

**Enhancing EFL Classroom Dynamics: Bringing  
a Teacher Humor Persona into the Elementary  
English Classroom**

**THESIS**

Submitted in Partial Fulfillment of the Requirements for  
Gaining the Degree of Bachelor of English Language  
Education



**By :**

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SEMARANG  
2025**



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Semarang, June 18, 2025

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# RATIFICATION



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## RATIFICATION

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Semarang, 30 June 2025

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*Assalamu'alaikum, wr. wb.*

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title : **Enhancing EFL Classroom Dynamics: Bringing a Teacher Humor Persona into the Elementary English Classroom**  
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*Wassalamu'alaikum Wr. Wb.*

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## **MOTTO**

“And that it is He who makes one laugh and weep”

**-Al-Najm, 53: 43**

“If children’s laughter disappears from mosque prayer rows,  
fear the fall of that generation.”

**-Muhammad Al-Fatih**

“A day without laughter is a day wasted.”

**-Charlie Chaplin**

“If something is perfect, then there is nothing left. There is  
no room for imagination. No place left for a person to gain  
additional knowledge or abilities.”

**-Anton Hamdani**

## DEDICATION

In the name of Allah SWT, the Most Compassionate and Merciful. *Sholawat* and *salam* to Allah's beloved Muhammad SAW whose compassion is always poured out for his people until the end of time. Indeed, it is the blessing of Allah, the blessing of parents, and the concern of friends that make this thesis writing can be completed.

It is not enough to write their names on this thesis. I also dedicated this thesis to the campus that Allah has destined to be part of my life path, UIN Walisongo Semarang, especially the Faculty of Education and Teacher Training, English Language Education Department.

Semarang, 18 June 2025  
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## ABSTRACT

Title : **Enhancing EFL Classroom Dynamics:  
Bringing a Teacher Humor Persona into the  
Elementary English Classroom**  
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This study investigates the impact of a humorous teacher persona on student engagement, participation, perception, and achievement in elementary EFL classrooms. Using a quasi-experimental design with qualitative support (interviews and observations), two fifth-grade classes at MIT Nurul Islam Ringinwok were compared: one taught with a humorous persona ("Mr. G"), the other using conventional methods. The quantitative results clearly demonstrated a statistically significant improvement in student achievement for the experimental group. A post-test comparison yielded a t-value of 5.73 with degrees of freedom (df) = 48 and a p-value < 0.001, indicating that the likelihood of these results occurring by chance is less than 0.1%. This strong statistical evidence led to the rejection of the null hypothesis and confirmed that students exposed to a humorous persona performed significantly better than those taught through conventional methods. Qualitative findings further supported these results, showing that students responded positively to humor in the classroom. These findings support the use of humor as an effective tool to create a dynamic and student-centered language learning environment.

**Keywords:** EFL Classroom; Humor in Classroom; Humor Persona.

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All the praises always be given to Allah Ta'ala as the most beneficial and the most merciful who blessed the researcher, so this thesis is finished. Prayers and salutations are always offered to our beloved prophet, Muhammad who brings ummat from the darkness era into the brightness era. The researcher realized that this thesis would not be finished without advice, motivation, guidance, help, and encouragement from the people around her. Therefore, the researcher would like to express her wholehearted gratitude and appreciation to:

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9. Last but not least, I wanna thank myself. I wanna thank myself for doing all this hard work. I wanna thank myself for never quitting.

Finally, the researcher realizes that this thesis is still far from the perfect arrangement. The researcher will happily accept constructive criticism to improve this thesis, and the researcher hopes this research can be helpful for everyone who needs additional reading related to this research topic.

Semarang, 18 Juni 2025

The Researcher,

A handwritten signature in black ink, consisting of a stylized 'A' followed by a series of loops and a final arrow-like stroke pointing to the right.

**Anton Hamdani**

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# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Research**

Humor, serving as the globally understood expression of basic emotions, not only contributes to our overall well-being but also holds a substantial role in the domain of education. Instruction extends beyond the mere imparting of content; it is intricately woven into the fabric of constructing and reinforcing human connections (Bakar, 2019). From an educational standpoint, it is crucial to explore the ways in which humor can evoke positive emotions in students.

Understanding when humor works, how it functions, and why it influences learners is essential for fostering a positive and effective classroom environment (Pretorius et al., 2020). Studies have highlighted that humor supports teaching by grabbing students' attention, easing their anxiety, promoting active participation, creating an engaging atmosphere, and helping students retain information more effectively (Savage et al., 2017). While humor has been widely studied in foreign language

education, there is still a need for more research across different linguistic backgrounds and cultural settings (Wagner & Urios-Aparisi, 2011). This ongoing need for broader investigation emphasizes the importance of humor as a powerful yet context-sensitive tool in language teaching.

Humor through jokes, playful comments, and teasing shapes classroom interactions and social dynamics (Lovorn & Holaway, 2015). As a key element in communication and relationship-building (Kuipers, 2009), humor influences how teachers and students connect over time. Positive relationships built on humor can boost motivation, engagement, and academic success while reducing behavioral issues (Hamre & Pianta, 2006). Studies consistently show that humor enhances teaching effectiveness and classroom atmosphere (Garner, 2006; Wanzer & Frymier, 1999; Woods, 1976), making it a valuable part of everyday learning.

A systematic study of humor in student-teacher relationships is needed, as informal communication shapes classroom culture and reinforces social, ethnic, and cultural identities and inequalities

(Lovorn & Holaway, 2015). This study contributes to understanding how classroom dynamics influence the use and meaning of humor, and how this context affects student-teacher relationships (Crosnoe et al., 2004; Davis, 2003). These insights could inform teachers in training about the implications of using different types of humor for equality in schools.

The concept of a "teacher humor persona" refers to the intentional and consistent use of humor as part of a teacher's teaching style and identity. In elementary education, where young learners are especially sensitive to emotional and social cues, a humorous teaching persona can help reduce anxiety, foster stronger teacher-student rapport, and stimulate enthusiasm for learning. Humor, when used appropriately, can transform a traditional EFL classroom into a lively and interactive space where students feel comfortable participating and taking language risks.

Despite its potential benefits, the integration of humor in EFL contexts, especially at the elementary level, remains underexplored. Many teachers are unsure about how to effectively and appropriately incorporate

humor without losing classroom control or deviating from learning objectives. Additionally, cultural and linguistic differences may influence the perception and effectiveness of humor in EFL settings.

This research aims to explore how adopting a humorous teacher persona can enhance classroom dynamics in elementary EFL classrooms. By investigating the impact of humor on student engagement, motivation, and classroom interaction, this study seeks to provide valuable insights into the role of teacher personality in language teaching and offer practical implications for EFL educators.

## **1.2 Research Questions**

The problem that is going to be discussed in this research can be stated as follows:

1. What is the impact of a teacher's use of a humorous persona on student engagement, participation, and achievement in elementary-level EFL (English as a Foreign Language) classrooms?
2. How do elementary EFL students perceive their English teacher's use of humor in the classroom?

## **1.3 Research Objectives and Pedagogical Significance**

### **1.3.1 Research Objectives**

Based on the research question that mentioned above. The purpose of the research are :

1. To investigate the impact of a teacher's use of a humorous persona on student engagement, participation, and academic performance in elementary EFL classrooms.
2. To explore elementary EFL students' perceptions of their English teacher's use of humor during classroom instruction.

### **1.3.2 Pedagogical Significance**

The researcher hopes that the result of this research gives brief information and contribution theoretically and practically as follows:

- 1) Theoretically
  - a. This research contributes to existing theories of humor in education by providing insights specific to the Alpha generation, highlighting how humor influences their engagement, motivation, and perception of teachers. This

can lead to a refined understanding of humor's role in modern educational settings.

