



A Teacher's Use of Humor in An Indonesian EFL Classroom: An Analysis of Humor Types, Implementation Strategies, And Teacher-Student Perceptions

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Article Info	Abstract
Received: 2026 - 06- 01 Revised: 2026 06-18 Accepted: 2026 06-30	<i>This study explores an English teacher's use of humor in the classroom, focusing on its language and content, and its influence on students' enjoyment of learning, engagement, participation, and classroom interaction. Although numerous studies have examined the benefits of using humor in EFL classrooms, limited qualitative research has explored how humor is constructed, implemented, and perceived in Indonesian EFL contexts. This research employed a qualitative case study design. It was conducted at a senior high school in Denpasar, Bali. The data were collected through classroom observation and semi-structured interviews with one English teacher and several students. To obtain in-depth data, the observations were conducted across three meetings. The collected data were analyzed using thematic analysis, categorizing humor by content and function. Unlike the previous findings, this study provides an in-depth qualitative analysis of humor types, implementation, strategies, and both the teacher and the students' perceptions in an EFL classroom. Furthermore, the findings revealed that the teacher frequently used three types of humor: course-related, course-unrelated, and self-disparaging, delivered in English and Indonesian. Course-related humor was often incorporated into teaching materials to simplify concepts and improve understanding, while course-unrelated humor serves as an icebreaker to create a relaxed classroom atmosphere. The teacher used humor through three main strategies: introducing the lesson with humor, embedding it in teaching materials, and employing spontaneous humor during classroom interactions. Furthermore, both students and the teacher perceived humor positively, reporting that humor can increase enjoyment,</i>
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confidence, and willingness to engage in the classroom. However, the findings also highlight the importance of using humor appropriately, taking context, timing, and students' characteristics into account to avoid negative impacts.

1. Introduction

In recent years, the phenomenon of foreign language anxiety has become increasingly noticeable in Indonesian classrooms, especially at the senior high school level. Most students often confront issues such as a lack of confidence, fear of making mistakes, and uncertainty about participating in the classroom, which directly affect their engagement in learning. When the students experience language anxiety, they tend to remain silent during the discussion, or they mostly rely on memorization without considering meaningful communication.

Furthermore, students are likely to use short responses to avoid revealing different opinions to their partner, which might lead to an awkward interaction (Maher & King, 2020). This situation creates barriers not only in communication but also in the overall classroom environment. In some cases, students with foreign language anxiety perceive English as a difficult and intimidating subject. It tends to make the students more prone to stress and disengagement. Accordingly, the classroom atmosphere becomes less interactive, and students' willingness to learn English declines.

Furthermore, these issues underscore the need for educators to explore effective strategies to create a more supportive, less intimidating classroom environment. One widely reported strategy is to incorporate humor (verbal jokes, playful remarks, humorous examples, etc) into the learning process. Humor can be defined as the creative, fun language that creates amusement, laughter, and enjoyment. When the teacher incorporates humor into teaching, students are not only entertained but also cognitively engaged with the linguistic forms and meanings at play.

This process can help students learn the nuances of the language, such as vocabulary, pronunciation, and grammar, while simultaneously reducing their stress (Al Arief, 2023). Moreover, humor is not only a tool to lighten the classroom atmosphere but also a linguistic strategy that promotes meaningful interaction in language learning.

A finding by Piniel and Zolyomi (2022) revealed that humor can positively affect students' psychological well-being. This includes a regulating impact on their personal emotions and their perceptions of themselves, the classroom, and the school environment. In addition, when teachers incorporate appropriate jokes or humor into their teaching, it can help reduce students' anxiety, create a more relaxed atmosphere, and strengthen the teacher-student relationship. In line

with that, Chen (2026) argued that humorous teachers increased students' enjoyment, which encouraged them to participate more actively in the classroom. When students relate to the jokes, the positive impact on fostering a supportive and engaging learning environment becomes even more significant. Furthermore, the use of humor, especially linguistic jokes, can help students experience enjoyable learning and encourage them to participate actively (Al Arief, 2023).

Furthermore, it aligns with a finding that university students in New Zealand reported that using humor in the classroom helped them remember and understand the course content (Bakar & Kumar, 2022). Furthermore, according to Weisi and Mohammadi (2023), the use of humor also gives a positive perception of the Iranian EFL teachers. They argued that humorous language in the classroom serves as a tool to create a cheerful and friendly atmosphere, reducing tension, increasing students' enjoyment, and improving the quality of learning.

