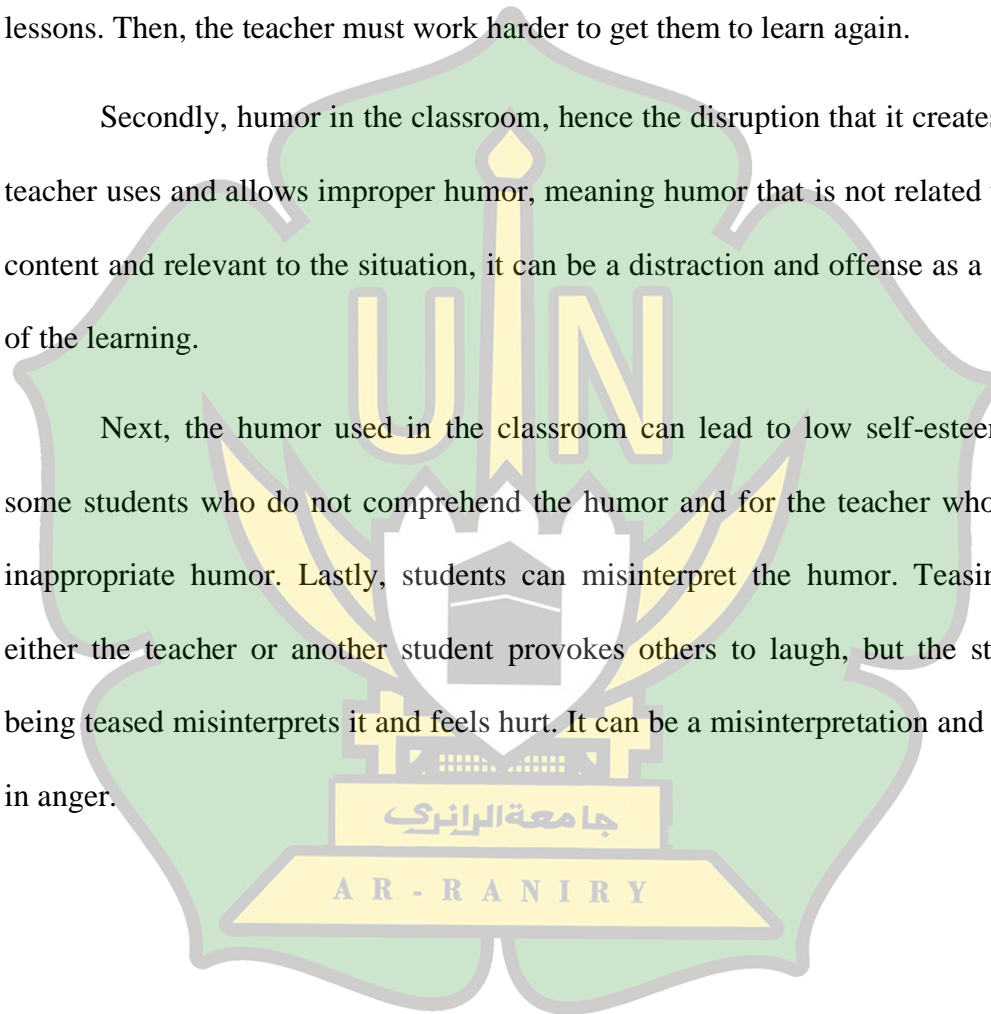
Besides, humor is also used beyond amusement and laughter within teaching and learning contexts. It is used to facilitate student learning and can be used for social purposes to build rapport, create group cohesion, and hold students' attention. Humor can also be used as a coping mechanism to mitigate negative feelings associated with criticism, create positive attitudes and emotions amongst students, and motivate them to attend classes. However, the studies reviewed in this section were based mostly on researchers' interpretations of recorded data. Attention to teachers' perspectives on humor use is crucial since they are the ones who use humor to facilitate students' learning. Besides facilitating student learning, humor also affects students' learning outcomes.

### 3.2 Negative Humor

Misuse or abuse of humor in the classroom clearly has negative effects. Nguyen (2009) stated four disadvantages to humor. Firstly, humor can disturb the learning environment. When the students start to laugh, they can forget about the lessons. Then, the teacher must work harder to get them to learn again.

Secondly, humor in the classroom, hence the disruption that it creates. If a teacher uses and allows improper humor, meaning humor that is not related to the content and relevant to the situation, it can be a distraction and offense as a result of the learning.

Next, the humor used in the classroom can lead to low self-esteem for some students who do not comprehend the humor and for the teacher who uses inappropriate humor. Lastly, students can misinterpret the humor. Teasing by either the teacher or another student provokes others to laugh, but the student being teased misinterprets it and feels hurt. It can be a misinterpretation and result in anger.



#### ***4. The Theories of Humor***

Theories of humor can be classified into three neatly identifiable groups as follow:

##### ***4.1. Relief/Release Theory***

According to Morreal (2012), laughter releases energy from the nervous system, which is regulated by emotions. Every time we laugh, we feel relieved because it brings about a reduced feeling of stress, which eases our tension and anxiety. In the teaching and learning process, making some funny jokes that induce the students to laugh may let them feel relieved while learning difficult material.

##### ***4.2. Incongruity Theory***

Morreal (2012) stated that laughter occurs when people perceive something that breaks their expectations and is assumed as an incongruity theory. In other words, we laugh at the things that surprise us, but those things should not be close to threatening or too overwhelming. The implementation of this theory needs instructional humor where the students presumably recognize the types of humor that make them have the ability to perceive and then resolve the incongruity in humor. If they are not able to resolve the incongruity, they may not receive and recognize the humorous message correctly.

##### ***4.3. Superiority Theory***

In the superiority theory, humor is explained by behaviors related to the sense of superiority and humiliation. According to Morreal (2012), superiority

theory explains that we get into laughter because it allows us to feel superior to others, like we are laughing at someone's mistakes, such as mispronounced, misspelled words, etc.

## **B. EFL Teachers**

Unlike in neighboring countries such as Singapore, Malaysia, and the Philippines, where English is widely spoken and designated as a second language, English in Indonesia is acknowledged to be taught and learned as a foreign language. This means that teaching and learning English happens mostly in the classroom, rather than in daily communication (Sulistiyo, 2016). Indonesian students are not used to using English as a communication tool in everyday life as the language is not exposed much outside the classroom, and that makes the role of the EFL teacher a significant matter in the class (Sari & Fatimah, 2020). This case must be challenging for EFL teachers to teach English in the classroom.

According to Sulistiyo (2009), there are several factors creating difficulties for teaching English as a foreign language in Indonesia. First, EFL teachers have to teach students in large classes, often with more than 50 students. This number is not ideal for a language classroom. Second, not all students who attend English classes are motivated in the classroom. As previously mentioned, English is a compulsory subject, which means that students must learn the language for examination purposes. However, their exposure to English occurs for only approximately two hours per week. Students' low motivation and minimal English learning hours are obstacles not only for teachers but also for students as

learners. Last, at both school and university, the English-teaching focus is widely on reading skills with less emphasis on English grammar and vocabulary (Sulistiyo, 2016).

According to Sari and Fatimah (2020), successful EFL teachers claim to be someone who has an extensive knowledge base because they will present a foreign language and its cross-cultural proficiency, which includes understanding, awareness, expertise, and skills. They are required to be able to organize and utilize that knowledge efficiently. In conclusion, EFL teachers have an important role in the teaching and learning process and they are one of the important aspects of quality education, so they are required to have the qualities such as pedagogical knowledge, personal traits, teaching styles, and strategies to engage students' interest and motivation in learning English to be an effective and successful EFL teacher in an EFL classroom.