- b. The study offers theoretical frameworks on how humor can be effectively integrated into teaching strategies to build strong, positive relationships between teachers and Alpha generation students, enriching the body of literature on teacher-student dynamics.
- c. By focusing on Alpha generation students, this research fills a gap in educational theories that often overlook generational differences. It enhances our understanding of how different generational cohorts respond to educational strategies, fostering more inclusive and effective pedagogical approaches.

## 2) Practically

- a. Improved Teacher-Student Relationships: Practically, this study provides actionable insights for teachers on how to use humor to foster a supportive and engaging classroom environment. Improved relationships can lead to better student outcomes, including

increased participation, reduced anxiety, and enhanced overall classroom experience.

- b. Professional Development for Educators: The findings can inform teacher training programs, offering practical strategies for educators to incorporate humor in their teaching methods. This can lead to the development of workshops and professional development courses aimed at enhancing teachers' relational skills with Alpha generation students.
- c. Curriculum Design and Classroom Management: Educators and curriculum designers can utilize the insights from this study to create more engaging and interactive learning environments. This can include the integration of humor into lesson plans and classroom management techniques that resonate with the unique characteristics of Alpha generation students.

## **1.4 Limitation of the Research**

This research is subject to several limitations that may affect the generalizability and interpretation of the findings. First, the study is limited to elementary school students in EFL (English as a Foreign Language) classrooms, which may not reflect the experiences of students in different educational levels or contexts, such as secondary or tertiary education. Second, the research focuses on a specific group of learners within a particular geographical or institutional setting, potentially limiting the applicability of the results to broader populations.

Additionally, the data collected regarding students' perceptions of humor are based on self-reported responses, which may be influenced by social desirability bias or the students' ability to articulate their feelings and experiences accurately. The interpretation of humor is also subjective and culturally influenced, which might affect how humor is perceived and received by students from diverse backgrounds.

Finally, the study does not account for other variables that might influence student engagement and performance, such as teacher experience, teaching

methods, or classroom resources. These limitations should be taken into consideration when drawing conclusions from the study's results.

## CHAPTER II

### THEORETICAL REVIEW

#### 2.1 Previous Researches

The researcher reviewed several previous studies related to this research to provide references and comparisons regarding the role of humor in language teaching and learning. One relevant study is by Maryam Farnia and Shiva Mohammadi (2021), titled *Exploring EFL Teachers' and Learners' Perception of L2 Humor: This ethnographic study conducted in Esfahan, Iran*, revealed that both teachers and learners held positive perceptions of L2 humor. Humor was perceived to reduce teacher-student distance, lower anxiety, and enhance motivation and retention. Students also preferred L2-based and course-related humor.

Another study that supports these findings is by Alan K. Goodboy et al. (2015), titled *The Role of Instructor Humor and Students' Educational Orientations*. Using instructional humor processing theory and regression analysis, the study found that

instructor humor positively influenced student learning outcomes, including participation and out-of-class communication, even after controlling for students' learning and grade orientations.

Similar research was carried out by Mohammad Ali Heidari-Shahreza (2018), who examined teacher-initiated verbal humor and ludic language play across proficiency levels in Iranian EFL classrooms. The study revealed that humor served various prosocial and pedagogical purposes and was often adapted based on student proficiency levels.

Peter Neff and Jean-Marc Dewaele (2023), in their study *Humor Strategies in the Foreign Language Class*, found that learner attitudes and enjoyment (FLE) were more significant than proficiency in determining preferences for humor strategies. Visual and spontaneous humor like memes and cartoons were especially favored.

Hilary Nesi (2012) investigated laughter in university lectures in the British context and identified six types of laughter episodes used by lecturers for rhetorical and social purposes. These include teasing, self-deprecation, and wordplay, all contributing to rapport-building and tension relief.

Further, Xuemei Chen and Jean-Marc Dewaele (2018) studied the relationship between English proficiency and humor appreciation among L1 and L2 English users. Their study showed that L2 learners must reach a certain threshold of linguistic and cultural competence to fully appreciate humorous stimuli. Advanced L2 users processed humor similarly to native speakers.

In contrast, San Bolkan et al. (2018) examined *the effects of integrated humor on student learning through two experiments*. Surprisingly, results showed that students exposed to humorous examples performed worse in both multiple-choice and open-ended tests compared to those who received standard examples, possibly due to the distracting nature of humor.

In a related study, Bieg and Dresel (2018) analyzed the relevance of perceived teacher humor types for instruction and learning. They found that humor closely related to course material had a positive impact, whereas unrelated humor had negative effects. Mediation analysis showed that the impact of humor was influenced by the instructional quality it supported.

Another perspective comes from Bakar and Kumar (2019), who explored lecturers' use of humor in higher education. Based on classroom observations and stimulated recall interviews, the study categorized seven types of humor used either intentionally or spontaneously, aligned with major humor theories. Humor was found to engage students and enhance the learning experience.

Lastly, Ayçiçeği-Dinn et al. (2017) posed the question "Are jokes funnier in one's native language?". Conducted with Turkish university students, the study found that humor appreciation in a foreign language depended on proficiency and personal investment. High proficiency and strong L2

commitment led to comparable appreciation of jokes in both languages, supporting the proposed Proficiency x Investment Theory.

## **2.2 Literature Review**

### **2.2.1 Humorous Communication Theory**

Humor is a type of communication that involves either intentional or unintentional messages that provoke laughter or are perceived as amusing (Lynch, 2002). According to Superiority Theory and Relief Theory, laughter emerges from a sense of dominance or from the release of built-up tension, respectively. In contrast, Incongruity Theory suggests that humor stems from encountering something that contradicts our usual expectations or thought patterns.

Researchers McGraw and Caleb Warren developed the Benign Violation Theory, a more comprehensive explanation of humor. Building on Tom Veatch's linguistic work, this theory suggests that humor occurs only when three conditions are satisfied: (1) the event involves a violation of norms, (2) the violation is perceived as harmless, and (3) both are recognized simultaneously. Instances like playful

fighting or tickling demonstrate benign violations—they seem threatening but are actually safe.

Humorous writing can generally be classified into two major categories. The first is on an individual level, where people use humor personally, and the second is on a societal level, where humor's function in social contexts is analyzed. At the individual level, three major humor theories are commonly referenced: superiority, relief, and incongruity theories. In the sociological realm, humor is seen as serving dual and sometimes opposing functions such as fostering connection versus creating separation, or enforcing control versus expressing resistance.

One major limitation of these perspectives is their failure to explore how individual and societal aspects of humor interact. The Humorous Communication Theory (HCT) addresses this gap by merging insights from both psychological and sociological research, framed within communication theory.

### **2.2.2 Communicative Language Teaching Theory**

Communicative Language Teaching (CLT) first emerged in Europe during the 1970s, aiming to make language education more aligned with learners' real-life communicative needs. Its development was influenced by shifts in the British language teaching approach, particularly the Situational Language Method, which emphasized teaching grammar through contextual situations. However, this method was criticized for limiting opportunities for spontaneous and creative language use. As a result, there was a growing recognition of the importance of studying language as a system, partly influenced by Noam Chomsky's arguments. He highlighted that existing linguistic models couldn't fully explain the originality and creativity found in everyday speech. In response, British applied linguists began to prioritize communicative competence over rigid structural frameworks (Richards & Rogers, 2001).

Noam Chomsky, one of the foundational figures behind CLT, challenged the behaviorist and structuralist perspectives on language acquisition in his works from 1957 and 1965. He argued that

language is not simply a collection of learned structures, but rather, it is generated anew in each utterance. Chomsky introduced the idea that all languages are governed by a universal set of principles and parameters, which can produce countless linguistic expressions (Grenfell & Harris, 1999). This suggests that beneath the diversity of surface languages lies a shared, deep syntactic structure that forms the basis of human language.

