

ABSTRACT

Irham, Farhan Muhammad 2025., The Use of English Stand-Up Comedy as a Learning Media in Boosting University Students' Critical Thinking. A thesis. English Education Department, Postgraduate Program, State Islamic University of Sunan Gunung Djati Bandung

This study explores the use of English stand-up comedy as a tool to enhance university students' critical thinking, particularly focusing on developing their evaluating skills, which are crucial for assessing the validity of arguments, identifying biases, and determining the relevance of claims. Guided by the research questions, (1) How do university students learn evaluating skills when exposed to stand-up comedy? (2) How do students' narrative reflections reveal the contribution of stand-up comedy to their evaluating skills? and (3) What elements of humor, particularly irony and satire, contribute most valuable to boosting students' evaluating skills?—this research adopts a qualitative narrative inquiry approach, gathering data from classroom observations, focus group discussions, semi-structured interviews, and student reflections. The findings suggest that exposure to stand-up comedy, especially its use of irony and satire, encourages students to engage critically with social, cultural, and linguistic contexts, fostering a deeper understanding of complex issues. Stand-up comedy not only enhances students' evaluating reasoning but also promotes active engagement and motivation in the learning process, offering innovative pedagogical insights into integrating humor-based approaches in language education.

Keywords: Stand-up comedy, critical thinking, evaluating skills