### **C. Humor in EFL Classroom**

McGrath (2013) stated that the use of humor can engage the students and reduce distress during an exam. It can help the learners reduce their anxiety and nervousness in the classroom because humor has a positive impact on the students' ability to increase their achievement level. Moreover, for the teacher, since students' achievements are increasing, the teacher evaluation will be easy. Darmansyah (2002) as cited by Andriyani (2016) found that students are happy to have teachers who have a high sense of humor. The findings of the study have implications for the learning process, whether the teachers are students. It means



that, as a teacher, you should understand how to build a good atmosphere and positive relationship with the students.

Instructional humor has an important role because the effectiveness of the classroom depends on the students' ability to perceive and then resolve the incongruity of humorous instruction. Consequently, the students need to recognize the humor because it will increase their attention span. Besides, the relevance and appropriateness of humor that are used in the classroom can definitely increase students' recall and learning.

#### **D. Perceptions of Humor in EFL Classroom**

Perception is a uniquely individualized experience. Perception means the action of perceiving. Perception is "awareness of something related to previous knowledge". Through perception, the process produces meaningful experiences in the world, which are the basis of reality and attitude.

##### ***1. Teachers' Perception of Humor***

Humor has broadly indicated something amusing. There are a lot of studies that have discussed the benefits of using humor in the EFL classroom. Studies indicate teachers' use of humor as a teaching, interaction, and/or management tool may lead to improvements in students' attention, motivation, and learning. Based on the study that has been conducted by Lovorn & Holaway (2015), overall, the participants (31 teachers teaching in suburban and urban schools in a city of about 100,000 in the Southern U.S.) agreed that using humor in the classroom helped them create a positive classroom environment, which

reduced students' anxiety and stress and encouraged the students to be more interactive in the classroom. Participants believed that using humor in the EFL classroom improved student learning of content. Besides, most of the participants acknowledge that the humor used by the teachers could be what students perceive as appropriate.

## **2. *Students' Perception of Humor***

Although the teachers believe there are some benefits to using humor in their classroom, we also need to get to know about the students' perception of humor used by teachers in the EFL classroom. The perception of students is considered essential in defining pedagogical measures in the EFL context (Pranoto & Suprayogi, 2021). Tsukawaki and Imura (2020) have conducted a study about students' perception of teachers' humor predicts their mental health, the result indicated that aggressive humor by teachers is a positive predictor of four stress responses (physical state, depression-anxious feelings, irritation-angry feelings, and helplessness) and a negative predictor of emotional well-being.

## **E. Previous Researches**

Several types of research discuss humor. The first previous research was conducted by Rashidi, et al. (2014) about A Comparative Study on Persian EFL Teachers in Schools and Language Institutes: A Case of Learner's Attitude towards Humor in Foreign Language Classrooms. The research has attempted to compare two systems of English learning in Iran public schools and language learning institutes, indicating which makes more use of humor in comparison with

others. The result of the study showed language institute teachers and learners use humor more than those employed in public schools. Besides, the study indicated that they believe humor could be an effective tool in learning EFL and reducing barriers.

The second previous research was conducted by Andriyani (2016) a study about an analysis of teacher's humor use in EFL classroom where she defined kinds of humor that are used by teachers in teaching the fourth-semester students of the International Class Program in IAIN Salatiga. She found the kinds of appropriate and inappropriate humor used in the classroom as the tool of teaching.

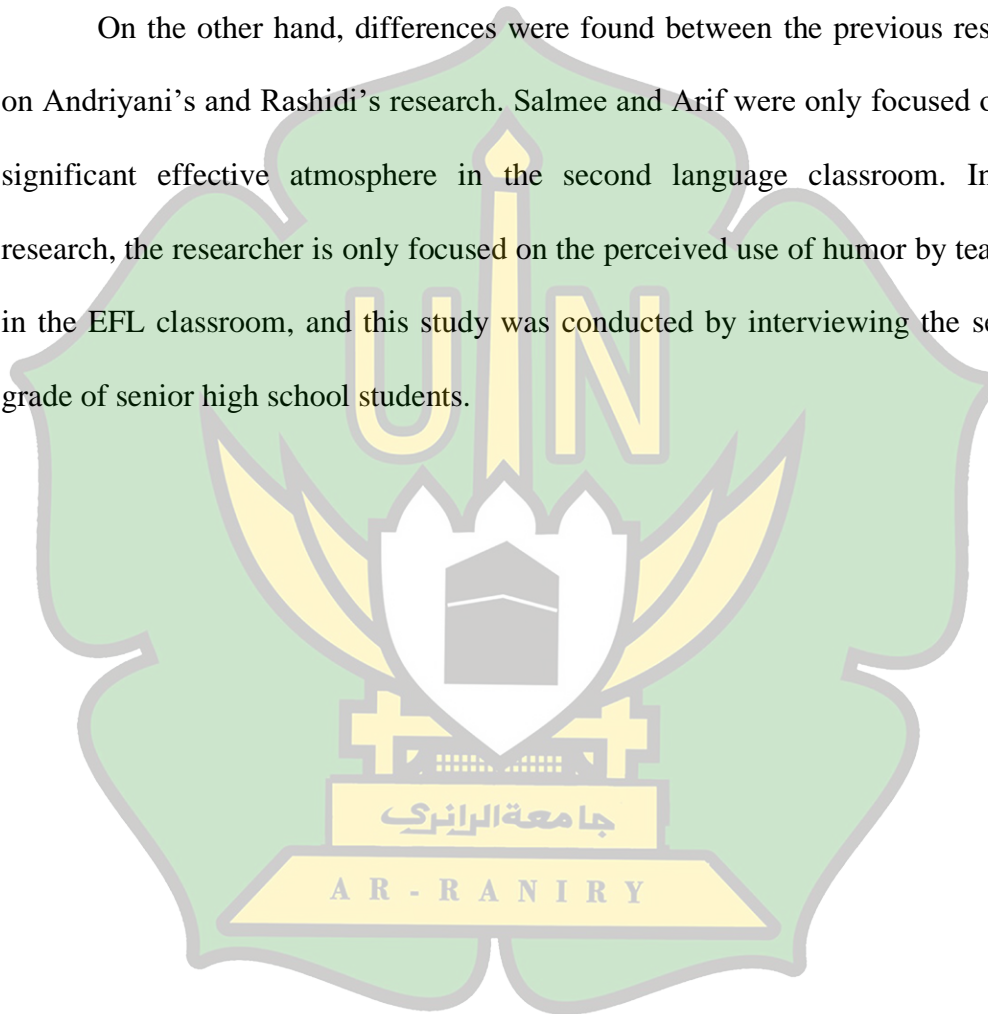
The last previous research was written by Salmee and Arif (2019) with the title "A Study on the Use of Humor in Motivating Students to Learn English." A survey was conducted to look at students' views towards the impact of humor on their intrinsic motivation to learn English. They used questionnaires adapted from Deci and Ryan's (2003) Intrinsic Motivation Inventory Test (IMIT). They focused on looking at the significant, effective atmosphere in a second language classroom where the learners feel comfortable using ESL without fear of being judged.

After conducting the research, they concluded that the use of humor provides many advantages in teaching and learning English, and the findings of the research provide insights for both teachers and learners on the students' views on the use of humor in second language learning based on their program.

The similarities and differences were found by the writer after researching those previous studies. The similarity with Andriyani's and Rashidi's studies was

that those studies focused on using humor in foreign language classrooms, and the findings were about humor as a tool of teaching. In addition, all of the three studies above were conducted by using questionnaires like the one of the instruments for research.