Reducing students' anxiety while learning English and increasing student engagement are urgent, as engagement can predict students' short- and long-term participation in learning. According to Wu (2024), enjoyment and anxiety in foreign language learning are important emotional factors affecting EFL learning outcomes. When educators can reliably boost enjoyment and engagement, they can provide a more cost-effective way to improve classroom outcomes. Moreover, not all types of humor are properly and equally implemented in the classroom. Some educators might not realize that the humor they often use can be perceived negatively as "bullying" by some students. Previous findings indicate that *course-related* humor is most likely suitable to support learning and well-being (Sulastri et al., 2023); (Bao, 2023).

Although numerous studies demonstrate the benefits of teacher humor, most focus only on outcomes, such as increased enjoyment, engagement, or motivation during classroom interactions. Furthermore, many previous studies employed quantitative survey methods to measure students' perceptions without capturing the dynamic processes by which humor emerged in authentic teaching and learning activities. However, there is still limited understanding of how teachers strategically integrate different types of humor into instruction and how such humor is interpreted by both teachers and students.

Moreover, much of the existing evidence comes from university settings or international contexts, making it hard to align with and understand the role of humor in Indonesian senior high school EFL classrooms, where students' linguistic proficiency and cultural backgrounds may follow different patterns.

This study is further informed by the Instructional Humor Processing Theory (IHPT), which explains how instructional humor contributes to learning content. According to IHPT, course-related humor attracts students' attention to the learning process. Conversely, course-unrelated humor does not merely align with the lesson content; it should not be viewed as inappropriate. When used appropriately, course-unrelated humor can be perceived as an important

interpersonal skill. Additionally, self-disparaging humor refers to humor that uses an individual's mistakes or limitations as the source of humor. In this context, the teacher's mistakes or limitations can help reduce social distance between teachers and students during classroom interactions.

Although numerous studies report a positive connection among teacher humor, students' enjoyment, and classroom engagement, limited attention has been paid to how humor is constructed, delivered, and perceived in Indonesian senior high school EFL classrooms. Most existing studies have measured humor through surveys, whereas fewer qualitative case studies have examined the types of humor, strategies for implementing humor, and the perceptions of both teachers and students, based on classroom observations and interviews. Furthermore, several reviews focus on university settings, while only a few examine senior high school settings, especially in Indonesia. Therefore, this study aims to fill this gap by investigating a teacher's use of humor in an EFL classroom at SMA Negeri 9 Denpasar.

Furthermore, this study aims to explore the types of humor used by the teacher in the classroom, the strategies for implementing humor, and the perceptions of both the teacher and students toward its use. The formulated research questions are: (1) What types of humor are used by the English teacher in the EFL classroom? (2) What strategies does the English teacher use to integrate humor into the teaching and learning process? (3) How does the English teacher perceive the use of humor in the EFL classroom? (4) How do students perceive the use of humor in the EFL classroom? This addresses an important issue in EFL education because many students experience anxiety and low engagement in learning English. Although humor has been recognized as a useful pedagogical tool, there remains limited qualitative research on how it is used and perceived in Indonesian senior high school EFL classrooms.

2. Method

This study employed a qualitative case-study approach. As qualitative research, the data primarily provide an in-depth understanding of language learners, their prior experiences, and the complex factors influencing their language development. As a case study, this research enables researchers to capture the nuances, complexities, and dynamics of language learning in a particular setting. This approach provides rich, contextual data that can lead to a deeper understanding of language learners and the language learning phenomenon (Gas & Mackey, 2012).

Furthermore, the participant in this study was an English teacher at SMAN 9 Denpasar, selected through a nomination process. Before distributing the nomination form, the researcher determined a selection criterion. The teacher was expected to (1) have teaching experiences in English for at least 2 years, (2) teach at least two grade levels, and (3) frequently use humor during classroom

instruction. To meet these criteria, a nomination form was distributed to 150 Grade 10 and 11 students. The students were asked to nominate one English teacher whom they perceived as using humor most frequently in the classroom.

