

Teachers' Use of Humor in English as a Foreign Language (EFL) Classrooms Penggunaan Humor oleh Guru di Kelas Bahasa Inggris sebagai Bahasa Asing (EFL)

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Abstract

A pleasant environment is essential for student motivation and interaction, and effective classroom management plays a key role in this. Utilizing humor in teaching creates a more welcoming and humanistic classroom atmosphere, thereby improving the overall teaching-learning process. This study aims to identify the categories of humor employed by English teachers in the classroom. A qualitative descriptive method was used for the research. Six English class sessions were observed and recorded. The data for this study consisted of humor-containing utterances made by English teachers. The analysis classified teacher humor into two main categories: appropriate and inappropriate forms. Most of the humor used by teachers fell into the appropriate category, with the majority being related to the class material, followed by humor unrelated to the subject being taught. A small portion of inappropriate humor included self-deprecating humor, while another small portion was unintentional or unplanned. In contrast, inappropriate humor was rare and typically involved derogatory comments directed at others. These findings highlight that most of the humor used was lesson-related and aligned with pedagogical objectives, while inappropriate humor was infrequent. The results suggest that humor in the classroom is primarily used as a positive pedagogical tool, contributing to an engaging and supportive learning environment. Future research should explore the impact of different humor categories on student learning outcomes and classroom dynamics.

Key words: *humor in classroom; EFL; English teacher*

Abstrak

Lingkungan yang menyenangkan sangat penting untuk motivasi dan interaksi siswa, dan manajemen kelas yang efektif memainkan peran kunci dalam hal ini. Memanfaatkan humor dalam pengajaran akan menciptakan suasana kelas yang lebih ramah dan humanis, sehingga meningkatkan proses belajar-mengajar secara keseluruhan. Penelitian ini bertujuan untuk mengidentifikasi kategori humor yang digunakan oleh guru bahasa Inggris di dalam kelas. Metode deskriptif kualitatif digunakan untuk penelitian ini. Enam sesi kelas bahasa Inggris diamati dan direkam. Data untuk penelitian ini terdiri dari ujaran-ujaran yang mengandung humor yang dibuat oleh guru bahasa Inggris. Analisis mengklasifikasikan humor guru ke dalam dua kategori utama: bentuk yang sesuai dan tidak sesuai. Sebagian besar humor yang digunakan oleh guru termasuk dalam kategori yang sesuai, dengan mayoritas terkait dengan materi kelas, diikuti oleh humor yang tidak terkait dengan mata pelajaran yang sedang diajarkan. Sebagian kecil humor yang tidak pantas termasuk humor yang mencela diri sendiri, sementara sebagian kecil lainnya tidak disengaja atau tidak direncanakan. Sebaliknya, humor yang tidak pantas jarang terjadi dan biasanya melibatkan komentar yang menghina yang ditujukan kepada orang lain. Temuan ini menyoroti bahwa sebagian besar humor yang digunakan berhubungan dengan pelajaran dan selaras dengan tujuan pedagogis, sementara humor yang tidak pantas jarang terjadi. Hasil penelitian ini menunjukkan bahwa humor di dalam kelas terutama digunakan sebagai alat pedagogis yang positif, yang berkontribusi pada lingkungan belajar yang menarik dan mendukung. Penelitian di masa depan harus mengeksplorasi dampak dari kategori humor yang berbeda pada hasil belajar siswa dan dinamika kelas.

Kata kunci: *humor dalam kelas; EFL; guru bahasa Inggris*

INTRODUCTION

Creating a positive classroom environment is essential for motivating students and fostering interaction with teachers. Effective classroom management is crucial for successful learning outcomes. Ahmad et al. (2018) pointed out that a lack of focus among students often stems from teachers' failure to recognize individual learning styles. Consequently, teachers need to address this issue by employing diverse teaching strategies, methodologies, and well-planned classroom activities. This includes selecting relevant materials, instructing students, and evaluating classroom performance comprehensively (Deale et al., 2020). Bilokcuoglu and Debreli (2018) proposed that incorporating humor into language instruction could enhance the learning experience. Humor can contribute to a more welcoming and humanistic classroom environment, benefiting the overall teaching and learning process. Blackmore (2011) highlighted that humor is a valuable pedagogical tool that leverages teachers' creativity and artistic skills. It can serve as an effective communication strategy to engage students and foster a harmonious teacher-student relationship. According to Blackmore (2011), the use of humor helps create an engaging learning environment, allowing students to concentrate and interact more effectively.