On the other hand, differences were found between the previous research on Andriyani's and Rashidi's research. Salmee and Arif were only focused on the significant effective atmosphere in the second language classroom. In this research, the researcher is only focused on the perceived use of humor by teachers in the EFL classroom, and this study was conducted by interviewing the second grade of senior high school students.



## CHAPTER III

### METHODOLOGY

#### A. Research Methodology and Design

According to Kothari (2004: 8), research methodology is the way to solve the problem systematically. It may be understood as the knowledge necessary to research on how the research will be done scientifically. In this study, the research method used is a qualitative. Qualitative research provides in-depth, detailed insight data or information and uncovers the motivation, feelings, and attitude of the students/respondents. Qualitative research is seen as an appropriate approach to be used by researchers in exploring and analyzing issues regarding one's perceptions (Cresswell, 2014; Glesne, 2006; Zulfikar, 2013).

Creswell (2009) states that research designs are the plans and procedures of research that span the decision from broad assumption to detailed methods of collecting and analyzing data. This study was performed in order to analyze the perceived use of humor in increasing the students' interest in the EFL classroom. Besides, this research uses a descriptive qualitative method, which means that the problem of the research is solved through collecting, analyzing, and interpreting data (Creswell, 2009).

## B. Research Participants

Cresswell (2003) stated that qualitative research takes place in a natural setting such as a school, office, or home. Therefore, this study was conducted at Teuku Nyak Arif Fatih Bilingual School, Banda Aceh. The population of this study involved homogeneous students in the second grade of senior high school, which consisted of 24 female students per class in the two classrooms who studied English as a foreign language in the academic year 2021/2022. The study sample required was 4 students from class A and 4 students from class B, and selected using the purposive sampling technique. According to Patton (2002), purposive sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources. This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Cresswell & Plano Clark, 2011). The purposive sampling has been done by selecting the participants based on this certain qualification as followed:

Table 1.1

*List of samples and its criteria*

No	Criteria	Class 11 A	Class 11 B
1	Dormitory Student	RH	AS
2	Non-dormitory Student	AZ	CN
3	English Higher Student	FS	RZ
4	English Standard Student	CE	JS



### **C. Research instruments**

As the nature of qualitative research attempts to get an in-depth opinion and behaviors experienced in certain social phenomena through the subjective experiences of the participants, the writer relied on the interview method. The type of interview used in this research is a semi-structured interview, as this would elicit in-depth responses from students where they enable the researcher to address the research questions. According to DeJonckheere and Vaughn (2018), semi-structured interviews allow the researcher to collect open-ended data and explore human feelings and thoughts about a particular topic. The instruments of this study were a list of questions for a semi-structured interview and recorded conversation. The questions of the interview focused on analyzing how students' perceive the use of humor in EFL classroom in increasing their interest, motivation on students' preferences and the appropriate recommendation of types of humor used in the classroom.

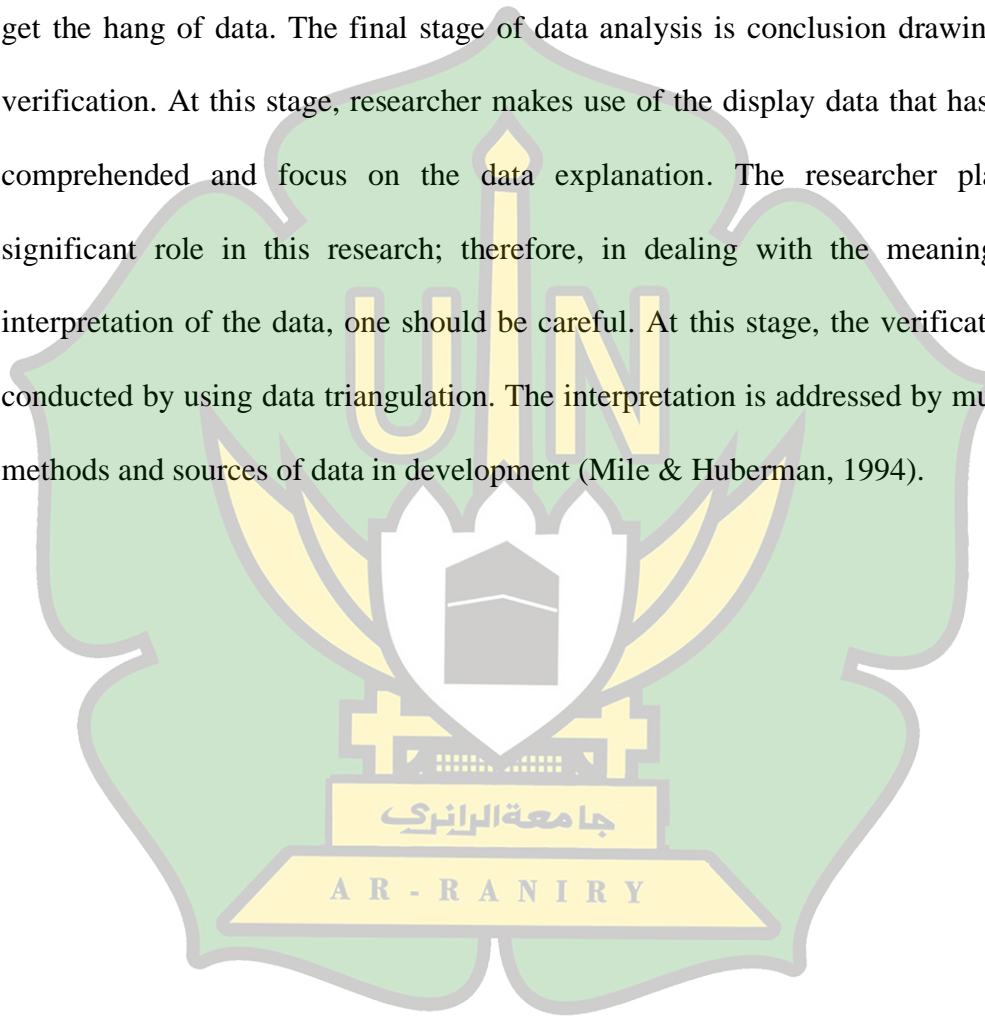
### **D. Data Collection and Analysis**

In order to collect the data, the researcher provided a list of questions that related to the use of humor in the EFL classroom. The questions have been taken from Rashidi (2014), Olajoke (2013), Morrison (2008), and modified by the researcher.

In analyzing the data from the interview, the researcher utilized interactive data analysis of qualitative research by Miles et al. (2014). Three stages in analyzing the data are data reduction, data displays, and conclusion drawing and

verification. In data reduction, researchers select the information from the collected data, and then clustering occurs to adjust the data.

In the next stage, the researcher makes some categories of data and organizes them so that a conclusion can be drawn. Data displays help researcher get the hang of data. The final stage of data analysis is conclusion drawing and verification. At this stage, researcher makes use of the display data that has been comprehended and focus on the data explanation. The researcher plays a significant role in this research; therefore, in dealing with the meaning and interpretation of the data, one should be careful. At this stage, the verification is conducted by using data triangulation. The interpretation is addressed by multiple methods and sources of data in development (Mile & Huberman, 1994).



## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Research Finding

After conducting a semi-structured interview that consists of 20 questions for eight respondents, the researcher found the data collections that focus on two research questions. The primary data collected is to analyze the students' perception of humor used by teachers in the EFL classrooms, and the secondary data collected is to find out the kinds of humor used by teachers in EFL classrooms. Those datasets are presented and discussed by the researcher in this chapter.

#### 1. *Students' Perception on the Use of Humor in the EFL Classroom*

In this researcher, the researcher certainly considers the influence of the EFL classroom on students and views the impact of humor and how students perceive it in the EFL classroom.