The classroom observation was also conducted across three classroom meetings to examine the types of humor used, the linguistic forms employed, and the students' immediate responses. An observation checklist was developed based on the research questions and relevant literature on instructional humor.

Furthermore, to gather multiple perspectives on the use of humor, five students from grade XI were also selected as interview participants. The students were selected based on three criteria: (1) attending all three observed classroom meetings, (2) actively participating in classroom activities, and (3) being willing to share their experience regarding the use of humor. The semi-structured interviews are used to elicit students' perceptions and experiences regarding the use of humor in English-language lessons.

For teachers, the guided questions were given to uncover their intentions, strategies, and reflections on using humor as a learning tool. Additionally, for students, the semi-structured interview aims to understand their insights into how humor influences their comfort level with learning, motivation, and willingness to actively participate in speaking activities. To collect the data, the researcher provides a list of questions about the use of humor in the classroom and participants' perceptions of it. The questions were adopted from Miles et al. (2014) and modified by the researcher.

To analyze data from classroom observations, semi-structured interviews, and a questionnaire, the researcher employs a qualitative approach. The analysis follows several stages as proposed by (Braun & Clarke, 2006).

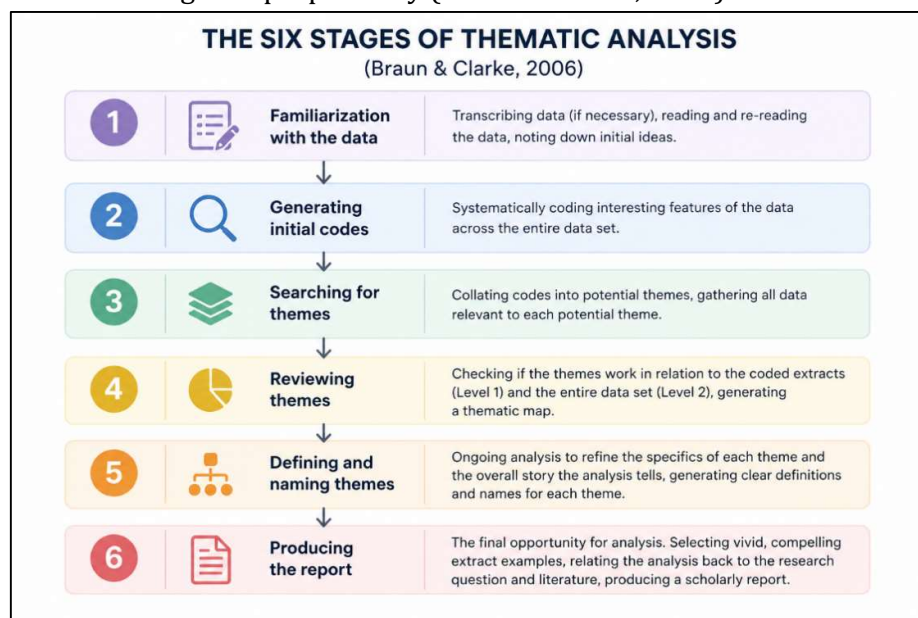


Figure 1. Thematic Analysis (Braun & Clark, 2006)

To ensure the trustworthiness of the study, the researcher applied the criteria proposed by Lincoln and Guba (1985), namely credibility, transferability, dependability, and confirmability. Credibility was checked through data triangulation by comparing findings from classroom observations and interviews, as well as member checking with the teacher and students. Multiple classroom observations were also conducted to enhance the consistency of the findings. Transferability was supported by giving detailed information and descriptions of the research setting, participants, and classroom practices. Dependability was ensured through an audit trail that documented the research procedures, data collection, and analysis. Lastly, confirmability was strengthened through notes that helped the researcher monitor and minimize potential biases throughout the study.