Wanzer et al. (2006) noted that humor, as a form of communication, can be employed skillfully or poorly based on personal experience. They categorized humor in the classroom into appropriate and inappropriate types. Humor is considered appropriate when it aligns with social norms and does not provoke negative emotional responses from students. Conversely, it is categorized inappropriate if it disrupts students' expectations or targets individuals in a way that causes discomfort. Additionally, Tunnisa (2018) found that humor aids in making lessons more understandable and reduces stress, leading to improved student-teacher relationships, increased enthusiasm for learning, and higher class attendance. However, the use of humor in education must be carefully regulated. It should be relevant to the lesson and not excessive, as inappropriate humor can have adverse effects, particularly if it overwhelms students or detracts from the learning objectives.

The use of humor in a local school was found where the researcher resided and conducted the pilot study. It was determined that the teacher employed humor in the classroom while teaching first-year senior high school students. Based on the phenomenon, this study focused on the deployment of humor by English teachers in teaching and learning English at a local school in Indonesia. This study investigated the categories of appropriate and inappropriate humor deployed by English teachers in classroom.

In the academic exploration of humor in educational settings, various studies have investigated its impact and implications. Garner (2006) and Wanzer, Frymier, and Irwin (2010) have highlighted the beneficial effects of humor on student motivation and engagement, with Garner emphasizing the advantages of humor related to class material for enhancing lesson retention and enjoyment. Wanzer, Frymier, and Irwin further elaborate on humor's role in improving student-teacher relationships and the overall classroom climate, underscoring the importance of appropriate humor in cultivating a positive learning environment. Berk (1996) contributes to this discourse by examining humor's ability to reduce student anxiety, noting that humor unrelated to the lesson content can create a more relaxed and welcoming classroom atmosphere. Tunnisa (2018) extends this investigation by exploring how humorous teaching methods facilitate improved student-teacher interactions and increase classroom motivation. Additionally, Bilokcuoglu and Debreli (2018) advocate for humor's use in language education to foster a more engaging and humanistic learning environment. Despite these valuable insights, existing research often lacks a detailed analysis of humor types and their specific classroom implications. While previous studies provide a broad understanding of humor's benefits, they generally do not explore the nuanced distinctions between different categories of humor, such as related versus unrelated humor or the effects of self-disparaging versus unintentional humor. Furthermore, the impact of inappropriate humor, including its rare occurrences and potential adverse effects, remains insufficiently addressed. This research aims to bridge these gaps by offering a comprehensive examination of humor categories and their practical applications in EFL classroom, thereby advancing the understanding of how humor can be effectively utilized to enhance the educational experience.

This study focused on the teacher's utterances in an EFL classroom. The study examined the various categories of humor deployed by an EFL teacher in classroom. This study focused on teacher's utterances involving humor, which were followed by immediate responses from students, such as laughing and yelling. Certain crucial factors define human life and interaction with others. Furthermore,

Morrison (2011) stated that humor has a significant influence on the cognitive development of human emotions. The most frequently seen aspect is humor, which represents the strong side of our humanity. Learners always strive to be at ease and calm while learning. Teachers have an essential part in enhancing their students' skills, as well as establishing an environment conducive to effective communication and knowledge conveyance. Several scholars propose that teachers or lecturers employ humor in the classroom to help students learn. A sense of humor has been identified as a critical characteristic of an outstanding teacher. According to Unsal et al. (2018), teachers should use humor as a strategic tool to encourage active learning in the classroom; deliberate humor applications can assist in creating a more comfortable learning atmosphere and boost student involvement.