##### 1.1. Positive Perception

###### a. Creating a Fun Language Learning Environment

Learning English as a foreign language is not easy for most respondents. In Indonesia, we do not use English as a means of communication in daily life, so students are not getting used to it. CN and RZ stated that they were scared of using English; sometimes they struggle a lot with grammar and speaking. Both of them believe that happened because they didn't practice much in their daily life.

However, the bilingual school must use English as the medium of teaching and learning in the classroom. As a consequence, students are not confident in their language.

The researcher identified that a supportive and fun language learning environment has a positive impact on students' ability to improve their ability to speak English. CE responds about her opinion in Learning EFL as

I think it's a bit hard because my mother language is not English and in Junior high school I was not too often using English in speaking, but when I came to this school (bilingual school), we use English so often, so at the first time it was so hard for me to adaption but now I'm greater than before

All respondents agreed that learning English is essential. They must learn English even if they have little interest in learning English in the EFL classroom, since they understand that there are several advantages to learning English apart from their obligation to learn and utilize it at school. Back to the fact that a fun and supportive learning environment is important, FS suggested it to anyone who does not have the chance to search for, and even create any supportive environment in learning English by themselves.

The use of humor by teachers in the EFL classroom as a teaching strategy creates a fun and supportive learning environment. Some respondents confessed:

"The use of humor in the classroom makes the class not be that serious, more fun." (RH)

"When the teacher start making jokes in the classroom even it's not funny, for me it's still a good thing because it makes the classroom circumstances is not tense so students will be more enjoyable." (CN)

"I think humor is so fun, makes the class more lively and even though the lesson is so boring but when the teacher starts using humor, the class being more lively"(CE)

b. Improving students' interest in learning English in the EFL Classroom

Humor is one of the teaching strategies that we can use in the classroom to bring certain physiological and emotional benefits to students. The researcher identified that humor has some benefits, such as stated by FS.

“Humor is a great thing, we can have fun. Because in learning, we need to love the lesson, so if the teacher gives the humor, we will be excited, interested and it makes the lesson easier. If the teacher is a killer, we feel nervous and cannot focus on the lesson.”

This statement is supported by JS; she believes that when a teacher is tense in the classroom, it makes the students feel the same way as the teacher. In contrast, a fun teacher will make the class fun as well, and the students will be happily participating in the classroom. AZ mentioned that she does not like a teacher who always gets angry easily without apparent reason. AZ prefers a teacher that is funny and likes to use some sense of humor in the EFL classroom because, for her, it would be more fun and understanding to accept the lesson. RZ, CE and RH also stated that humor makes the class less serious and more fun. CE stated that even though the lesson was boring, but when the teacher started using humor, the class was livelier.

Moreover, all the respondents agreed that the use of humor can make the students more comfortable and less apprehensive in the classroom. According to JS, humor can be used as an icebreaker. CE, RH, RZ claimed that when the teacher began to use humor in the EFL classroom, they felt less pressured, less anxious, relaxed, and get more enjoy. FS added that she could enjoy the class

without worrying about anything and if she did not understand the material, she was not scared to question the teacher. As the result, the learning environment becomes more comfortable and conducive. However, not all respondents, such as CE, agree.

“...It’s comfortable for me but if about conductivity, it depends on the students too because when the teacher uses too much humor, the lesson will be not conducive as usual.”

The use of humor in the EFL classroom makes it more fascinating. Five out of eight respondents claimed that when the classroom is comfortable, they still want to learn it even though they do not like the subject. It means that humor makes the students interested in learning EFL because they feel comfortable. AS and RH confessed

“If the teacher is funny, we will be interested in learning (AS)

“Actually English was not my favorite subject in the elementary school but there was one teacher in 3rd grade, she was very humorous and she liked giving some jokes and ice breaking, since that time, I started to love English.” (RH)

#### c. Bridging the Gap Between Students and Teacher

Good interaction between teachers and students is unquestionably important in making the EFL classroom more productive. AS and FS both admitted that they felt closer to their teacher once the teacher started to make some humors in the classroom.

“When the teacher starts giving humor, we feel like “oh I think we are close” and we change our mind (about teacher’s personality), “oh the teacher is fun.” (AS)



“Yes, of course! By using humor, we felt closer to the teacher.” (FS)

Otherwise, four out of eight students argued that not in all conditions can humor bridge the gap between teachers and students. Sometimes, it depends on the students’ perception. JS stated that some students might think that the teacher is just trying to look cool or “*sok asik*”. Besides, AZ explained that the teacher has to be aware of using humor in the classroom. If the teacher uses excessive humor, the students are scared that they will not reach the lesson objectives and will lose respect for the teacher.

“There is a student that probably thinks the teacher is “*sok asik*” wondering “what the point of using humor is? If we study, just study!” in contrast, there is a student that would be more enthusiastic because the teacher is funny and she/he will not feel pressured, so it depends on student.” (JS)

“If the teacher is always telling jokes excessively, we would be unable to keep up with the lesson or “*keteteran*” then we would be like “LOL, it is just that teacher.” (AZ)

However, CN argued that humor will not make them disrespectful towards the teacher because she believes that humor exists as a good thing and helps reduce barriers between teachers and students.

#### d. Motivating Students’ Understanding to be more Engaged in the Classroom

AZ claimed that the humor used by teachers in the classroom enhance understanding of the lesson. AZ and Some respondents said that humor gives them motivation in learning, such as said by respondents

“I think it will impact my motivation because I am being relaxed and enjoying the class so I can understand the lesson more because I do not feel under the pressure.” CE

"We can enjoy the class without worrying about anything if we don't understand we can easily ask the teacher" FS

"I will be more understand and I will not be scared to asking questions and being relax" AZ

JS explained that humor might create fun learning, and AS added that humor can lighten the mood and make her more focused and motivated in the EFL classroom. RH admitted that the use of humor impacts her speaking skills. The use of humor by teachers in the EFL classroom can create more interaction between teacher and students, and RH believes that it will improve her speaking skills like her pronunciation. AZ, CN, and CE explained that the use of humor by teachers in the EFL classroom affects their grades and speaking skills.

"Probably we would find the class interesting and so we will remember about the class, and when the class being memorable we will remember the material as well." (CN)

In addition, all of the respondents in this research agree that the use of humor by teachers in the EFL classroom encourages them to attend the class. Most of them claimed that humor would boost their mood and make them really excited about attending the class. AZ added that a killer teacher can make her too lazy to attend the class, so the teachers' behavior essentially affects the students' desire to attend and learn in the EFL classroom. So, as said by AZ

"My previous teacher in 10 grades, the teacher was really fun, she gave us humor in every situation and the circumstances of the class were really good and we were always waiting for the class to be started."

Most of the respondents stated that using humor in the EFL classroom is important. The respondents were asked to rate how much in percentage that

humor is important, and the result shows that humor is around 60%-90% important for use in the classroom. In conclusion, every student perceives a different perception of humor. For most students, humor can give them some benefits, such as a positive and fun learning environment, feeling secure, less anxious, less pressured and more confident in the EFL classroom, having good and interactive communication with the teacher, getting more motivation in learning and even attending the class, and occasionally affecting the students' achievements and skills. Otherwise, the inappropriate use of humor in the classroom makes students less respectful of the teacher and may waste learning time. Ironically, it can obstruct the students to achieve learning objectives.