### **2.2.3 Humor in Teaching English**

Humor frequently used as an indicator for the identification of talented students (Morrison, 2008). Marlon (2008) and Mebarka (2012) have somehow involved the use of humor in foreign language teaching suggest a series of positive outcomes in second language learning. Marlon (2008) mentioned that the mediating role of humor between second language students and the target language prompted by humorous collaborative narratives that emphasized playing with sounds and different meanings of words.

Fovet (2009) emphasized the various positive effects of using humor in the teaching and learning

process. It can ease classroom tension, improve students' understanding of the subject matter, and encourage more active classroom participation. Similarly, Zebila (2012) noted that information conveyed through humor is more likely to be remembered over time. These findings suggest that humor serves as a powerful tool to enhance both the atmosphere and effectiveness of classroom learning.

Several researchers have emphasized that using humor in the classroom can significantly impact student motivation and contribute to a positive learning environment (Morrison, 2008; Pham, 2014). Humor helps make teachers seem more approachable and likable, facilitates student understanding, enhances focus, stimulates creativity, and strengthens social connections (Lei, Cohen, & Russler, 2010). In the context of English language learning, humor goes beyond simply generating laughter it plays a key role in boosting students' motivation and self-confidence, which are essential for successful language acquisition (Zebila, 2012). Overall, humor proves to be a powerful and supportive element in EFL

classrooms, helping to create a more engaging and effective learning experience.

Vescio, Ross, and Adams (2008) stated that students tend to have the most positive school experiences when teachers use strategies that link humor with learning. Humor can be an effective teaching tool because it helps humanize the teacher, making them appear more approachable and relatable (Garner, 2006; Zillmann & Bryant, 2014). Zebila (2012) also found that humorous and humanistic teachers make students feel valued and motivated, which creates a classroom environment where positive communication naturally develops. This suggests that humor plays a vital role in enhancing both the emotional and educational aspects of the learning process.

#### **2.2.4 Humor Perspective**

Susan (2013) emphasized that humor and culture are deeply connected in any language, which means that each language carries its own unique sense of humor. Understanding humor requires awareness of the surrounding cultural context. She also noted

that English teachers tend to be cautious when incorporating humor into their teaching, while some may feel more at ease and not fear being misunderstood.

There are various reasons why many teachers hesitate to use humor in class. Some feel that humor is too subjective and personal, especially in a group of students with diverse perspectives, making them worry about accidentally offending someone. Others are concerned that humor might lead to disciplinary issues or undermine their authority in the classroom. Additionally, some believe that humor consumes too much time, increases the teacher's talk time, and may foster student dependence.

Skepticism about the seriousness and professionalism of humor is another factor. The idea of a teacher acting like a performer may seem unprofessional to some (Tosta, 2001). Furthermore, older and younger generations often differ in their sense of humor due to differences in era, culture, education, and social influences (Martin, 2010).

Despite these concerns, Halula (2013) asserts that humor can be effectively used by any teacher, in any subject, with any age group or background as long as it serves the students' learning needs.

## 2.3 CONCEPTUAL FRAMEWORK

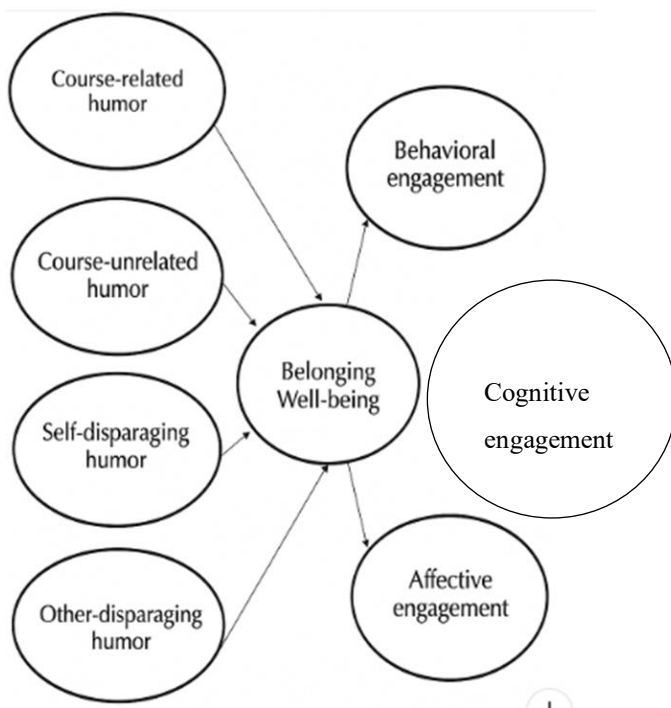


*Figure 1 Theoretical Framework*

The primary goal of language learning is to facilitate its use for effective communication within the classroom environment, which can be

accomplished through meaningful classroom interactions (Lucha & Berhanu, 2015). These interactions, particularly between EFL teachers and their students, play a significant role in enhancing students' speaking skills (Lucha & Berhanu, 2015). Within this context, humor serves as a valuable strategy for English teachers to make lesson content more accessible and engaging. When students respond with laughter to humorous elements in literature, it indicates their acknowledgment and understanding of the material (Boerman-Cornell, 1999). This highlights the importance of integrating humor as a bridge to foster better comprehension and a more engaging learning atmosphere.

There are four key benefits of incorporating humor into classroom interactions. These include aligning with students' desires, needs, and goals; creating a natural environment for experimentation; allowing for the use of complex humor; and supporting language acquisition (Bell, 2009). Overall, language-based verbal humor has attracted significant interest for its practical use in English language

classrooms (Ziyaeemehr & Kumar, 2014). This highlights the meaningful role humor can play in enhancing the learning experience for EFL students

## **2.4 Hypothesis**

The hypothesis is defined as a temporary answer whose validity still needs to be tested, or as a summary of theoretical conclusions drawn from the literature review. It may also be described as a proposition to be tested for its applicability or a temporary answer to a research question.

Referring to this brief explanation, the researcher proposes the hypothesis in this study as follows:

### ***Null Hypothesis ( $H_0$ ):***

The use of a humorous teacher persona has no significant impact on students' academic performance in elementary EFL classrooms.

### ***Alternative Hypothesis ( $H_1$ ):***

The use of a humorous teacher persona significantly improves students' academic performance in elementary EFL classrooms.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1 Research Design**

This study used a quasi-experimental design because the nature of a quasi-experimental study allows for the manipulation of conditions in the teaching and learning process. Ary et al. (2010) stated that a quasi-experiment is a design in which the researcher can control the treatment but cannot randomly assign subjects to treatments. In this study, the treatment was applied to the experimental group, and changes in students' achievement were analyzed in comparison to the control group. The control group consisted of students who were taught without the treatment. This design is suitable for situations where random assignment is not possible but causal relationships between variables are still being explored.

This study compared two groups (with a humor persona vs. without a humor persona) to understand the effects of the teacher's humor on

classroom dynamics and student performance. Data collection involved both qualitative methods (observations, interviews) and quantitative methods (grades), which aligns well with a quasi-experimental design, allowing for a mixed-methods approach. By doing so, the results could be drawn more accurately, as the outcomes before and after the treatment were compared (Creswell, 2012; Sugiyono, 2014).

## **3.2 Research Approach**

### **3.2.1 Type of research**

This study adopts a quasi-experimental design to comprehensively investigate the impact of a teacher humor persona on EFL classroom dynamics at the elementary level. The quasi-experimental design is particularly suitable for this research, as it allows for a holistic understanding of the phenomenon by integrating both quantitative and qualitative data.

On one hand, quantitative data, drawn from the comparison of student grades across experimental and control groups, provides measurable evidence regarding the influence of teacher humor on student performance. On the other hand, qualitative data,

collected through classroom observations and interviews, enables an in-depth exploration of classroom dynamics, including student engagement, motivation, and teacher-student interaction factors that are not easily captured through numbers alone.