3. Result

Types of Humor Used by the English Teacher

The first research question was to determine which types of humor the teacher uses in the classroom. Deservedly, the observation data reported that the teacher in the classroom uses both English and Indonesian to deliver humor. Based on data collected from respondents, the researcher found that teachers frequently use three types of humor in the classroom: 1) course-related humor, 2) course-unrelated humor, and 3) self-disparaging humor. Below is the summary table:

Table 1. Summary Table of Humor Types Used in the Classroom

Humor Types	Description	Evidence/Example	Purpose/Effect
Course-related Humor	Jokes/humor directly aligned with the lesson content	The teacher adjusted the story's plot, such as "Sangkuriang fails to build a ship because he plays an online game." "Snow White ordered the poisoned apple online during a big sale."	Created a more engaging learning environment and made it easier to understand as students increased their attention and imagination.
Course-unrelated Humor	Humor was not related to the lesson but aligned with students'	The teacher joked about giving flowers to a boyfriend or girlfriend, used viral social media terms,	Reduced tension and anxiety

	experiences and classroom conditions.	and teased the students during class.	
Self-disparaging Humor	Humor or jokes in which the teacher used herself as an object of the jokes.	The teacher stated: "Wait, <i>tadi penjelasannya sampai mana ya?</i> Oh no, I'm getting older." "Why is the slide not moving? Oh my God, I think today is not my day. <i>Ms. pulang aja ya?</i> "	Decrease awkwardness during the lesson

Course-related Humor

The teacher used course-related humor in the classroom while explaining narrative texts for a final assignment. The teacher embedded humor elements and made the students laugh.

You can create a creative plot from the existing story, for example:

Sangkuriang fails to build a ship because he plays an online game. Cinderella is actually a secret agent who wants to be a queen.

Snow White didn't eat the poisoned apple; she ordered it online during a big sale.

The teacher added humorous elements to the lesson. In this context, the teacher explained the final assignment of a narrative text. During the explanation, the teacher presented examples of possible story plots that the students can develop. Rather than presenting only the original, conventional story, the teacher creatively offered an unexpected, entertaining storyline that generated laughter among students.

The results demonstrate how the teacher creatively adapts the famous story to make the lesson more engaging and memorable for the students. By modifying familiar narratives with unexpected or modern elements, the teacher not only captures students' attention but also stimulates their imagination. Another example that was delivered by the teacher was:

The moral value of the story is not to trust people too easily, especially if they bring some red apples.

The moral value of the story is not to fall in love too fast. Well, who likes to fall in love too fast?

In this part, the teacher reinforced the concept of moral value through a humorous, unforgettable narrative. The teacher crafted an unexpected ending that the students had never imagined. This humorous concept effectively captured students' attention and made the explanation more engaging and memorable. At the same time, it helped students to understand the concept of moral value in a more relaxed atmosphere.

Course-unrelated Humor

In the first observation, the researcher also found that the teacher delivered some light jokes that were not directly aligned with the teaching content.

.... the complication of the story is when the man gives a flower. Have you given flowers to your boyfriend or girlfriend?

In this context, humor arose when the teacher explained the story's complication and drew a connection to a romantic phenomenon: giving flowers to our loved ones. Although the joke was unrelated to the lesson content, it helped students feel closer to their teens' lives and encouraged classroom interaction. Furthermore, the students immediately responded with laughter and reactions to the teacher's question.

You can use any name for the podcast, just do not use 67 (six seven) or FURAB (a viral term in social media).

In this situation, the teacher referred to trending social media terms while explaining the assignment. The humor might be unrelated to the lesson, but it connected with students' daily lives, making the learning situation relatable.

Well, by seeing this picture, can you guess what we're going to learn today? (Pointing out a picture of a funny character in the *Upin dan Ipin* movie in the slide and assuming that the character is the main topic, although it is not)

In this part, the teacher and students watched the video made by one of the groups. The group insisted on using an image of a character in the *Upin dan Ipin* movie to make the video more engaging. Furthermore, the teacher used the image to joke by pretending that the character would become the main topic of the lesson.

This humorous interaction successfully attracted students' attention. The students laughed because they realized the image was unrelated to the lesson. Although the humor was unrelated to the lesson content, it helped the students to engage more in the learning process.

"Look at his smile! He's really enjoying his role!"

This type of humor is delivered by the teacher as light teasing toward the student. Although his classmate laughed at him, the student appeared to enjoy his role and remained confident as he performed. This indicates that the humor was perceived positively and did not cause any discomfort. Instead, it contributed to a supportive and relaxed classroom atmosphere.

Self-disparaging Humor

The integration of self-disparaging humor occurred when the teacher explained the material. This kind of humor is defined as jokes in which teachers use themselves as the object in a light, harmless way. It aims to create a more relaxing and fun learning environment. The teacher employed humor by humorously implying that she was old and outdated, eliciting laughter from the students. The teacher stated:

"Wait, tadi penjelasannya sampai mana ya? Oh no, I think I'm getting older.