Furthermore, Bergen (1992) found the relationship between cognitive development and humor expression, implying that the type of humor youngsters choose reflects their level of thinking. This cognitive process progresses from recognizing the humor in conflicting acts and words to appreciating the humor in conceptual incongruity and many interpretations (McGhee 1979; Shultz 1976). When children laugh at violations of their cognitive expectations, it indicates that they understand what the result should be (Sroufe and Wunsch 1972). A riddle or joke is only humorous if both planned and unanticipated interpretations are understood (Ruch 1998). Furthermore, Bergen argued that humor included "making fun" of events, objects, people, rules, and beliefs. Because enthusiasm for comedy is highly contagious in groups, some teachers are concerned about the potential negative repercussions of fostering it. As a result, teachers must define and explain boundaries for humor expression with their pupils. For example, offensive humor that might injure a youngster should not be promoted. Children should be educated on why this type of comedy may be damaging (McGhee 2002). Before beginning a hilarious group activity that is likely to result in inappropriate behavior, the teacher should establish behavioral standards. The classroom is a place where learning is enjoyable, the instructor is a lively and accepting individual, and the students realize that their ideas are valued and that humor will not be used to undermine learning. In contrast, that classroom is likely to be friendly, cognitively challenging, rich in language, and encouraging creativity and imagination (Vygotsky 1978; Piaget 1952).

Moreover, Wanzer et al. (2006) described humor as a communication practice that we know via personal experience and may use effectively or incompetently. Wanzer et al. (2006) divided classroom humor into two categories: appropriate and inappropriate humor. In line with this study, the researcher looked into the teacher's utterances on the appropriate and inappropriate use of humor in the classroom. Such research extends to previous investigations, and by identifying examples of both appropriate and inappropriate humor deployed by teachers, this study provided insight into the right application of humor in the classroom.

Wanzer et al. (2006) categorized teacher humor into two categories: appropriate and inappropriate. Appropriate humor includes adhering to social norms and that differences from these norms might lead to notions of inappropriate behavior. Humor that breaks students' expectations and generates uncomfortable emotional responses is often viewed as inappropriate. However, when the incongruity is acknowledged and addressed, humor is more likely to be accepted, particularly if it targets a hated person or someone who does not belong to the students' peer group. In the classroom, teachers deploy appropriate humor as a teaching tool. Examples of such activities include professional comedy, puns, jokes, riddles, cartoons, and humorous tales. These sorts of humor are acknowledged as advantageous strategies for learning. Other forms of inappropriate humor include sarcasm, sexual comedy, humor based on ethnicity, and humor that is violent or hostile. In the classroom, one must avoid using these four types of humor (Bryant et al., 1979).

Wanzer et al. (2006) classified appropriate humor into four sub-categories. The first, related humor, involves teachers using humor to facilitate learning in the classroom. The second category, humor unrelated to the course material, includes any humor employed by the teacher that does not directly contribute to learning or classroom enhancement. The third category is self-disparaging humor, which consists of teachers using humor, anecdotes, or comments that belittle themselves. The fourth category is unintentional or unplanned humor, which occurs when a teacher's behavior is perceived as funny by students, regardless of the teacher's intention. Conversely, Wanzer et al. (2006) also classified inappropriate humor into four sub-categories. Offensive humor, the first category, includes humor that is clearly offensive without targeting a specific individual or group. The second category, disparaging humor directed at students, is clearly insulting and improper, targeting students either individually or as a group. The third category, disparaging humor directed at others, involves humor attempts that are insulting and improper, targeting people or organizations other than students. The

fourth category, self-disparaging humor, involves a professor or teacher engaging in improper behavior by criticizing, making fun of, or degrading themselves.