### **3.2.2 Population and Sample**

The population in this study consists of all elementary school students enrolled in English classes at MIT Nurul Islam Ringinwok. This research specifically involved two classes at the same grade level, namely Class 5A and Class 5B, which were selected based on their relatively balanced academic performance according to previous learning outcomes and recommendations from the English teacher.

The sample was selected using purposive sampling, where the classes were chosen based on their relevance to the research objectives and accessibility. Class 5A was designated as the experimental group, receiving English instruction through the use of a teacher humor persona. Meanwhile, Class 5B served as the control group, receiving English instruction through conventional

teaching methods without the inclusion of a humorous persona.

The total number of student participants in this study was:

- a) Experimental Class (5A): 25 students
- b) Control Class (5B): 25 students

With a total of 53 students, this study aimed to compare the learning outcomes between the two groups after the different treatments were administered. Additionally, observational and interview data were collected to explore students' perceptions of the use of humor in English classrooms.

### ***Selection of Interview Participants***

To enrich the qualitative data, the researcher conducted interviews with several students from the experimental class (5A). The selection of interview participants was carried out purposefully based on two criteria:

- a) Variation in academic achievement, including one student with high scores, one with average scores, and one with low scores based on the post-test results.
- b) Willingness to participate, considering the students' comfort and readiness to express their thoughts.

This approach was intended to ensure that the interview data represented a range of experiences and perspectives, providing a more comprehensive understanding of the impact of using a teacher humor persona in the elementary English classroom.

### **3.3 Data Source**

#### **3.3.1 Post-test Assessments**

To evaluate changes in students' English language proficiency and attitudes toward learning, standardized pre-tests were administered before the intervention, and post-tests were conducted afterward. These assessments allowed for a comparative analysis of learning outcomes over the course of the study.

#### **3.3.2 Control and Experimental Groups**

The research involved two groups: first is Experimental Group, the teacher consistently integrated a humor persona into their teaching approach. Second is Control Group, using conventional methods, without the use of humor as a deliberate teaching strategy.

This grouping enabled a comparative analysis to determine the effects of humor on learning outcomes and student engagement.

### **3.3.3 Classroom Observations and Student Interviews**

Direct observations were carried out in both the experimental and control classrooms to document student behavior, participation levels, and overall classroom dynamics. In addition, semi-structured interviews were conducted with selected students to gain deeper insight into their perceptions of the learning environment and the influence of teacher humor on their motivation and connection with the subject matter.

### **3.4 Data Collection Method**

#### **3.4.1 Student Academic Performance**

Student academic performance was measured through comparison of English assessment results administered before and after the intervention period. These assessments included vocabulary, reading comprehension, and grammar-based tasks aligned with the elementary English curriculum. Mean score differences between the experimental and control groups were statistically analyzed to determine whether teacher humor had an impact on student learning outcomes.

#### **3.4.2 Semi-Structured Interviews**

Semi-structured interviews were conducted with the English teachers of all four classes and a sample of students from each class (3 students per class). The interviews aimed to gather in-depth insights into perceptions and experiences regarding classroom atmosphere, student motivation, and the perceived role of humor in learning. Sample interview questions included:

All interviews were transcribed, and thematically analyzed.

### **3.4.3 Classroom Observations**

Structured classroom observations were conducted across all two participating classes, experimental classes (with teacher humor persona) and control classes (without humor persona). Each class was observed during regular English lessons. An observation checklist and field notes were used to systematically capture aspects of classroom dynamics.

### **3.5 Data Analysis Method**

The researcher analyzed all collected data from test, observation, and interview. The numerical data from the pre-test and post-test were analyzed by using paired sample T-test. Then, it was continued to be computed by using SPSS 16.0. Moreover, from the observation fieldnotes, the researcher analyzed and coded according to the themes of classroom activities, interactional patterns, and students and teacher engagement. In addition, the interview from selected participants were transcribed. To check the validity of the collected data, the transcription was given to the interviewee. This step allowed the interviewee to ensure the intentions.

This research also using Thematic analysis. Thematic analysis is a methodological approach widely used in qualitative research to identify, analyze, and interpret patterns (themes) within data (Nowell, Norris, White, & Moules, 2017). Here are the steps for conducting thematic analysis (Braun & Clarke, 2006):

1. **Familiarization with the Data:** Researchers immerse themselves in the data collected from pre-service teachers regarding their perceptions of using Hot Potatoes for creating game-based interactive exercises. This includes reading through transcripts, notes, and any other relevant materials to gain a deep understanding of the content.
2. **Generating Initial Codes:** Initial codes are tags or labels assigned to segments of the data that represent interesting features or patterns related to the research question. Codes could include concepts like "ease of use," "engagement," "perceived effectiveness," etc.

3. **Searching for Themes:** Researchers identify potential themes by sorting and organizing codes into meaningful groups. Themes emerge as patterns that reflect similar experiences, attitudes, or responses from the pre-service teachers regarding their use of Hot Potatoes.
4. **Reviewing Themes:** Themes are reviewed to ensure they accurately represent the data and answer the research question. Researchers consider how each theme relates to the overall research objectives and whether they provide meaningful insights into the perceptions of pre-service teachers.
5. **Defining and Naming Themes:** Each theme is clearly defined and named to capture its essence succinctly. This step involves crafting descriptions that encapsulate what each theme reveals about the pre-service teachers' perceptions of using Hot Potatoes.
6. **Writing the Analysis:** The final step involves integrating the identified themes into a coherent narrative that addresses the research question.

This narrative should provide a detailed exploration of each theme supported by illustrative quotes or examples from the data.

This methodological approach ensures that the diverse experiences and opinions of the participants are accurately represented, providing comprehensive insights into how humor impacts teacher-student relationships. The thematic analysis of the qualitative responses is expected to reveal patterns and themes that elucidate the role of humor in fostering positive and effective educational environments for Alpha Generation students.

### **3.6 Research Procedure**

#### ***3.6.1 Preparation Phase***

- a. Identifying the research problem to be addressed;
- b. Formulating the research questions, variables, research method, and sources of data;
- c. Designing a teaching module and instructional guide for implementing the humor persona;
- d. Explaining the purpose and objectives of the research to the school authorities;

- e. Obtaining official permission and approval from the school to conduct the research.

### ***3.6.2 Implementation of the Research***

- a. Group Assignment and Preparation

The researcher first coordinated with the school to select two classes with relatively balanced academic performance. These two classes were then designated as the experimental class and the control class. The researcher then prepared the instructional materials and research instruments, including observation sheets, interview guides, and post-test questions. The teachers involved in the study were also briefed regarding the implementation of the treatment and their respective roles.

- b. Implementation of the Treatment

In the experimental class, the teacher conducted English lessons using the teacher humor persona method. This involved integrating a humorous character into the teaching process through facial expressions,

speech style, visual media, and playful yet educational interactions. The treatment was conducted over several scheduled sessions.

In contrast, the control class received instruction using conventional teaching methods, without the use of a humorous persona. Throughout the lessons, the researcher observed the learning process systematically using pre-designed observation sheets.

c. Collection of Qualitative Data (Observation and Interviews)

During the instructional sessions, the researcher acted as an observer to document students' behavior, level of engagement, and responses in both classes. After the final session, several students from the experimental class were purposively selected for interviews. The selection was based on academic achievement levels (high, medium, and low) and the students' willingness to participate. The interviews aimed to explore students' perceptions of the use of a humorous teacher persona in English learning.

d. Post-Test and Data Analysis

At the end of the instructional cycle, both the experimental and control groups were given the same post-test to measure learning outcomes. The post-test results were collected and analyzed to determine whether there were significant differences between the group taught using a humorous teacher persona and the one taught using conventional methods.