In this context, the teacher suddenly forgot what to say while explaining the material. To address the situation, the teacher jokingly blamed her age, saying she was no longer young, which made her forget what she wanted to say.

"Why is the slide not moving? Oh my God, I think today is not my day. Ms. pulang aja ya?"

In this situation, the teacher encountered a technical problem when the presentation slide failed to function as usual. Instead of panicking, the teacher responded to the problem with a humorous comment, saying perhaps it was not her day and she might just go home. The teacher's jokes also helped the students to avoid a tense situation caused by the technical issue and prevented the classroom from becoming awkward.

Additionally, the comparison of the findings showed that course-related humor was the most common, followed by course-unrelated humor, while self-disparaging humor occurred less frequently. The dominance of course-related humor indicated that the teacher used it intentionally to align with the lesson content rather than using it spontaneously. By embedding humor in narrative texts and classroom explanations, the teacher managed the students' attention. In addition, course-unrelated humor helped reduce tension and foster a more comfortable learning environment. Meanwhile, self-disparaging humor was used only to manage unexpected situations, such as encountering technical problems.

Strategies of Integrating Humor

The second research question explored how the teacher uses humor in the classroom and which teaching strategies are used. Below is the summary table of

the results:

*Table 2. Summary Table of How the Teacher's
Humor is Integrated in the Classroom*

Strategy	Description	Example	Purpose/Effect
Using humor as an introduction/icebreaker	The teacher begins the lesson with a funny or unexpected answer	The teacher asked funny questions to the students	Help the students feel comfortable and ready to learn.
Integrating humor into teaching materials	The teacher embedded humor into teaching materials	Narrative texts were modified to include creative plotlines.	Increase students' understanding, motivation, and memory of the lesson.
Using spontaneous humor	Humor emerged naturally during classroom interaction	The teacher responded humorously to students' answers or unexpected situations	Maintained classroom engagement and created an enjoyable learning environment.

According to the interview results, the teacher used several humorous strategies to support the teaching and learning process. First, the teacher intentionally used humor as an icebreaker to start the lesson. For example, the teacher sometimes tells simple jokes or asks funny questions about students' personal experiences. The teacher mentioned:

I usually start my class with simple jokes or funny questions to help students feel more relaxed and ready to grasp the material.

The teacher asked a question:

Have you got your breakfast? Make sure you have it, *ya, supaya kuat untuk menjalani kehidupan yang jahanam ini.*

Furthermore, the teacher tried to integrate humor into the teaching materials to make the lesson more engaging and easier to grasp. For instance, the teacher used narrative text materials and modified them by adding humorous elements.

The teacher stated:

I insist on aligning humor with the material so students can memorize it more easily and avoid feeling bored.

In addition, the teacher also sometimes used humor spontaneously during classroom interactions. This type of humor emerged naturally in response to students' answers or classroom situations. The teacher said:

Sometimes the humor just comes naturally, especially when responding to students' questions or in unexpected classroom situations.

Overall, these strategies highlight that humor was integrated both intentionally and spontaneously to improve students' engagement, reduce anxiety, and create a positive learning atmosphere. Furthermore, the findings demonstrated that humor was not used randomly but was integrated through deliberate instructional strategies. Among the identified strategies, embedding humor in lessons appeared most often and had the strongest pedagogical function because it supported the learning process. Meanwhile, humor as an icebreaker emerged and primarily contributed to students' emotional readiness by creating a relaxed classroom atmosphere. Lastly, spontaneous humor emerged as a flexible classroom management strategy that encouraged the teacher to respond naturally to students' comments and unexpected classroom situations.

Teachers' Perception of Using Humor

Based on the interview results, the teacher had a positive view of using humor or jokes in the classroom. Below is the summary table:

Table 3. Summary Table of a Teacher's Perception of Using Humor

Teacher's Perception	Explanation	Impact
Humor builds an enjoyable classroom atmosphere	The teacher believed that humor could reduce anxiety and tension during English learning.	The students became more comfortable when participating in the classroom.
Humor improved engagement and participation	The teacher realized that the students became more active and attentive when humor was integrated.	Reduced boredom
Humor strengthens the teacher-student	Humor made the teacher more approachable.	Students communicated more freely with the teacher.

relationship		
Humor must be used carefully	The teacher emphasized that humor should not be used to offend the students or distract from learning objectives.	Maintain a respectful, productive classroom environment.
Humor should support the learning instruction	The teacher balanced humor with the learning objectives.	Ensured humor enhanced rather than reduced learning effectiveness.