Several recent studies have examined the role of humor in educational settings. Kaur (2021) and Chowdhury (2021) explored humor's positive influence on teacher-student relationships, discipline, and creativity, particularly in language classrooms. These studies revealed that humor, especially jokes and personal stories, creates a more engaging and comfortable environment. Similarly, Bolkan, Griffin, and Goodboy (2018) demonstrated how humor directly connected to lesson content enhances student learning and retention, aligning with the findings of the current study, where related humor played a key role in engaging students. Meanwhile, Appleby (2018) emphasized that humor, while beneficial, must be used carefully to maintain a positive classroom dynamic and authority. Fovet (2020) examined humor's utility in managing students with behavioral difficulties, presenting humor as a strategy for building relationships and improving classroom management. Lastly, Al-Duleimi and Aziz (2020) focused on humor in EFL settings, showing how it alleviates language learning anxiety, much like the current study's findings on unrelated humor's ability to break classroom monotony.

The novelty of the current research lies in its systematic categorization of humor types (related, unrelated, self-disparaging, unintentional, and inappropriate) in English classrooms. This detailed breakdown provides fresh insights into humor's multi-faceted role, particularly how self-disparaging and unintentional humor help humanize teachers and foster positive dynamics. Furthermore, the study highlights the near-total avoidance of inappropriate humor, emphasizing teachers' efforts to maintain respectful and inclusive environments. This study offers a framework for future investigations into the long-term effects of humor on student learning and engagement in diverse classroom contexts.

METHODS

This study employed a descriptive qualitative research design, chosen to understand the social processes of teacher humor in the classroom through naturalistic observation and textual data (Cresswell, 2009). Qualitative research was appropriate as the data consisted of text and classroom interactions, with the researcher acting as the primary instrument for data collection and analysis.

The focus of this study was on humorous utterances made by an English teacher during classroom interactions. The data were gathered through passive participant observation and audio recording during six English teaching sessions in a senior high school. Passive participant observation allowed the researcher to record the classroom environment without interfering with the natural flow of interactions (Frankel, Wallen, & Hyun 2009). Audio recordings were used to capture the teacher-student conversations, which were then transcribed into text for analysis. Additionally, field notes were taken to document the classroom setting, teacher behavior, and student responses.

The data were analyzed following the framework proposed by Miles, Huberman, and Saldana (2014), which outlines three key steps: data condensation, data display, and conclusion drawing/verification.

Data Condensation, it recorded conversations were transcribed, and the transcripts were carefully read to identify instances of humor. The data were then categorized into appropriate and inappropriate humor, with subcategories for related humor, humor unrelated to the class material, self-disparaging humor, and unintentional humor. This process helped in reducing and simplifying the large corpus of data to focus on relevant themes. Data Display, it condensed data were systematically organized and displayed based on humor categories, following the humor framework by Wanzer et al. (2006). This phase involved clearly presenting examples of teacher humor and classifying them according to their appropriateness and relevance to the lesson. Conclusion Drawing/Verification, once the data were organized, conclusions were drawn regarding the types and frequency of humor used by the teacher. The researcher continually verified these conclusions through revisiting the data and comparing with existing literature on humor in education.

The study used Wanzer et al. (2006) for categorizing teacher humor into appropriate and inappropriate forms. Appropriate humor was further classified based on its relevance to the lesson (related or unrelated), self-disparaging humor, and unintentional humor. The analysis framework of Miles, Huberman, and Saldana (2014) guided the data analysis process by ensuring systematic data reduction, display, and conclusion drawing.

FINDINGS AND DISCUSSION

In an EFL classroom interaction, the English teacher made 310 humorous utterances, categorized as either appropriate or inappropriate humor. The teacher produced four types of appropriate humor: 166 utterances of related humor (creative language, examples, stories, student-directed teasing, critical/cynical remarks, jokes), 127 utterances of humor unrelated to class material (student-directed teasing, jokes, critical/cynical remarks), 13 utterances of self-disparaging humor (making fun of himself, class mistakes, embarrassing stories), and 3 utterances of unintentional humor. There was one instance of inappropriate humor, motivated by the teacher's political views, which targeted others disparagingly.