In addition, data from classroom observations and interviews were analyzed qualitatively to complement the quantitative findings and to provide deeper insights into the impact of using a humor persona in the English classroom.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **4.1 Research Findings**

This study aimed to explore the effects of using a humorous persona in an elementary EFL classroom, a quasi-experimental approach was adopted, comparing two different teaching styles in two similar classes. The researcher took on a humorous and engaging persona, “Mr. G” (Great Teacher Anton Hamdani), for the experimental group, while the control group experienced standard teaching methods without humor-based strategies.

One of the central interventions in this study was the development and use of a humorous teacher persona known as “Mr. G.” This character was a fictional, energetic, and intentionally exaggerated version of the actual teacher, inspired by the bold and unconventional teaching style of the fictional character Great Teacher Onizuka. Mr. G was not simply a comedic figure, but a carefully crafted pedagogical tool designed to reshape the

atmosphere of the classroom. By stepping into the role of Mr. G, the teacher aimed to create a learning space that was both lighthearted and focused a space where students felt comfortable expressing themselves and engaging with the lesson content

Data were collected through classroom observations, semi-structured interviews, and student performance assessments, all of which were analyzed to extract both qualitative and quantitative insights.

#### **4.1.1 The Impact of a Teacher's Use of a Humorous Persona on Student Engagement, Participation, and Achievement**

The first research question sought to determine the effects of using a humorous teacher persona on elementary students' engagement, classroom participation, and academic performance in English as a Foreign Language (EFL) lessons. This study employed a quasi-experimental design with two groups: an experimental class (5A), which was taught using the humorous teacher persona "Mr. G," and a control class (5B), which received traditional instruction without the use of persona-based humor.

#### **4.1.1.1 Classroom Observation Findings**

The experimental class (5A – 28 students) fostered an emotionally vibrant and socially engaging atmosphere. Throughout the observations, students were frequently seen laughing, smiling, and showing visible excitement toward participating in lessons. Their enthusiasm was not limited to a few moments; rather, they consistently looked forward to each session and remained attentive throughout the learning process. The positive emotional tone created a dynamic environment where students felt energized and connected. This emotional energy seemed to serve as a foundation for increased involvement and enjoyment in learning.

In terms of verbal engagement, the experimental class displayed a noticeable rise in voluntary participation. Several students regularly raised their hands, responded eagerly to questions, and even offered off-topic comments as an indication of their comfort and sense of trust with the teacher. Peer interaction also flourished; students collaborated effortlessly during activities, and even those who were previously quiet began contributing more as the weeks went by. The

atmosphere supported natural social exchanges that reinforced learning, rather than distracting from it. Disruptive behavior was rare, and when excitement did lead to louder moments, it was directly tied to engagement with the lesson such as cheering during games or playfully calling out a class mascot's name.

In contrast, the control class (5B – 25 students) maintained a more subdued and passive classroom environment. Emotional energy was notably lower, with students appearing quiet, tired, or disengaged. Participation was minimal, and the teacher often had to call on students individually to elicit responses. While the students generally complied with instructions, their actions lacked curiosity or genuine interest.

The classroom was quiet, but this silence did not reflect focused learning; rather, it hinted at a lack of motivation and emotional connection. These clear differences between the two classes suggest that the use of humor and a lively teacher persona can play a vital role in transforming a classroom from a space of passive compliance to one of joyful and active participation.

#### 4.1.1.2 Evidence of Learning Outcomes

To assess the effectiveness of the learning unit, both the experimental and control classes were given an identical task at the end of the unit. This task was designed to evaluate students' comprehension and retention of the material. The results highlighted a significant difference in academic performance between the two groups.

| <b>Group</b> | <b>N</b> | <b>mean</b> | <b>std. Deviation</b> | <b>Minimum</b> | <b>Maximum</b> |
|--------------|----------|-------------|-----------------------|----------------|----------------|
| Experimental | 25       | 96,80       | 6,40                  | 80             | 100            |
| Control      | 25       | 70,00       | 27,18                 | 0              | 100            |

*Table 1 T-test Result 1*

In the experimental class (5A), students were provided with visually rich worksheets that featured the Elizabeth mascot a humorous character integrated throughout the lessons. The students in this group approached the task with noticeable enthusiasm and completed it efficiently. The experimental group achieved a mean score of 96.8, with a small standard deviation (SD

= 6.40), indicating that most students performed very well and consistently, with scores clustering closely around the mean.

On the other hand, the control class (5B) received the same content but without the inclusion of visual aids or the mascot. Students in this group appeared less confident, worked more slowly, and frequently asked for clarification. The **control group**, on the other hand, had a lower mean score of 70.0, and a larger standard deviation ( $SD = 27.18$ ), suggesting greater variability and inconsistency in student performance. Some students performed well, while others scored very low (even as low as 0), indicating possible disengagement or lack of understanding.

| Statistical Value         | Result  |
|---------------------------|---------|
| t-value                   | 5.73    |
| Degrees of Freedom (df)   | 48      |
| Significance (2-tailed p) | < 0.001 |

*Table 2T-test Result 2*

The t-value of 5.73 indicates a substantial difference between the two group means when compared to the variation present in the sample data. The degrees of freedom ( $df = 48$ ) are calculated based on the total sample size from both groups using the formula ( $n_1 + n_2 - 2$ ), which supports the validity of the test statistic.

Furthermore, the p-value of less than 0.001 suggests that the likelihood of obtaining such a result purely by chance is less than 0.1%. This indicates a highly statistically significant finding. As a result, we reject the null hypothesis ( $H_0$ ) and accept the alternative hypothesis ( $H_1$ ), confirming that there is a significant difference in post-test performance between students taught with a humorous teacher persona and those taught using a conventional approach.

The disparity in performance between the two classes suggests that the use of a humorous mascot and visual elements provided cognitive benefits. These features likely enhanced attention and memory retention by acting as emotional and visual mnemonics. Furthermore, the increased intrinsic motivation observed in the experimental class may have contributed to more

effective learning behaviors and stronger academic outcomes.

The results clearly indicate that the use of a humorous teacher persona significantly enhanced students' academic achievement in the EFL classroom. Students in the experimental group not only achieved higher scores but also demonstrated consistency in their performance, suggesting increased engagement and comprehension.

These results support the view that humor—when strategically and pedagogically applied can be an effective instructional strategy. In this case, the teacher's persona (inspired by the character *Great Teacher Onizuka*) was perceived positively by students, potentially creating a more relaxed, enjoyable, and motivating classroom atmosphere. This environment likely reduced anxiety and increased student willingness to participate and interact with the lesson material.

The persona-based approach transformed the learning environment from routine to dynamic. Students became emotionally invested in the lesson, as they viewed the teacher not just as an authority figure, but as a

relatable and entertaining guide. The introduction of humor created a sense of psychological safety, which empowered students to take risks, ask questions, and experiment with language use.

#### **4.1.2 EFL Students' Perceptions of a Humorous Teacher Persona**

The second research question explored how students perceived the teacher's use of humor in English class. Data were gathered through interviews with three students from each class using the Interview.

##### **4.1.2.1 Students' Voices on Humor and Learning**

To better understand how humor influences classroom engagement and learning, six students three from an experimental class and three from a control group were interviewed using the same set of guiding questions. Their responses shed light on how different teaching approaches shape students' emotional and cognitive experiences.

In Mr. G's experimental class, all three students expressed a high level of enthusiasm and positivity. Student AHA described the lesson as joyful and engaging, likening it to play:

*Today's class was very fun, like playing a game. Mr. G is funny and teaches in a way I understand because he shows lots of pictures. I want to learn from Mr. G every time* (Interview, 10 October 2024).