The teacher strongly believes that incorporating humor in the classroom creates a more relaxed and enjoyable learning atmosphere. The students tend to be more comfortable and less anxious. This is essential in the English-learning process, where students are often afraid of making mistakes.

Furthermore, the teacher also viewed humor as a tool to improve students' engagement and participation in the learning process. By integrating humor in the classroom, the teacher noticed that the students became more attentive and eager to participate. The teacher mentioned:

I think humor helps me to encourage the students to be more active. When they laugh, they don't feel sleepy or bored.

Another important perception the teacher expressed is that humor helps build a positive relationship between the teacher and students. By adding humor, the teacher can be more approachable and less assertive, giving students opportunities to communicate freely while still within reasonable boundaries.

However, the teacher realized that humor and jokes must be used carefully and appropriately, as not all types of humor are acceptable in the classroom, especially humor that can offend students. Also, the teacher uses humor by considering context, timing, and students' characteristics. Furthermore, the teacher mentioned:

I have to be really careful with humor. I need to make sure that the humor does not hurt students' feelings or distract them from the lesson.

Moreover, the teacher realized that humor should be balanced with instructional objectives. While humor can make the lesson more enjoyable, it doesn't mean the teacher can use it excessively, as it may reduce teaching effectiveness if it isn't aligned with the teaching materials. Therefore, the teacher attempted to incorporate humor in a way that supports the learning process, rather than using it as the primary approach to teaching.

To conclude, the teacher perceived humor as a precious pedagogical tool that

can enhance students' confidence, engagement, and understanding. At the same time, the teacher realized the importance of using humor properly and strategically to maintain a productive learning environment.

Students' Perception of Humor

According to the interview results, the students had positive perceptions of using humor in the classroom. Below is the summary table:

Table 4. Summary Table of Students' Perception of Using Humor

Students' Perception	Description	Impact
Humor creates a relaxed atmosphere	Students enjoyed class more when humor was used.	The classroom became less stressful and more enjoyable.
Humor increases confidence	Students felt less anxious about making mistakes when learning English.	Students became more confident in answering questions and participating.
Humor makes learning attractive	Jokes or funny examples helped the students to understand the material better.	The lesson became more engaging and memorable.
Humor relates learning to students' lives	Students liked jokes related to their daily lives or experiences.	Learning felt more relatable and meaningful.

Most students reported enjoying lessons more when the teacher used humor, as it made the classroom atmosphere more relaxed and less stressful. Furthermore, the students felt that humor helped them feel more confident participating in the lesson. When the teacher created a fun environment, students were less afraid of making mistakes. R₁ stated:

When the teacher tells jokes, especially ones related to us, I feel more relaxed and less anxious when answering questions.

Additionally, students perceived humor as making the learning process more interesting. They explained that humorous examples, especially those related to daily life or popular culture, helped them better understand the material. R₂ commented:

The funny examples make it easier for me to understand the lesson.

In addition, several students mentioned that humor helped them maintain their focus and attention during the learning process. They highlighted that humorous interactions prevented the classroom from becoming monotonous and reduced feelings of boredom, especially during longer lessons. They also mentioned that they became more enthusiastic about participating in classroom discussions because the teacher's humorous approach created a more supportive and enjoyable atmosphere.

Another essential point was that the students appreciated humor that was closely related to their real-life experiences, social media trends, or popular culture references. They found that this type of humor made the materials more relatable and helped them connect them to their daily lives.

Interestingly, both the teacher and the students have consistent perceptions toward the use of humor. Both parties perceived humor as a valuable pedagogical tool that reduces anxiety, increases engagement, and creates a more positive classroom atmosphere.

4. Discussion

The results revealed that the teacher employed various types of humor, namely course-related, course-unrelated, and self-disparaging. Among those types of humor, the teacher most often employed both course-related and course-unrelated humor. This finding suggests that humor was intentionally integrated into both instructional delivery and classroom communication to support the teaching and learning process.