After analyzing the source of data, the researchers classified the appropriate and inappropriate humor deployed by the English teacher as follows:

Table 1. The Categories of Humor Deployed by English Teacher in EFL Classroom

No	The Categories of Teacher Humor	The subcategories of Humor	Frequency	Total Percentage (%)
1	Appropriate Humor	Related Humor	166	53.6
		Humor unrelated to the class material	127	40.9
		Self-disparaging Humor	13	4.2
		Unintentional or Unplanned Humor	3	1
2	Inappropriate Humor	Disparaging Humor targeting others	1	0.3
Total			310	100

The table shows the category and frequencies of humor deployed by English teachers in the classroom, dividing humor into appropriate and inappropriate categories. The major category is "Appropriate Humor," which accounts for 98.7% of the total humor deployed. Within this category, the most frequent sub-category is "Related Humor" with 53.6%, suggesting that teacher prefer to use humor that is directly connected to the class material to enhance engagement and learning. This is followed by "Humor unrelated to the class material" at 40.9%, indicating that teachers also use general humor to maintain a lively classroom atmosphere. The least common sub-category within appropriate humor is "Unintentional or Unplanned" humor at 1%, which may occur spontaneously. "Self-disparaging Humor" is also relatively rare at 4.2%. "Inappropriate Humor" constitutes only 0.3% of the total, specifically "Disparaging Humor targeting others." This minimal use of inappropriate humor likely reflects teacher's awareness of maintaining a respectful and positive learning environment, avoiding jokes that could harm students' feelings or disrupt the classroom dynamics.

1. Appropriate Humor

A. Related humor

Teacher : "...Karakternya ada kancil, kemudian ada buaya, **betina itu semua buayanya karena disitu enggak ada Pak Aya, Pak Aya kerja soalnya..**"

(... There is a mouse-deer and crocodile. The crocodile are mothers, because fathers are working)

Students : *hahaha* (laughing)

Teacher : "Buaya semua disitu dengan yang kecil-kecil, itu kan disusunkan di sungai kemudian dibidang Kancil 'saya disuruh untuk membagikan makanan ini, ada banyak makanan, coba dulu kalian baris supaya dihitung' gitulah kira-kira kata si Kancil. Kalian ada yang tahu cerita itu?"

(The crocodiles were all there, they were lined up in the river then Kancil (mouse-deer) said 'I was told to distribute this food, there is a lot of food, please line up so I can count' that's what Kancil said. Don't you know the story?)

Student : "enggak tahu, sir"

(We do not know it, sir)
Teacher : "ah, masa enggak tahu cerita itu Molina? **Jadi semuanya yang di sungai itu betina karena mereka adalah Bu Aya**"
(Are you sure, Molina? They are called as mother because they are Bu Aya (Mrs. Aya))
Student : "oh iya, baru ngerti sekarang maksudnya sir. Bu Aya dan Pak Aya kan, sir?"
(Oh, I see now, sir. Mr and Mrs Aya, aren't they?)
Teacher : iya, **gitu loh dari tadi maksudnya gimana sih loe...**
(Yes, indeed it is. How could you..)
Students : hahaha ((laughing))

The utterances above categorized as related humor because of the teacher directly connected to the classroom content and context, using culturally relevant jokes and wordplay. The teacher introduces characters from a story (Kancil and Buaya) and uses a play on words by referring to "Bapak Aya" or Mr. Aya (a clever twist on "buaya" to mean 'father crocodile'). This wordplay is humorous and directly related to the lesson material, the students understand and enjoy the content. The teacher expresses surprise that the students don't know the story and further explains the joke, using "Ibu Aya" (female crocodile) to make a humorous point. This reinforces the humor and ensures students grasp the context and wordplay.