Similarly, Student AAR praised the lively classroom atmosphere, saying,

*I love how Mr. G teaches. He brings Elizabeth and makes us laugh. It doesn't feel like school. English is now my favorite class!* (Interview, 10 October 2024).

Student ZYA echoed these sentiments, noting a shift in their perception of English:

*Mr. G is very different. English used to be hard and boring, but now it's fun and I like learning new words with him* (Interview, 10 October 2024).

These insights reflect a strong emotional connection to the teacher, a boost in engagement, and a transformation in how students view the subject.

Conversely, students in the control class reported a more subdued and negative experience. Student ARH found the lesson confusing and difficult to follow:

It was confusing and gave me a headache. I couldn't understand the lesson well. The teacher didn't use pictures like last time. Student RB commented on a lack of stimulation, saying,

*It was okay, but I was sleepy. I wish we had games. English is not really fun* (Interview, 10 October 2024).

Meanwhile, Student FFR remarked on the repetitiveness of the lessons:

*It's just the same every time. I don't really enjoy English* (Interview, 10 October 2024).

These comments suggest cognitive overload due to less engaging strategies and a lack of emotional involvement in the learning process.

The stark contrast between the two groups highlights the significance of using emotionally resonant and dynamic teaching methods. In the context of language learning, where students often face anxiety and low motivation, humor and creativity can play a pivotal role in transforming their classroom experience into one of joy and curiosity.

#### **4.1.2.2 Student Behavior Outside the Classroom**

To gain a deeper understanding of how a teacher's persona impacts student-teacher relationships, observations extended beyond the classroom setting. These outside-the-classroom interactions offered valuable insights into the emotional connections students formed with their teacher and how these connections influenced their overall attitude toward school.

In the experimental class, students exhibited a strong emotional bond with their teacher, often expressing excitement and affection upon seeing him. It was common for students to enthusiastically shout "Mr.

G!” from across the yard, wave eagerly, or even run up to him. Many sought to engage with him, competing for his attention or vying for a spot to walk and talk beside him. These interactions were lively, joyful, and full of playful exchanges, suggesting that students viewed Mr. G not just as an educator but as someone they genuinely liked and admired. This emotional closeness appeared to enhance their overall enthusiasm for learning, particularly in English, and fostered a warm, supportive classroom culture that extended beyond instructional hours.

In contrast, students from the control class showed a more reserved demeanor. Their interactions with the teacher were limited to polite greetings or simple nods, and some students chose to ignore the teacher unless directly spoken to. There were no visible signs of excitement or spontaneous engagement. The lack of emotional connection outside the classroom reflected a more formal and detached student-teacher relationship.

The stark differences in behavior between the two groups underscore the lasting influence of a teacher’s persona. A humorous, emotionally present teacher like Mr. G can create meaningful social bonds that not only

enhance classroom dynamics but also leave a positive imprint on students' overall school experience.

The stark contrast between the two groups' responses highlights the influence of teacher personality and emotional tone in the classroom. Students in the experimental group perceived the learning experience as enjoyable and relatable, leading to increased participation and positive attitudes toward English. In contrast, the control group associated the subject with difficulty and boredom, which may reinforce language anxiety and hinder motivation.

These findings are consistent with existing literature, which emphasizes the role of humor in building rapport, creating a relaxed learning environment, and improving student perception of a subject. When learners enjoy the learning process, they are more likely to engage cognitively and emotionally, which results in better learning outcomes.

## **4.2 Discussion**

The integration of humor into English as a Foreign Language (EFL) classrooms has garnered increasing attention in recent years, particularly for its

potential to enhance classroom dynamics and support student learning outcomes. Various studies have emphasized the significant role humor plays in language education, demonstrating its capacity to create a more engaging and emotionally supportive learning environment (Marlon, 2008; Lei et al., 2010). Humor not only breaks the monotony of traditional instruction but also facilitates stronger teacher-student relationships, improves learners' affective states, and ultimately contributes to better academic performance.

In this research, the investigator introduced a humorous teacher persona, “Mr. G,” as a central feature of the experimental teaching strategy. The character of Mr. G was creatively inspired by the popular manga figure Great Teacher Onizuka, known for his charismatic, humorous, and unconventional teaching style. In addition to adopting this light-hearted and dynamic persona, the researcher also incorporated a unique visual element a friendly and comical mascot named Elizabeth. The Elizabeth character served as a recurring visual motif in instructional materials, designed to boost emotional

attachment and stimulate student engagement through both humor and imagery.

The findings from this study underscore the importance of fostering positive teacher-student interactions, especially in EFL contexts where language barriers can increase anxiety and reduce participation. Students in the experimental classroom responded positively to the humorous teaching persona. They were more likely to take academic risks, ask questions, and involve themselves actively in classroom discussions and activities. These behavioral patterns indicate that humor can help reduce the affective filter, a concept in second language acquisition theory that suggests emotional barriers can impede language learning.

Empirical data gathered during the study further substantiates these observations. In the experimental class (5A), students were given carefully designed worksheets that incorporated vibrant visuals and humorous prompts related to the Elizabeth mascot. This playful, yet pedagogically meaningful integration of humor significantly improved students' motivation and task completion. The students in this class achieved an

average test score of 96.8, with a relatively small standard deviation ( $SD = 6.40$ ). This tight clustering of scores around the mean suggests both high performance and consistency across the student group.

In contrast, the control class (5B) received the same core instructional content but without any humorous elements or visual enhancements. This group's average score was markedly lower at 70.0, and the standard deviation was considerably larger ( $SD = 27.18$ ), indicating a wider range of performance and less consistency. Some students in this group even scored as low as 0, possibly reflecting disengagement, lack of motivation, or difficulties in comprehension. These stark differences point to the potential of humor and visual support in fostering clearer understanding and more active involvement.

To validate these results statistically, a t-test was performed. The analysis produced a t-value of 5.73 with 48 degrees of freedom ( $df = 48$ ), and a p-value less than 0.001. This level of significance confirms that the observed differences between the two classes are not due to chance but are indeed attributable to the experimental

intervention. Thus, the null hypothesis was confidently rejected, further emphasizing the effectiveness of incorporating humor into EFL instruction.

The qualitative data collected through interviews and behavioral observations added further depth to the findings. Students described Mr. G as someone who was not only knowledgeable but also relatable, entertaining, and emotionally supportive. Many students expressed that they looked forward to his classes because they were enjoyable and made learning feel less like a chore. This suggests that the humorous persona helped shift students' perception of English from a difficult academic subject to a more approachable and enjoyable activity.

The Elizabeth mascot also played a central role in this dynamic. Beyond merely decorating the worksheets, Elizabeth functioned as a symbolic figure that enhanced memory retention and created a sense of continuity throughout the lessons. The combination of verbal humor, visual storytelling, and recurring characters created a learning environment that was rich in both content and affective engagement.

In essence, Mr. G's humorous teaching approach challenged conventional teacher archetypes, breaking down the rigid, hierarchical image of the teacher as an authoritative figure. Instead, he emerged as a relatable character within the classroom narrative, making students feel more at ease and more willing to take part in the learning process. The visually rich materials and the consistent presence of the Elizabeth mascot further humanized the lessons, providing emotional and cognitive anchors that strengthened student involvement.

The experiences of students in the experimental class align closely with the principles of Humorous Communication Theory (HCT). According to Lynch (2002), humor is a powerful mechanism for constructing interpersonal connections and establishing social identity. Mr. G's persona effectively served this function, becoming a channel for trust, mutual respect, and engagement. In this environment, students were more open to expressing their ideas, clarifying their misunderstandings, and collaborating with their peers.

