

ABSTRACT

Wibawa, Ni Putu Rizki Diah Apriani (2026), Teacher Humor in an Indonesian EFL Classroom: Humor Types, Strategies, and Teacher–Student Perceptions, English Language Education, Postgraduate Program, Ganesha University Education.

This thesis has been supervised and approved by Supervisor I: Prof. Dra. Luh Putu Artini, M.A., Ph.D and Supervisor II: Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd

This study investigated the integration of humor by an English teacher in the EFL classroom at SMA Negeri 9 Denpasar. The research focused on identifying the types of humor used by the teacher, exploring the strategies of humor implementation, and exploring both students' and the teacher's perceptions of the use of humor in a classroom. This research adopted a qualitative case study design. The data were collected through three classroom observations and semi-structured interviews. The participants of the study consisted of one English teacher and eleventh-grade students. The findings showed that the teacher frequently incorporated three types of humor: course-related, course-unrelated, and self-disparaging. The humor was conveyed through amusing examples, playful comments, gentle teasing, and humorous interactions. The teacher integrated humor intentionally at the beginning of the lesson, within the teaching materials, and spontaneously during the interaction. Additionally, both the teacher and the students perceived humor positively. The teacher believed that humor could reduce students' anxiety, increase classroom engagement, and strengthen teacher-student relationships. Aligned with that, students perceived humor as a factor that created a more relaxed, enjoyable, and meaningful learning atmosphere. The results suggest that humor may function as a useful pedagogical tool when applied appropriately and purposefully.

Keywords: Humor use in the classroom, learning process, students' perceptions and teachers' perceptions, types of humor

ABSTRAK

Wibawa, Ni Putu Rizki Diah Apriani (2026), *Teacher Humor in an Indonesian EFL Classroom: Humor Types, Strategies, and Teacher–Student Perceptions*, Tesis, Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Pendidikan Ganesha.

Tesis ini telah dibimbing dan disetujui oleh Pembimbing I: Prof. Dra. Luh Putu Artini, M.A., Ph.D. dan Pembimbing II: Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd

Penelitian ini bertujuan untuk meneliti penggunaan humor oleh guru Bahasa Inggris di kelas EFL di SMA Negeri 9 Denpasar. Penelitian ini berfokus pada identifikasi jenis-jenis humor yang digunakan guru saat mengajar, strategi penggunaan humor dalam proses pembelajaran, serta persepsi guru dan peserta didik terhadap penggunaan humor dalam kegiatan belajar-mengajar. Penelitian ini menggunakan metode kualitatif dengan desain studi kasus. Data dikumpulkan melalui beberapa cara, yaitu observasi kelas dan wawancara semi-terstruktur. Partisipan penelitian terdiri atas satu guru bahasa Inggris dan peserta didik kelas XI. Hasil penelitian menunjukkan bahwa guru sering menggunakan tiga jenis humor, yaitu humor terkait materi pembelajaran (*course-related humor*), humor yang tidak berhubungan dengan materi (*course-unrelated humor*), dan humor yang merendahkan diri sendiri (*self-disparaging humor*). Humor disampaikan melalui contoh-contoh lucu, komentar spontan dan interaksi selama di kelas. Guru percaya bahwa humor dapat mengurangi kecemasan peserta didik, meningkatkan keterlibatan peserta didik di kelas, serta mempererat hubungan antara guru dan peserta didik. Sementara itu, peserta didik memandang humor sebagai salah satu faktor yang menciptakan suasana belajar yang lebih santai, menyenangkan, dan bermakna. Hasil penelitian ini menunjukkan bahwa humor dapat berfungsi sebagai alat pedagogis yang efektif dalam pembelajaran bahasa Inggris apabila digunakan dengan tepat.

Kata kunci: Penggunaan humor di dalam kelas, proses pembelajaran, persepsi siswa, persepsi guru, jenis humor