B. Humor unrelated to the course material

Teacher : "... ah, nanti memang disitu rumahmu.. **orang saya nampak kau boncengan sama cewek kan pas saya nengok lembu... sir kan tanda samamu..**"
(...your house is there.. I saw you with a girl when I was looking for the cows.. I did recognized you..)
Students : hahaha ((laughing))
Student : "apalah sir..."
(No, you are not, sir..)
Teacher : "iya, kau pakai baju warna hijau. **Saya sengaja gak negur supaya surprise gitu, plot twist kan saya tahu kau kemarin bonceng cewek...**"
(Yes, I am. You were wearing green shirt. I was intentionally did not say anything to you, because it will be surprise and the plot twists is you were with your girlfriend yesterday..)
Students: hahaha (laughing)
Student : "sama kawan loh itu sir..."
(She is my friend, sir..)
Teacher : "**udahlah, banyak kali ceritamu...**"
(Alright, you talk too much)
Students : hahaha (laughing)

The utterances above categorized as humor unrelated to the course material because the content of the conversation and the jokes exchanged between the teacher and the students do not directly connect to the subject matter being taught. Instead, the humor arises from personal anecdotes and interactions that are outside the scope of the academic lesson. The utterances reveals the information that the teacher mentions seeing the student with a girl while he was looking for cows and the teacher provides more details about the personal encounter, emphasizing the surprise element and creating a humorous situation. This anecdote is unrelated to any academic content or lesson and is a personal observation. The utterances categorized as humor unrelated to the class material because it stems from personal anecdotes and interactions that have no direct connection to the academic content. The teacher and students engage in a playful conversation based on personal observations and experiences, which adds humor and liveliness to the classroom environment but does not relate to the subject matter being taught.

C. Self-disparaging humor

Teacher : "...Iya, kalau Doraemon, saya nonton. **Kemarin waktu pulang ke Aceh, di perjalanan pulang 4 jam saya nonton itu di mobil. Diputar di Youtube sama anak saya. Orang tu nonton, saya ikut nonton.**"

(Yes, I watched Doraemon. On the way back to Aceh, I watched Doraemon for 4 hours in the car. Because my children also watched it on YouTube. They watched it, so I watched it too.)

Students : hahaha (laughing)

The utterances "*Kemarin waktu pulang ke Aceh, di perjalanan pulang 4 jam saya nonton itu di mobil. Diputar di Youtube sama anak saya. Orang tu nonton, saya ikut nonton.*" (On the way back to Aceh, I watched Doraemon for 4 hours in the car. Because my child also watched it on YouTube. They watched so I watched too.) was categorized as self-disparaging humor because of the teacher pokes fun at himself as he watched Doraemon for 4 hours with his children while driving to Aceh.

D. Unintentional or unplanned humor

Teacher : "...udah gapapa, tulis aja. Next, when he was walking around the sea shores while singing 'Ayam Den Lapeh', Malin Kundang was approach by an agent and was asked to join Liga Dangdut Nasional."

(...it's ok just write it. Next, when he was walking around the sea shores while singing 'Ayam Den Lapeh', Malin Kundang was approach by an agent and was asked to join Liga Dangdut Nasional)

Students : hahaha (laughing)

Teacher : "**memang seperti itu ceritanya, ketawa pula kalian**"

(It is the story, how come you laughed)

The utterances "Next, when he was walking around the sea shores while singing 'Ayam Den Lapeh', Malin Kundang was approach by an agent and was asked to join Liga Dangdut Nasional" categorized as appropriate humor that is unintentional or unplanned humor Because the teacher did not aim to be funny, yet the students found his behavior to be humorous. It is supported by the utterances "*memang seperti itu ceritanya, ketawa pula kalian*" (It is the story, how come you laughed).

2. Inappropriate Humor

Teacher : "... ya seperti itu lah contohnya. Hewan hewan tersebut memiliki IQ yang berada di angka 78 kalau saya tidak salah. **Sama seperti orang-orang yang milih kemarin itu... tapi itu saya lihat di YouTube ya, bukan saya yang bilang...kata YouTube ya itu...**"

(... yes it is the examples. Those animals have IQ of 78, and that IQ is somewhat similar to the IQ of Indonesians who voted yesterday. By the way I got this information from YouTube, it is not my personal opinion...)

Students : *iyalah, sir* hahaha (yes sir, hahaha) (laughing)

The utterances "*...itu IQ-nya agak mirip dengan IQ orang Indonesia ya.. iya yang nyoblos kemarin itu katanya...katanya yaa...saya lihat di youtube yaa*" (....that IQ is somewhat similar to the IQ of Indonesians who voted yesterday. By the way I got this information from YouTube, it is not my personal opinion) categorized as inappropriate humor used by the teacher in the classroom, were disparaging humor: targeting others because the humor are clearly disparaging and inappropriate.