Additionally, the approach adopted in this study corresponds with the tenets of Communicative Language

Teaching (CLT). CLT emphasizes interaction, real-world communication, and learner-centered activities as core components of language instruction (Richards & Rodgers, 2001). Humor, as demonstrated in this study, is a catalyst for such interaction. It encourages spontaneity, facilitates peer communication, and promotes a relaxed atmosphere that is conducive to language development.

The theoretical framework presented highlights the role of various humor types such as course-related, course-unrelated, self-disparaging, and other-disparaging humor in shaping students' sense of belonging and well-being, which subsequently fosters both behavioral and affective engagement. This model closely aligns with the findings of the current study, which explored the implementation of a humorous teacher persona, “Mr. G,” along with a visual mascot named Elizabeth, in an elementary EFL classroom.

In the context of this research, the humorous persona and creative instructional materials reflect multiple forms of humor outlined in the framework. For instance, course-related humor was evident through the inclusion of funny prompts and visuals in worksheets,

directly tied to the lesson content. Course-unrelated humor emerged from Mr. G's lighthearted classroom banter and playful interactions, while self-disparaging humor was subtly conveyed through his approachable and entertaining demeanor, which made him more relatable to students. The study intentionally avoided other-disparaging humor, maintaining a focus on appropriateness for the age and developmental stage of the learners.

These humorous strategies significantly contributed to students' emotional comfort, reducing anxiety and creating a sense of connection, thus supporting the "belonging and well-being" component of the framework. Students in the experimental group reported feeling more relaxed, enthusiastic, and excited about learning English, indicating that humor played a crucial role in lowering the affective filter—a key concept in second language acquisition. The emotional safety and enjoyment cultivated by Mr. G and Elizabeth directly influenced students' willingness to participate, ask questions, and take academic risks.

The resulting increase in both behavioral and affective engagement aligns with the final constructs of the model. Quantitative data revealed higher average test scores and more consistent performance among students in the humor-enriched class. Qualitative insights further confirmed that students perceived English as more enjoyable and approachable when humor was embedded into the learning experience. Altogether, these outcomes affirm the theoretical pathway proposed in the framework, showing how strategic humor enhances students' well-being and leads to deeper engagement in EFL classrooms.

It is important to note, however, that the success of humor in the classroom depends heavily on its appropriateness and relevance. Research by Wanzer et al. (2006) and Baker (2019) highlights that humor must be thoughtfully crafted to suit the age, culture, and developmental stage of learners. In this study, Mr. G's humorous style and the Elizabeth mascot were tailored specifically for elementary-aged students, striking a balance between entertainment and education. As a result,

humor became a functional tool for learning rather than a distraction.

Overall, the findings from this study contribute to a growing body of evidence that supports the deliberate use of humor as an instructional strategy in EFL settings. When strategically employed, humor can serve as a bridge between the cognitive and emotional aspects of learning. It promotes a positive classroom atmosphere, enhances student motivation, and strengthens memory retention. For young EFL learners in particular, the combination of emotional engagement and meaningful interaction is vital for sustaining interest and achieving long-term language learning success.

This research affirms that humor, when integrated purposefully, is more than just a classroom embellishment. It is a transformative pedagogical approach that redefines how students relate to their teacher, to each other, and to the subject matter itself. The “Mr. G” persona and Elizabeth mascot serve as illustrative examples of how humor and creativity can reinvigorate language instruction, making it more

inclusive, engaging, and effective for diverse learners in today's EFL classrooms.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

The research clearly demonstrates that a teacher's humorous persona integrated through the use of a consistent character (Mr. G) and visually engaging materials has a significant positive impact on student engagement, participation, and academic achievement in elementary EFL classrooms. In the experimental class (5A), students were provided with visually rich worksheets featuring the Elizabeth mascot, a humorous figure embedded throughout the lessons.

These students approached tasks with enthusiasm and completed them efficiently, achieving a high mean post-test score of 96.8 with a low standard deviation ( $SD = 6.40$ ), indicating both high performance and consistency. In contrast, the control class (5B), which received the same content without humor or visual aids, showed signs of hesitation, slower task completion, and frequent need for

clarification. Their mean score was significantly lower at 70.0, with a much higher standard deviation ( $SD = 27.18$ ), reflecting inconsistent performance and possible disengagement.

Statistical analysis supports these findings: a t-value of 5.73 and a p-value  $< 0.001$  confirm that the difference in performance between the two groups is highly statistically significant. These results allow us to confidently reject the null hypothesis and accept the alternative that the use of a humorous teacher persona meaningfully influences student outcomes. The disparity in results suggests that humor and visuals served as effective cognitive tools, enhancing attention, emotional engagement, and memory retention. Additionally, the presence of Mr. G appeared to foster a relaxed and motivating learning environment, reducing anxiety and encouraging interaction. Student behavior both in and outside the classroom reflects the impact of this positive, fun-filled approach. Ultimately, the findings affirm that humor, when thoughtfully applied, can be a powerful

catalyst for deeper learning and increased motivation in language education.

## **5.2 Suggestion**

Incorporating humor into teaching practices can have a profound effect on student engagement and motivation. Teachers should consider adopting a humorous persona, as it can help create a positive and approachable environment, encouraging students to participate more actively in class. The use of mascots, jokes, and interactive activities can make learning more enjoyable and memorable, allowing students to engage with the material in a way that feels less intimidating. By making lessons fun and relatable, teachers can reduce students' anxiety toward learning English and make them more open to new concepts.

In addition, teacher training programs should include courses or modules focused on humor-based pedagogy. Educators need to be equipped with the skills to use humor effectively, ensuring it supports the learning process rather than detracts from it. This type of training will help teachers understand how to balance humor with educational objectives and

manage the classroom while keeping the atmosphere engaging. Educators can also learn how to personalize their teaching personas to suit the unique needs of their students, enhancing the emotional connection and fostering a better teacher-student relationship.

Finally, further research is needed to explore the long-term effects of humor-based teaching methods, particularly how they impact language retention, proficiency, and students' attitudes towards learning. Future studies could examine how humor influences learners across different age groups, cultural settings, and language levels. It is also important to balance humor with classroom management techniques to avoid distractions. Teachers should ensure that humor enhances the learning environment without compromising focus, discipline, or the delivery of the lesson content.

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## APPENDICES

### APPENDIX 1 : Letter of Research Approval

#### SURAT KETERANGAN

Yang bertanda tangan dibawah ini Kepala MIT Nurul Islam Ringinwok menyatakan bahwa:

|                 |                                                                                                            |
|-----------------|------------------------------------------------------------------------------------------------------------|
| Nama            | : Anton Hamdani                                                                                            |
| NIM             | : 2103046162                                                                                               |
| Universitas     | : Universitas Islam Negeri Walisongo Semarang                                                              |
| Fakultas        | : Ilmu Tarbiyah Dan Keguruan                                                                               |
| Pragram/Jurusan | : Pendidikan Bahasa Inggris                                                                                |
| Judul Skripsi   | : Enhancing EFL Classroom Dynamics: Bringing a Teacher Humor Persona into the Elementary English Classroom |

Telah melaksanakan penelitian di MIT Nurul Islam Ringinwok dari tanggal 10 oktober 2024 sampai dengan tanggal 29 oktober 2024.

Demikian surat keterangan ini kami sampaikan untuk digunakan sebagaimana mestinya.