### **2.1. Negative Perception**

Humor has many benefits in the teaching and learning process, but it will not make humor always positive to use in the classroom. In this research, the researcher found that if the teacher cannot manage appropriate and relevant humor, it will have a negative impact. Half of the respondents clarified that the overuse of humor in the EFL classroom might waste precious learning time. RH stated that not every type of humor can be used in the EFL classroom. The teacher has to look for suitable humor that is relevant to the subject.

Not every humor makes sense. Sometimes, it does not suite our humor, so it becomes cringe. This will be a waste and too much. (RH)

However, some respondents argued that humor is just a waste of time. Instead, FS claims that the use of humor in the classroom can save time. Humor is

not the main topic to discuss during the teaching and learning process; it is only used for icebreaking. Besides, the respondent explained that humor reduces anxiety and enhances confidence in asking for inconvenient material from the teacher. CN agreed that using humor by teachers can help students absorb the material faster. JS and AS both agreed with this remark. Furthermore, CE stated that in this case, it depends on the lesson. If the lesson needs more concentration, the teacher should use less humor.

The negative perception about teachers using humor in the class is because the misuse of humor. Misuse of humor in the classroom definitely creates negative humor. If a teacher uses and allows improper humor - the humor is not related to the content and relevant to the situation – it can be a distraction and offense as a result of the learning. As it happened to CE and AZ

I felt offended when my teacher used sarcasm a little bit rude. (CE)

The overuse of humor can make students underestimate the teacher. (AZ)

As a consequence, teachers should to be aware and more careful about the frequency and type of humor they use in the classroom.

## ***2. Types of Humor are Used by Teachers in Teaching English as A Foreign Language in The Classroom***

Based on the data collected from the respondents, the researcher discovered that teachers frequently employ humor in the EFL classroom. As said by RH and FS

“The frequency of teacher using humor in the class is quite often, but not in every situation. If we need to study more because there are so many things to discuss, probably it's not that much.” (RH)

“My teacher is quite often using humor; it is like eight out of ten in frequency.” (FS)

Deservedly, all of the respondents claimed that the teacher in the bilingual school always uses English in delivering humor. The researcher also tried to find out how familiar the students were with types of humor in daily life. Most respondents were hesitant to mention any type of humor since they did not understand how to categorize it. Martin (2003) has already mentioned several types of humor such as affiliative humor, self-enhancing humor, aggressive humor and defeating humor. Those types can be categorized in some examples that respondents have mentioned such as wordplay, sarcasm, puzzles, dark humor, teasing friends, and fun stories.

However, each of respondents recognized both positive and negative humor. Furthermore, the respondents mentioned some types of humor that frequently used by their teachers. There are numerous types of humor that teachers can employ in the EFL classroom. The following type of appropriate and positive humor was mentioned by respondents as the most frequently used by teachers in the EFL classroom and researcher categorized it as:

#### 1. Affiliative Humor

Affiliative humor is categorized as positive humor because this involves humor about things that everyone might find funny. Affiliative humor is making jokes and telling funny stories to others related to everyday life. FS stated



“My teacher had ever told us a fun story, she said “When I first came to Indonesia, I saw an animal walking beside the house, I panicked and shouted "help me, there is a crocodile!" people who came even laughed and said "it's just a lizard!" they look similar” then we laughed.”

Another affiliative humor was used in the EFL classroom mentioned by FS and AS was wordplay. Wordplay is the activity of making humor about the meaning of words. For instance:

“There's a dinosaur that knows the most synonyms. It's called a thesaurus.”

“Cats are wonderful friends because they have great purr-sonalities.”

Six out of eight respondents indicated that in the EFL classroom, teachers always utilize the relevant type of humor. Two of them mentioned that the teacher occasionally told random jokes that are unrelated to the lesson. On the other hand, most of respondents agreed that there are several types of humor that are considered inappropriate to use and are classified as “negative humor” if not used wisely in an EFL classroom, such as

## 2. Self-defeating Humor

One example of self-defeating humor is dark joke. Dark joke or dark humor is offensive humor with an unexpected punch line, usually making fun of yourself or current societal issues. For instance:

“Dinosaurs did not read. Now they are extinct. Coincidence?”

The majority of respondents stated that using dark humor in the classroom is inappropriate, and their EFL teachers did not use dark humor in the classroom.



Dark humor or dark joke is just accepted to utilize by some people that is closer to them such as their friends. As said by AZ

“I always made jokes to the people that understand me because they knew that I was making a joke. The most jokes that I like is dark jokes because when we make dark jokes that relevant to us it is going to be funny.”

### 3. Aggressive Humor

Aggressive humor is making fun of others, such as teasing and sarcasm. Teasing is a deliberate provocation that is always followed with fun casual remarks to comment on anything relevant to the target. FS said

“Every time my teacher was telling us some comments or stories, she always said “I am a joke” without any expression. That comment never fails to make us laugh.”

While, sarcasm is offensive because it relates to the use of words that have the opposite meaning of what they are intended to imply, particularly to harm or insult someone. CS confessed that she sometimes felt offended when her teacher started using sarcasm in the class. For instance:

Teacher: Why didn't you make your homework? Were you busy taking care of your children at home?

Teacher: We have about an hour left before the class ended, should we discuss the next chapter?

Student: Please no miss.

Teacher: Why? Do you just have 2 GB storage? Let's upgrade it.

These types humor are assumed as incongruity theory. As it was mentioned in literature review, incongruity theory identified the cause of

humorous laughter is when people perceive something that breaks and violates their mental pattern and expectations. This style of joking is comparable to stand-up comedians' techniques today. They talk about the set-up and the punch (line). The first portion of the joke is the set-up: it establishes the expectation. The punch (line) is the final element that deviates from this expectation. The ending of the joke is incongruous with the beginning, according to the Incongruity Theory.

The ability of students to identify and then resolve the incongruity of humorous instruction is essential to the efficiency of the EFL classroom. In this study, five out of eight respondents of this research stated that they could not always comprehend the humor used by the teachers. It is worthy to note that not everyone has the same sense of humor. FS expressed dissatisfaction with her teacher's humor, which she described as "not funny" and "strange from her culture." The researcher sought to figure out its problem, and four out of eight respondents explained that they couldn't grasp the content of humor rather than a language barrier. RH explained

"...I think it's the content; it does not suit my sense of humor, not because of the language barrier."- R A N I R Y

Nevertheless, half of the respondents stated that they still find the humor of their teachers amusing and attempt to laugh at it, even if they do not even catch the jokes, this is also assumed as incongruity theory. The learning environment changes on a more positive and pleasant atmosphere, such as said by some respondents:

“Sometimes I cannot understand the content of the jokes but we just pretend to laugh to appreciate the teacher.” (AS)

“Yes, sometimes I didn't get the jokes but I was still laughing because everyone was laughing so hard.” (AZ)

“The feel of incongruous jokes is what makes us laugh.” (CN)

At the end of the interview, the researcher asked all respondents about how well their teachers used humor in the EFL classroom, and the result was approximately 50 percent successful.

## **B. Discussion**

Through the semi-structured interview, this research identifies how the students perceive the humor used by teachers in the EFL classroom. In this discussion part, the data was analyzed based on eight of the respondents' experiences in the EFL classroom. Each respondent has a different insight and perception. However, all those responses will be elaborated and analyzed by the researcher in order to address the research questions of this study. The findings of this study are presented in two main points based on research questions.

To begin, the researcher analyzed how students in the EFL classroom perceived humor. The impact of the EFL classroom is also reflected in how students evaluate the usage of humor. (Bell, 2009; Schmitz, 2002; Chabeli, 2008; Aboudan, 2009) have proved the fact that using humor in classrooms is one of the best instructional tools that can help promote learning in foreign language classes. Based on the data finding, a fun learning environment has a positive impact on

students' ability to improve their skills. It is reinforced by Ivy (2013), who stated that humor creates a positive learning environment by assisting to capture and retain students' attention in the classroom. The majority of respondents show a positive attitude in perceiving humor used by teachers in the EFL classroom. The respondents believe that the use of humor in the EFL classroom may create fun learning which will increase their interest in learning English.