The findings show that humor, particularly appropriate humor, plays a crucial role in the classroom, contributing to student engagement, reducing anxiety, and fostering a positive learning environment. The large proportion of humor directly related to class material (related humor) reinforces previous research by Garner (2006) and Wanzer et al. (2010), which emphasizes the pedagogical value of humor in enhancing comprehension and promoting student involvement. This type of humor serves as a tool to bridge complex concepts with more approachable, relatable content, reinforcing Ziv's (1988) argument that humor can improve retention and understanding. Humor unrelated to class material, while not directly tied to learning content, also plays a significant role in creating a more relaxed, less stressful classroom atmosphere. This supports studies by Berk (1996) and Frymier and Houser (2007), which found that humor, even when unrelated to the lesson, helps reduce anxiety and promote a more open classroom environment conducive to learning. This suggests

that teachers can effectively use humor in multiple forms—not just related to subject matter—to foster a supportive and less intimidating classroom climate.

The use of self-disparaging humor, although less frequent, is still noteworthy for its interpersonal benefits. By using humor that reflects on themselves, teachers appear more approachable, which helps to humanize them and reduce the power distance between teacher and student, as noted by Banas et al. (2011) and Lei et al. (2010). This type of humor creates a sense of camaraderie, making the teacher more relatable and approachable, encouraging students to engage more freely in classroom discussions. Unintentional humor, though rare, contributes to a dynamic classroom atmosphere by offering spontaneous moments of levity that can enhance classroom interactions. While not deliberately deployed, this kind of humor still helps maintain a relaxed and engaging learning environment, reflecting findings by Pollio and Humphreys (1996) and Kher et al. (1999). On the other hand, inappropriate humor, although recorded only once in the study, has the potential to cause significant harm to the classroom environment. Previous studies, such as those by Meyer (2000) and Gorham and Christophel (1990), suggest that disparaging humor, even when used sparingly, can damage teacher-student relationships and undermine a positive learning environment. This underscores the importance of teachers being mindful of the potential negative impacts of their humor, as inappropriate humor can disrupt the classroom atmosphere and hinder learning. The total frequency of 310 humor instances highlights how frequently humor is employed in classrooms, underscoring its significance as a pedagogical tool. This aligns with previous research (Korobkin 1988; Powell & Andresen 1985), affirming that humor is not merely an entertaining distraction but a fundamental element in the classroom that can aid in learning and building student-teacher rapport.

This research positions itself within the broader literature on classroom humor by highlighting the predominance of appropriate humor in educational settings and its positive impact on student engagement, classroom atmosphere, and teacher-student relationships. It confirms previous findings that both related and unrelated humor enhance learning and reduce anxiety, while self-disparaging humor fosters rapport. However, the study also emphasizes the potential harm of inappropriate humor, even when used sparingly. While it reinforces the pedagogical value of humor, the research suggests that more work is needed to explore contextual factors that influence its effectiveness across different educational environments.

CONCLUSION

The study concluded the categories of humor employed by English teacher over six class This study found that the vast majority of humor used by English teachers in a senior high school setting was appropriate, with most of it directly related to class material. Related humor was the most commonly used, followed by humor unrelated to the course content, which still contributed to a positive classroom environment. Self-disparaging and unintentional humor were used less frequently, but also played a role in creating an engaging and dynamic learning atmosphere. Inappropriate humor, particularly disparaging humor, was rare, indicating a conscious effort by teachers to maintain respect and inclusivity in the classroom.

However, the study has limitations, as it does not explore the specific effects of different types of humor on student outcomes, such as learning, engagement, or retention. Future research should investigate these impacts through quantitative and longitudinal studies to provide deeper insights into how humor affects educational experiences over time. Additionally, studies should consider cultural and contextual variations, as well as explore the role of teacher training programs in enhancing the effective use of humor in classroom settings.

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