In addition, course-related humor emerged as the dominant humor type used by the teacher. The findings support the Instructional Humor Processing Theory (IHPT), which proposes that humor closely related to lesson content is more likely to improve students' understanding and retention of information. In this study, the teacher modified familiar stories such as Sangkuriang, Cinderella, and Snow White by incorporating humorous and contemporary elements. These adaptations allowed students to engage with the lesson content in an enjoyable manner while still focusing on the learning objectives.

The positive influence of humor on engagement can be explained through IHPT, which proposes that humor contributes to learning when it is meaningfully connected to instructional content. In this study, course-related humor was the most frequently used type, suggesting that the teacher intentionally integrated it to support learning objectives.

The study also revealed the frequent use of course-unrelated humor during classroom interaction. Although this type was not directly connected to the lesson content, it appeared to play an important role in creating a relaxed and enjoyable learning atmosphere. Since the participants were senior high school students, humor related to everyday experiences and social situations was likely to align with their interests and characteristics. As a result, students are more comfortable and

willing to participate in classroom activities.

Furthermore, the findings that reduced students' anxiety may be interpreted as resulting from the supportive classroom atmosphere created by positive teacher-student interactions. When the teacher integrated humor into classroom interaction, they created a less threatening learning environment in which students feel more comfortable expressing their ideas.

Another type of humor identified in this study was self-disparaging humor. The teacher occasionally joked about personal mistakes, forgetfulness, and limitations during classroom interactions. This finding suggests that self-disparaging humor functioned as a strategy to reduce the social distance between the teacher and students.

Interestingly, the findings did not reveal the use of other-disparaging humor. It may indicate the teacher's awareness of the potential negative consequences associated with humor that targets or belittles others. In educational settings, especially among teenage learners, humor directed at specific individuals may lead to embarrassment, discomfort, or negative emotional responses. It is also possible that school norms and professional ethics encouraged the teacher to avoid humor that could be interpreted as offensive or harmful. This finding suggests that the teacher prioritized maintaining a respectful and inclusive classroom environment in which students felt safe participating without fear of ridicule.

In addition, light teasing occasionally appeared during classroom interaction. Although the teasing was generally perceived positively and delivered in a playful manner, it remains a form of humor that requires careful consideration. The positive reception may have been influenced by the supportive relationship established between the teacher and students.

The findings also have several practical implications for English teachers. They are encouraged to prioritize course-related humor, as it supports learning objectives and maintains student engagement. Humorous examples, creative story modifications, and language jokes can make the lesson content more unforgettable and easier to understand. In addition, humor can be used strategically as an icebreaker to create a relaxed classroom atmosphere and encourage participation. However, the teachers still need to ensure that humor remains appropriate to students' characteristics and cultural backgrounds.

5. Conclusion

Based on the findings, it can be concluded that humor plays an essential role in helping the English teaching and learning process. The results showed that the teacher used three main types of humor: course-related, course-unrelated, and self-disparaging. Every type had different roles. Course-related humor helped students to understand the lesson material, while course-unrelated humor created a relaxed classroom atmosphere. Furthermore, self-disparaging humor made the teacher more approachable and encouraged students' participation.

Additionally, in terms of strategies, the teacher used humor as an opening, incorporated it into the lesson, and employed it spontaneously during classroom interactions. These strategies helped make the learning process more engaging and enjoyable. In conclusion, humor was perceived as a useful pedagogical tool and supported a more relaxed and engaging classroom atmosphere in this case study. When used properly, it can support students' understanding, improve classroom interaction, and create a positive learning environment.

Suggestion

According to the findings, several recommendations can be proposed for teachers, schools, and future researchers. For English teachers, humor should be used appropriately to create a positive and engaging classroom atmosphere while maintaining students' focus on learning objectives. Teachers are encouraged to use humor that is relevant to the materials, students' needs, and classroom context. Furthermore, the teacher needs to avoid humor that may offend, embarrass, or target students' personal identities.

For schools, professional development programs can be designed to help teachers understand how to use humor as a pedagogical tool to enhance student engagement, participation, and classroom interaction. Schools may also encourage teachers to share best practices regarding the appropriate use of humor in educational settings.

For future researchers, similar studies may be conducted at different educational levels and in various school contexts to gain a broader understanding of students' perceptions of teacher humor.

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