Hence, the boring class will be livelier after conducting humor in the classroom. Wagner and Urios-Aparisi (2011) stated that humor has the power to create a more relaxing classroom atmosphere, affecting students' feelings, lowering their anxiety, and making them motivated. The impact of humor in the EFL classroom was claimed by most respondents to reduce their anxiety, make them feel more relaxed and comfortable, and give them the confidence to be more interactive in the EFL classroom. On the other hand, some respondents admitted that humor can be wasteful and distracting in the class. The factors are due to the irrelevant and excessive use of humor in the EFL classroom.

Besides, researcher recognizes that not in all conditions of learning settings can teachers use humor in the EFL classroom. According to Schmitz (2002), the use of humorous materials in the classroom should be prepared ahead of time, as effective humor is more than just cracking jokes; it must be particular, targeted, and subject-related in an academic setting. A respondent suggested that teachers be aware of the use of humor in the EFL classroom when the material needs much concentration. Teachers suggested using less humor in class and looking at the right timing to utilize humor.

Furthermore, this research also highlights the types of humor used by teachers in the EFL classroom. The use of humor in the EFL classroom may have both positive and negative impacts on students. Therefore, the teachers should pay more attention to the type of humor they employ in the EFL classroom. Wanzer et al. (2006) quoted “an aspect of appropriateness is meeting social norms. When we violate norms, we are likely to be perceived as behaving inappropriately”. When the students feel uncomfortable and offended by the humor used by a teacher in the classroom, it may be viewed as inappropriate. The respondents of this research mentioned some types of humor that appropriate and usually used by the teachers, For example, affiliative humor such as fun stories and wordplay.

Otherwise, respondents also mentioned several types of humor that they found inappropriate to use in the EFL classroom by teachers, such as dark jokes, teasing, and sarcasm. Fortunately, this kind of humor has never been used by teachers in their EFL classes. However, based on the data collection, most respondents like this type of humor, which is categorized as “aggressive humor”. Nevertheless, they just accepted aggressive humor from their friends or someone close to them.

Lastly, the students’ understanding of humor is different from each other. In this research, five out of eight respondents explained that they sometimes did not understand the humor given by the teachers. The humor is used by teachers has to be understandable, appropriate, and relevant to the lesson. Based on the data collection, half of the respondents found it difficult to understand the content of the humor rather than the problematic language barrier between the teacher and

the students in the EFL classroom. However, most respondents still perceive the humor used by teachers in the EFL classroom positively, as long as the humor is still decent.





## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Humor is related to silliness and a lack of seriousness. However, in the context of teaching and learning, humor somehow creates an environment that promotes and enhances learning in the EFL classroom. The purpose of this study is to see how students perceive the teachers' use of humor in the EFL classroom. This study was conducted because some students were struggling and feeling pressured in learning English as a foreign language.

The findings of this research showed that the learning environment improves students' ability and humor was claimed by the respondents may create fun learning. The benefits of using humor in the EFL classroom as the following: (1) creating a fun language learning environment, (2) improving students' interest in learning English in the EFL classroom, (3) bridging the gap between students and teacher, (4) motivating students' understanding to be more engaged in the classroom. Humor is making students feel more relaxed, less anxious, comfortable, and more confident in participating in the class. Besides, humor is able to make the class more fascinating, may save time in understanding the lesson. However, humor may be negative if the humor used in the EFL classroom is inappropriate and not relevant to the lesson. Self-defeating and aggressive humor are assumed as negative humor. Overused of humor also will make the class not conducive and students are disrespectful with the teacher.

Additionally, the use of humor can encourage the students to attend the class and improve their achievements. By using humor, the circumstances of the class may be more memorable because students feel happy. Students can recall memories and gain a better understanding of the material. However, the types of humor used in the EFL classroom need more attention. Based on findings, there are some cases that the content of humor does not suit some students' sense of humor. Thus, teachers need to look for appropriate, relevant, and suitable humor used in their EFL classroom. Furthermore, the use of humor in an EFL classroom should be planned and chosen at the right time and under the right condition. Positive humor that can be used by teachers in the EFL classroom is affiliative humor.

### **B. Suggestion**

Based on data collection and information research, humor may be one of the most effective teaching strategies used by teachers in the EFL classroom. The use of humor has some benefits, particularly in creating fun learning and a comfortable environment for students. Although humor somehow has a negative impact on students, the teachers are still able to create an interesting class. When the teachers use humor in the EFL classroom, students have to understand some types of humor to get the jokes. Lastly, this research can be used for another researcher who is interested in humor as an additional reference.

Researcher suggests to everyone who is interested in humor to investigate the use of humor as teaching strategy in the integrated-skills approach (ISA). "ISA implementation allows teachers to reflect and then provide various

enjoyable and fun learning activities for students which embrace all of the student's active participation in the learning process.”(Akmal et al., 2020). By using humor, researcher believes that the implementation of ISA in the EFL classroom would be fun for students and might motivate them to be more active.



## REFERENCES

- Abbas, N. F. (2015). A Pragmatic Study of Humor. *Advances in Language and Literary Studies*, 7(1). <https://doi.org/10.7575/aiac.all.v.7n.1p.80>
- Abraham, R., Hande, V., Jude Sharma, M. E., Kaur Wohlrath, S., Keet, C. C., & Ravi, S. (2014). Use of Humour in Classroom Teaching: Students' Perspectives. *Thrita*, 3(2). <https://doi.org/10.5812/thrita.10517>
- Ahmad, N. A., Mohamed, S., Hasnan, K. A., Ali, N., & Ahmad Puad, F. N. (2018). The use of teacher's joke increases students' involvement inside classroom. *The International Journal of Social Sciences and Humanities Invention*, 5(10), 5039–5046. <https://doi.org/10.18535/ijsshi/v5i10.06>
- Akmal, S., Masna, Y., Tria, M., & Maulida, T. A. (2020). EFL Teachers' Perceptions: Challenges and Coping Strategies of Integrated Skills Approach (ISA) Implementation at Senior High Schools in Aceh. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 4(2), 363-380. - <https://eric.ed.gov/?id=EJ1291547>
- Ali Fadel, S., & Al-Bargi, A. (2018). The use of humour in EFL classrooms: comparative conversational analysis case study. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3201954>
- Andriyani, Y. (2016). An Analysis of Teachers' Humor Use in EFL Classroom (A Study of Reading and Technology of Educational Communication Classrooms of International Class Program of Teacher Training and Education Faculty Students of IAIN Salatiga in the Academic Year of 2014/2015). E-Repository.perpus.iainsalatiga.ac.id. <http://e-repository.perpus.iainsalatiga.ac.id/1245/>