Mengetahui,

Kepala Madrasah



Jumaidi S.Pd.I

NIP: -

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**APPENDIX 2 :** Observation sheet adapted from *Farnia, M., & Mohammadi, S. (2021).*

Day/Date:

Time:

Subject:

Observer:

Class:

Approach:

Number of Students:

| No | Aspect Observation    | Results |
|----|-----------------------|---------|
| 1  | Classroom Condition   |         |
| 2  | Student Condition     |         |
| 3  | Student Activeness    |         |
| 4  | Student Comprehension |         |
|    |                       |         |

**APPENDIX 3 :** Interview Sheet

Subject:

Name of Interviewer:

Day/Date:

Name of Respondent:

Class:

| No | Question                                                  | Answer |
|----|-----------------------------------------------------------|--------|
| 1  | How was the English class today?                          |        |
| 2  | What do you think about the way the teacher taught today? |        |
| 3  | English is fun, isn't it?                                 |        |
|    |                                                           |        |

## APPENDIX 4 : Post Test sheet

Nama :  
 Kelas :  
 No Absen :



1. Whats wrong with Elizabeth?

2. When does he have a stomachache?

3. Is she feeling well?

4. Why does Elizabeth get a stomachache?

5. Will she go to the doctor?

## APPENDIX 5 : Post test results

| No | Experiment class | Post test | Control class | Post test |
|----|------------------|-----------|---------------|-----------|
| 1  | Student 1        | 100       | Student 1     | 100       |
| 2  | Student 2        | 100       | Student 2     | 40        |
| 3  | Student 3        | 100       | Student 3     | 100       |
| 4  | Student 4        | 100       | Student 4     | 100       |
| 5  | Student 5        | 100       | Student 5     | 80        |
| 6  | Student 6        | 100       | Student 6     | 80        |

|    |            |     |            |     |
|----|------------|-----|------------|-----|
| 7  | Student 7  | 100 | Student 7  | 100 |
| 8  | Student 8  | 80  | Student 8  | 20  |
| 9  | Student 9  | 100 | Student 9  | 80  |
| 10 | Student 10 | 100 | Student 10 | 100 |
| 11 | Student 11 | 80  | Student 11 | 80  |
| 12 | Student 12 | 100 | Student 12 | 80  |
| 13 | Student 13 | 100 | Student 13 | 100 |
| 14 | Student 14 | 100 | Student 14 | 80  |
| 15 | Student 15 | 100 | Student 15 | 100 |
| 16 | Student 16 | 100 | Student 16 | 100 |
| 17 | Student 17 | 100 | Student 17 | 60  |
| 18 | Student 18 | 100 | Student 18 | 60  |
| 19 | Student 19 | 100 | Student 19 | 60  |
| 20 | Student 20 | 100 | Student 20 | 60  |
| 21 | Student 21 | 100 | Student 21 | 0   |
| 22 | Student 22 | 100 | Student 22 | 40  |
| 23 | Student 23 | 100 | Student 23 | 100 |
| 24 | Student 24 | 80  | Student 24 | 100 |
| 25 | Student 25 | 100 | Student 25 | 20  |

## **APPENDIX 6 : OBSERVATION RESULTS**

Day/Date: **Thursday, 10 oktober 2024**

Time: **7.30 – 8. 30**

Subject: **Elementary student**

Observer: **Anton Hamdani**

Class: **5A**

Approach: **persona-based humor**

Number of Students: **28**

| <b>No</b> | <b>Aspect Observation</b> | <b>Results</b>                                                                                                                               |
|-----------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | Classroom Condition       | Noisy but controlled                                                                                                                         |
| 2         | Student Condition         | Most students were very excited and cheerful                                                                                                 |
| 3         | Student Activeness        | The students were very active and eager to answer questions and ask questions; they were also very interested in getting to know the teacher |
| 4         | Student Comprehension     | They tended to quickly grasp what the teacher explained                                                                                      |

Day/Date: **Tuesday, 15 oktober 2024**

Time: **7.30 – 8. 30**

Subject: **Elementary student**

Observer: **Anton Hamdani**

Class: **5B**

Approach: **Conventional**

Number of Students: **25**

| <b>No</b> | <b>Aspect Observation</b> | <b>Results</b>                                                |
|-----------|---------------------------|---------------------------------------------------------------|
| 1         | Classroom Condition       | Tends to be quiet, with some students not paying attention.   |
| 2         | Student Condition         | Most students are silent and listening, but not very focused. |

|   |                       |                                                                                                                |
|---|-----------------------|----------------------------------------------------------------------------------------------------------------|
| 3 | Student Activeness    | Only a few students are active, while most seem inattentive.                                                   |
| 4 | Student Comprehension | Requires repeated explanations for students to understand, and even then, only a few truly grasp the material. |
|   |                       |                                                                                                                |

## APPENDIX 7 : TRANSCRIPT INTERVIEW

| <b>RABU, 16 OCTOBER 2024</b> | <b>How was the English class today?</b>                                                | <b>What do you think about the way the teacher taught today?</b>                                  | <b>English is fun, isn't it?</b>                           |
|------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| <b>EXPERIMENTAL CLAS</b>     |                                                                                        |                                                                                                   |                                                            |
| <b>AHA</b>                   | “Today’s class was really fun, it felt like playing because there were so many games.” | “The teacher was super cool and funny, and easy to understand because he used a lot of pictures.” | “If Mr. G is the one teaching, it will definitely be fun.” |
| <b>AHR</b>                   | “The class earlier was fun, Sir. I wish it could                                       | “The teaching was really awesome Mr. G is simply the best!”                                       | “I just realized that English can be this fun!”            |

|                      |                                                 |                                                                                  |                                                           |
|----------------------|-------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------|
|                      | be like this every day.”                        |                                                                                  |                                                           |
| <b>ZYA</b>           | It was really fun, Sir.                         | Mr. G’s teaching was great—not like other teachers, but in a fun way.            | It was enjoyable, Sir, even though it was a bit hard.     |
| <b>CONTROL CLASS</b> |                                                 |                                                                                  |                                                           |
| <b>ARH</b>           | “I’m dizzy, Sir. I’m confused by the material.” | “It’s actually good, Sir, but it’s boring.”                                      | “English is difficult, Sir.”                              |
| <b>RB</b>            | “It’s okay, Sir, but not very exciting.”        | “It’s already good, Sir, but there should be some games so we don’t get sleepy”. | “It’s not fun at all because it’s hard.”                  |
| <b>FFR</b>           | “Just like a regular class.”                    | “Not very exciting”                                                              | “English is really difficult, Sir, so how can it be fun?” |



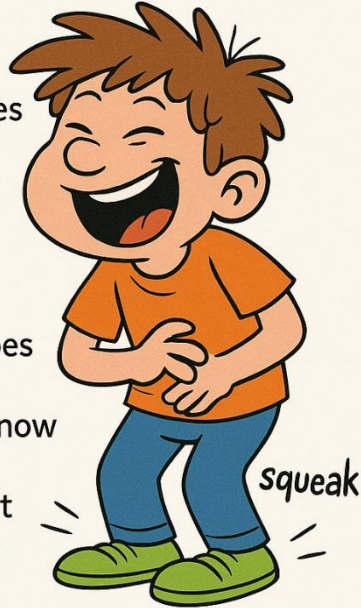
## Descriptive Text with a Twist of Humor

I have a friend named Dino. He is not a dinosaur, but sometimes he eats like one!



### **Description:**

Dino has messy hair like a bird's nest. He always wears green shoes that squeak when he walks—so you always know when Dino is coming! His laugh is so loud that birds fly away from the trees.



## APPENDIX 9 : EXPERIMENTAL CLASS

### DOCUMENTATIONS



*Figure 1 Humor in Classroom 1*



*Figure 2 Humor in Classroom 2*

## APPENDIX 9 : CONTROL CLASS

### DOCUMENTATIONS



*Figure 3 Teaching Documentation 1*



*Figure 4 Teaching Documentation 2*

## CURRICULUM VITAE

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### Formal Education:

1. TK Tarbiyatul bannin
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3. Madrasah Tsanawiyah (MTs) / Mutawasithoh (MTW)  
Al-Irsyad Tenganan
4. MAN 2 Semarang
5. Universitas Islam Negeri Walisongo Semarang

Semarang, 18 Juni 2025



**Anton Hamdani**  
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