THE USE OF HUMOUR IN EFL CLASSES AT SMAN 1 NGAWI

THESIS

Submitted in partial fulfilment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English

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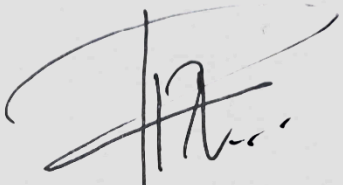
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ABSTRACT

Heryana Santana, Moch. Affan. (2023). *The Use of Humour in EFL Classes at SMAN 1 Ngawi.* A thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisors: Drs. Arba'iyah YS., MA. & Rizka Safriyani, M. Pd.

Key words: *Humour, Types of humour, The Use of Humour during Teaching English*

This study aims to find the types of humour from the teacher, gain their consideration in using humour, and get the students' perception towards humour. This study used qualitative design by implementing phenomenology research, observing the class, and interviewing the teacher and students. The findings showed that the teacher uses all four types of appropriate humour in the classroom: related humour, unrelated humour, self-disparaging humour, and unintentional humour. The most used humour was related humour followed by unrelated humour. Meanwhile, self-disparaging and unintentional humour appeared less. In using humour, the teacher considers the balance between humour and productive learning, the relevance of humour with the current topic, age and maturity level, and cultural sensitivity and appropriateness. The students mostly responded positively and felt the benefit of humour in the classroom. However, the students also felt the drawbacks and challenges of humour. The students suggest that the teacher should be mindful of using humour in the classroom to use it purposefully and follow up on social media, read more memes, and current trends to bridge the 'gap' between teacher and students.

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ABSTRAK

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Kata Kunci: Humour, Kategori Humor, Penggunaan Humor dalam Pembelajaran Bahasa Inggris

Penelitian ini bertujuan untuk menemukan jenis humour yang digunakan guru, mengetahui pertimbangan mereka dalam menggunakan humour, dan mendapatkan persepsi siswa terhadap humour. Penelitian ini menggunakan desain kualitatif dengan menerapkan penelitian fenomenologi, mengamati kelas, dan mewawancarai guru serta siswa. Temuan penelitian menunjukkan bahwa guru menggunakan keempat jenis humour yang sesuai di kelas: humour relevan, humour tidak relevan, humour merendahkan diri sendiri, dan humour tidak disengaja. Humour yang paling sering digunakan adalah humour relevan, diikuti dengan humour tidak relevan. Sementara itu, humour merendahkan diri sendiri dan humour tidak disengaja jarang muncul. Dalam menggunakan humour, guru mempertimbangkan keseimbangan antara humour dan pembelajaran produktif, relevansi humour dengan topik terkini, usia dan tingkat kedewasaan siswa, serta kepekaan dan kesesuaian budaya. Sebagian besar siswa memberikan tanggapan positif dan merasakan manfaat humour di kelas. Namun, siswa juga merasakan kekurangan dan tantangan dalam penggunaan humour. Siswa menyarankan agar guru lebih perhatian dalam menggunakan humour di kelas, menggunakan humour dengan tujuan yang jelas, serta mengikuti media sosial, membaca lebih banyak meme, dan mengikuti tren terkini untuk menghubungkan jarak antara guru dan siswa.

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LIST OF ABBREVIATION

EFL	English Foreign Language
ELT	English Language Teaching
SMAN	*Sekolah Menengah Atas Negeri* (Public High-School)

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