- Aşılıoğlu, B. (2021). A Study on Humor Styles of Teacher Candidates. *International Education Studies*, 14(3), 138.  
<https://doi.org/10.5539/ies.v14n3p138>
- Banks, T. (2014). Creating positive learning environments: Antecedent strategies for managing the classroom environment & student behavior. *Creative Education*, 5(07), 519.
- Bell, N. D. (2009). Learning about and through humor in the second language classroom. *Language Teaching Research*, 13(3), 241–258.  
<https://doi.org/10.1177/1362168809104697>
- Derakhshan, K. (2016). Revitalizing Language Classes through Humor. *Procedia - Social and Behavioral Sciences*, 232, 18–23.  
<https://doi.org/10.1016/j.sbspro.2016.10.005>
- Chiang, Y.-C., Lee, C.-Y., & Wang, H.-H. (2016). Effects of Classroom Humor Climate and Acceptance of Humor Messages on Adolescents' Expressions of Humor. *Child & Youth Care Forum*, 45(4), 543–569.  
<https://doi.org/10.1007/s10566-015-9345-7>
- Embalzado, H., & Sajampun, P. (2020). Perspectives of Students in Thailand on the Use of Humor in University Classroom. *International Education Studies*, 13(4), 17. <https://doi.org/10.5539/ies.v13n4p17>
- Frymier, A. B., Wanzer, M. B., & Wojtaszczyk, A. M. (2008). Assessing Students' Perceptions of Inappropriate and Appropriate Teacher Humor. *Communication Education*, 57(2), 266–288.  
<https://doi.org/10.1080/03634520701687183>
- Hackathorn, J., Garczynski, A., Blankmeyer, K., Tennial, R., & Solomon, E. (2011). All kidding aside: Humor increases learning at knowledge and comprehension levels. *Journal of the Scholarship of Teaching and Learning*, 11(4), 116–123. <https://files.eric.ed.gov/fulltext/EJ956757.pdf>

- Ivy, L. L. (2013). Using humor in the classroom. *Education Digest*, 79(2), 54–57.
- Lamminpää, J., & Vesterinen, V.-M. (2018). The use of humour during a collaborative inquiry. *International Journal of Science Education*, 40(14), 1718–1735.
- Lovorn, M., & Holaway, C. (2015). Teachers' perceptions of humour as a classroom teaching, interaction, and management tool. *European Journal of Humour Research*, 3(4), 24–35.
- Lowe, I. 2009. The Role of the Teacher and Classroom Management. <http://creativecommons.org/licenses/by-nc-sa/3.0/>
- Mappiasse, S. S., & Sihes, A. J. B. (2014). Evaluation of English as a Foreign Language and Its Curriculum in Indonesia: A Review. *English Language Teaching*, 7(10). <https://doi.org/10.5539/elt.v7n10p113>
- Martin, R. A., Puhlik-Doris, P., Larsen, G., Gray, J., & Weir, K. (2003). Individual differences in uses of humor and their relation to psychological well-being: Development of the Humor Styles Questionnaire. *Journal of Research in Personality*, 37(1), 48–75. [https://doi.org/10.1016/s0092-6566\(02\)00534-2](https://doi.org/10.1016/s0092-6566(02)00534-2)
- McDonald, S. M. (2012). Perception: A Concept Analysis. *International Journal of Nursing Knowledge*, 23(1), 2–9. doi:10.1111/j.2047-3095.2011.01198.x
- Menéndez-Aller, Á., Postigo, Á., Montes-Álvarez, P., González-Primo, F. J., & García-Cueto, E. (2020). Humor as a protective factor against anxiety and depression. *International Journal of Clinical and Health Psychology*, 20(1), 38–45. <https://doi.org/10.1016/j.ijchp.2019.12.002>



- Morreall, J. (2012). Humor, Philosophy and Education. *Educational Philosophy and Theory*, 46(2), 120–131.  
<https://doi.org/10.1080/00131857.2012.721735>
- Muluk, S., Habiburrahim, H., Zulfikar, T., Akmal, S., Nasriyanti, N., & Safrul, M. S. (2021). Classroom Management in EFL Speaking Class: Strategies and Challenges. *IJEE (Indonesian Journal of English Education)*, 1(1), 120–139. <https://doi.org/10.15408/ijee.v1i1.20146>
- Nesi, H. (2012). Laughter in university lectures. *Journal of English for Academic Purposes*, 11(2), 79–89. <https://doi.org/10.1016/j.jeap.2011.12.003>
- Nezlek, J. B., Derks, P. L., & Simanski, J. (2020). Relationships between everyday use of humor and daily experience. *HUMOR*, 0(0).  
<https://doi.org/10.1515/humor-2020-0073>
- Nguyen, S. 2009. Class Clowns – Laughing While Learning.  
<http://yahoo.com/class-clown-laughing-while-learning-4538861.html>
- Nuutinen, P. (2019). Nancy D. Bell Anne Pomerantz: Humor in the Classroom: A Guide for Language Teachers and Educational Researchers. *HUMOR*, 32(1), 1–3.
- Pranoto, B. E., & Suprayogi. (2021). Insights from Students' Perspective of 9GAG Humorous Memes Used in EFL Classroom. *Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)*.  
<https://doi.org/10.2991/assehr.k.210427.011>
- Rahman, R., Hidayat, D. N., & Alek, A. (2021). A critical discourse analysis of Bintang Emon's humor discourse entitled "Ga Sengaja." *Englisia: Journal of Language, Education, and Humanities*, 8(2), 94.
- Rashidi, N., Eslami, M., Rakhshandehroo, F., & Izadpanah, M. A. (2014). A Comparative Study on Persian EFL Teachers in Schools and Language

Institutes: A Case of Learner's Attitude towards Humor in Foreign Language Classrooms. *Procedia - Social and Behavioral Sciences*, 98, 1528–1534. <https://doi.org/10.1016/j.sbspro.2014.03.574>

Ruch, W., & Heintz, S. (2013). Humour styles, personality and psychological well-being: What's humour got to do with it? *European Journal of Humour Research*, 1(4), 1–24. <https://doi.org/10.7592/ejhr2013.1.4.ruch>

Salme, S. A., & Mohd Arif, M. (2019). A Study on the Use of Humour in Motivating Students to Learn English. *Asian Journal of University Education*, 15(3), 257. <https://doi.org/10.24191/ajue.v15i3.7807>

Sari, P, R & Fatimah, S. (2020). Teachers' Perceptions of the Effective EFL Teachers at Junior and Senior High Schools in Padang. *Journal of English Language Teaching*, 9 (3): pp. 553-565.

Savage, B. M., Lujan, H. L., Thipparthi, R. R., & DiCarlo, S. E. (2017). Humor, laughter, learning, and health! A brief review. *Advances in Physiology Education*, 41(3), 341–347. <https://doi.org/10.1152/advan.00030.2017>

Shishavan, H. B., & Sadeghi, K. (2009). Characteristics of an Effective English Language Teacher as Perceived by Iranian Teachers and Learners of English. *English Language Teaching*, 2(4). <https://doi.org/10.5539/elt.v2n4p130>

Schmitz, J. R. (2002). Humor as a pedagogical tool in foreign language and translation courses. *Humor - International Journal of Humor Research*, 15(1). <https://doi.org/10.1515/humr.2002.007>

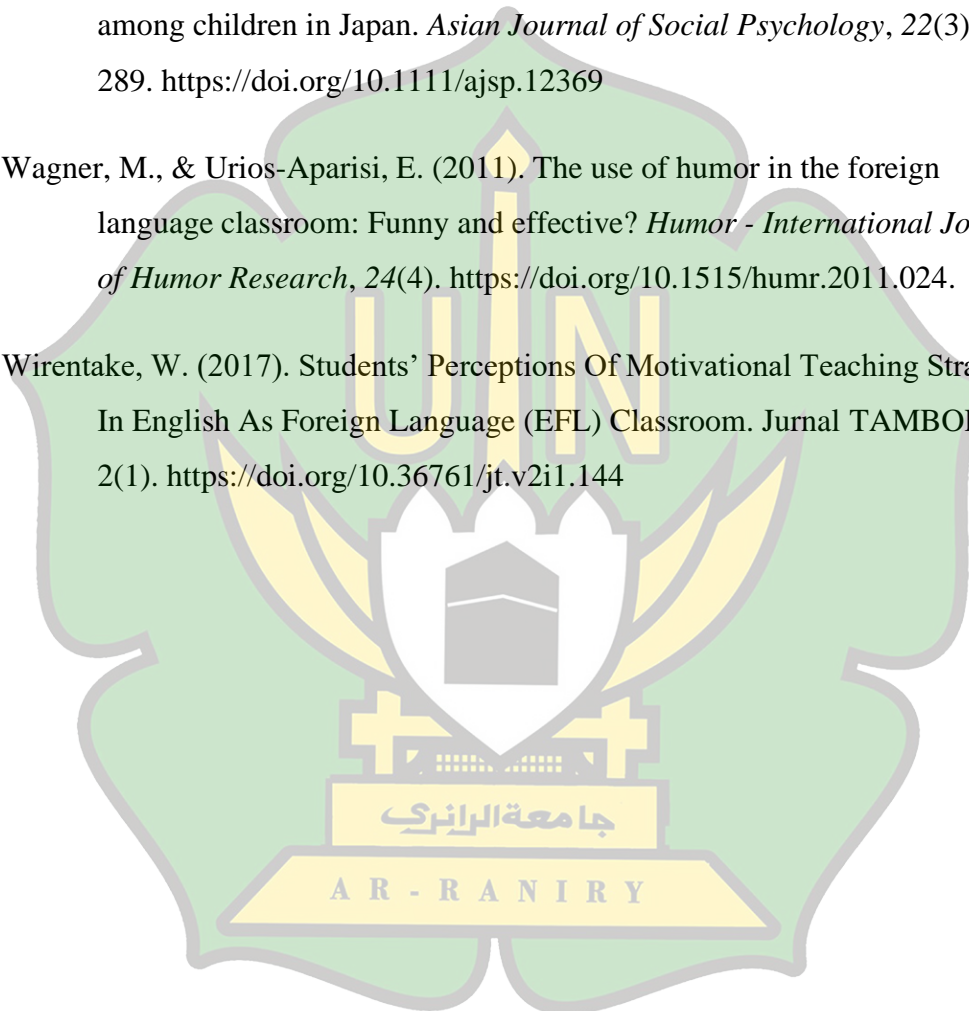
Sulistiyo, S. (2016). English Language Teaching and EFL Teacher Competence in Indonesia. *Proceedings of ISELT FBS Universitas Negeri Padang*, 4 (2).

Tsukawaki, R., & Imura, T. (2020). Students' Perception of Teachers' Humor Predicts Their Mental Health. *Psychological Reports*, 003329412097263. <https://doi.org/10.1177/0033294120972631>

Tsukawaki, R., Kojima, N., Imura, T., Furukawa, Y., & Ito, K. (2019). Relationship between types of humour and stress response and well-being among children in Japan. *Asian Journal of Social Psychology*, 22(3), 281–289. <https://doi.org/10.1111/ajsp.12369>

Wagner, M., & Urios-Aparisi, E. (2011). The use of humor in the foreign language classroom: Funny and effective? *Humor - International Journal of Humor Research*, 24(4). <https://doi.org/10.1515/humr.2011.024>.

Wirentake, W. (2017). Students' Perceptions Of Motivational Teaching Strategies In English As Foreign Language (EFL) Classroom. *Jurnal TAMBORA*, 2(1). <https://doi.org/10.36761/jt.v2i1.144>



## APPENDICES

## APPENDIX A

## Research Letter



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
 Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
 Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-16014/Un.08/FTK-I/TL.00/10/2021  
 Lamp : -  
 Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,  
 Kepala Sekolah SMA TNA Fatih Bilingual School

Assalamu'alaikum Wr.Wb.  
 Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **AINA FIRDHA LUFIANA / 170203080**  
 Semester/Jurusan : IX / Pendidikan Bahasa Inggris  
 Alamat sekarang : Jln. Teuku Nyal Arief No.1, Kopelma Darussalam, Syiah Kuala

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Perceived Use of Humor by Teachers in the EFL Classroom***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 21 Oktober 2021  
 an. Dekan  
 Wakil Dekan Bidang Akademik dan  
 Kelembagaan,

*Berlaku sampai : 13 Desember  
 2021*

Dr. M. Chalis, M.Ag.

## APPENDIX B

### List of Questions for Interview

Questions for interview	
Students' Perception	<ol style="list-style-type: none"> <li>1. What do you think about learning English as a foreign language?</li> <li>2. What is your opinion when the teacher starts giving some humor in the classroom?</li> <li>3. Do you feel more relaxed and less anxious when your teacher does humor in the classroom?</li> <li>4. Do you feel that humor improves your interest in learning English as a foreign language by creating a more comfortable and conducive learning environment?</li> <li>5. Do you think the use of humor can make the class more interesting?</li> <li>6. Do you think that humor is a waste of precious learning time in the classroom?</li> <li>7. Do you think that humor can bridge the gap between teachers and students in the classroom?</li> <li>8. In your opinion, how important is humor to language learning in the classroom overall?</li> <li>9. In your opinion, what is the impact of the use of humor in learning English as a foreign language in the classroom?</li> </ol>

	10. Does humor encourage you to attend the class?
Types of humor	<ol style="list-style-type: none"> <li>1. How often (on average) do your teachers use humor during each class session?</li> <li>2. How often (on average) do your teachers use humor to communicate in a foreign language during English class?</li> <li>3. Do you know any kinds of humor in daily life?</li> <li>4. What kinds of humor do your teachers usually use in the classroom?</li> <li>5. What kinds of humor that your teachers have never used in the classroom?</li> <li>6. Does your teacher use relevance and appropriate humor in the classroom?</li> <li>7. Have you ever felt offended and uncomfortable with the humor used by your teacher?</li> <li>8. What kinds of humor are inappropriate to use in the classroom?</li> <li>9. Have you ever not understood the humor given by your teachers?</li> <li>10. What kinds of humor do you like the most?</li> </ol>



## APPENDIX C

### Interview Protocol

Project : The Perceived Use of Humor by Teachers in the EFL Classroom

Interviewer : Aina Firdha Lufiana

Interviewee :

Participant 1 : AS

Place : TNA Fatih, Banda Aceh

Date and Time: 29 October 2021; 13.15 WIB

Duration : 17 Minutes

Participant 2 : JS

Place : TNA Fatih, Banda Aceh

Date and Time: 30 October 2021; 17.48 WIB

Duration : 16:37 Minutes

Participant 2 : JS

Place : TNA Fatih, Banda Aceh

Date and Time: 30 October 2021; 17.48 WIB

Duration : 16:37 Minutes

Participant 3 : FS

Place : TNA Fatih, Banda Aceh

Date and Time: 30 October 2021; 18.05 WIB

Duration : 14:25 Minutes



Participant 4 : CE

Place : TNA Fatih, Banda Aceh

Date and Time: 31 October 2021; 16.36 WIB

Duration : 17:22 Minutes

Participant 5 : RH

Place : TNA Fatih, Banda Aceh

Date and Time: 31 October 2021; 16.34 WIB

Duration : 13:44 Minutes

Participant 6 : CN

Place : Banda Aceh/ Online by Zoom

Date and Time: 3 November 2021; 16.40 WIB

Duration : 18:58 Minutes

Participant 7 : AZ

Place : Banda Aceh/ Online by Phone Call

Date and Time: 3 November 2021; 17.39 WIB

Duration : 18:59 Minutes

Participant 8 : RZ

Place : TNA Fatih, Banda Aceh

Date and Time: 4 November 2021; 17.00 WIB

Duration : 11:00 Minutes