

TEACHER HUMOR IN AN INDONESIAN EFL CLASSROOM: HUMOR TYPES, STRATEGIES, AND TEACHER-STUDENT PERCEPTIONS

TESIS



OLEH:
NI PUTU RIZKI DIAH APRIANI WIBAWA
2429081023

**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS (S2)
PROGRAM PASCASARJANA
UNIVERSITAS PENDIDIKAN GANESHA**



- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1 "Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE - BSSN, validitas dokumen elektronik ini bisa dicek menggunakan aplikasi mobile VeryDS oleh BSrE
- Cetakan dokumen ini merupakan salinan dari file dokumen bertandatangan elektronik yang keabsahannya dapat diakses melalui scan QRCode yang terdapat pada sertifikat ini.



**Balai
Sertifikasi
Elektronik**

TESIS

DIAJUKAN UNTUK MELENGKAPI TUGAS DAN MEMENUHI SYARAT-SYARAT UNTUK MENCAPAI GELAR MAGISTER PENDIDIKAN



Menyetujui

Pembimbing I	Prof. Dra. Luh Putu Artini, M.A., Ph.D. NIP.196407141988102001
Pembimbing II	Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd. NIP.198303142008122002



- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1 "Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE - BSSN, validitas dokumen elektronik ini bisa dicek menggunakan aplikasi mobile VeryDS oleh BSrE
- Cetak dokumen ini merupakan salinan dari file dokumen bertandatangan elektronik yang keabsahannya dapat diakses melalui scan QRCode yang terdapat pada sertifikat ini.

Tesis oleh NI PUTU RIZKI DIAH APRIANI WIBAWA telah dipertahankan di depan tim penguji dan dinyatakan diterima sebagai salah satu persyaratan untuk memperoleh gelar Magister Pendidikan di Pendidikan Bahasa Inggris (S2), Program Pascasarjana, Universitas Pendidikan Ganesha
Pada tanggal 31 Juli 2026

Dewan Penguji

Ketua	Dr. Dewa Putu Ramendra, S.Pd., M.Pd. NIP.197609022000031001
Anggota	Prof. Dra. Luh Putu Artini, M.A., Ph.D. NIP.196407141988102001
Anggota	Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd. NIP.198303142008122002
Anggota	Prof. Dr. Putu Kerti Nitiasih, M.A. NIP.196206261986032002
Anggota	Dr. Kadek Sintya Dewi, S.Pd., M.Pd. NIP.198803232015042004

Mengetahui Direktur Program Pascasarjana
Universitas Pendidikan Ganesha,



Prof. Dr. I Nyoman Jampel, M.Pd.

NIP.195910101986031003



- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1 "Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE - BSSN, validitas dokumen elektronik ini bisa dicek menggunakan aplikasi mobile VeryDS oleh BSrE
- Cetakan dokumen ini merupakan salinan dari file dokumen bertandatangan elektronik yang keabsahannya dapat diakses melalui scan QRCode yang terdapat pada sertifikat i



Balai
Sertifikasi
Elektronik

STATEMENT LETTER

I hereby honestly state that this Post Graduate Thesis in Education, which is written as a partial requirement for the degree of Master's in Education, is my own work. All the information contained in this thesis is derived from the work of others, and I have given credit by correctly citing the source authors according to academic norms, rules, and ethics.

If it is discovered in the future that part or all of this thesis is not my original work, or that plagiarism has occurred, I willingly accept the consequences of my withdrawal from my academic title and other sanctions as prescribed by Indonesian National Law.

Singaraja, 21 July 2026



(Putu Rizki Diah Apriani Wibawa)

ACKNOWLEDGMENT

The completion of this postgraduate thesis would not have been possible without the support and help of others. As a result, I would like to express my gratitude. First of all, I would like to thank Ida Sang Hyang Widhi Wasa, who guided my journey to this point and made it all possible.

My deep gratitude should go to

1. Prof. Dra. Luh Putu Artini, M.A., PHD, as supervisor I, who has patiently guided, directed, and provided such meaningful motivation, so that the author was able to overcome various obstacles in the course of study and completion of this thesis;
2. Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd., as supervisor II, who, with a distinctive style and pattern of communication, has sparked the spirit, motivation, and hope of the author during the research and writing of this thesis report;
3. Dr. Dewa Putu Ramendra, S.Pd., M.Pd., as the chief examiner, Prof. Dr. Putu Kerti Nitiasih, M.A, and Dr. Kadek Sintya Dewi, S.Pd., M.Pd., as examiners who have provided many useful inputs for the completion of this thesis;
4. Coordinator of the English Language Education Study Program and Teaching staff who have helped and motivated the author during the preparation of this thesis;
5. Undiksha Postgraduate Director and staff, who have helped a lot during the author's completion of this thesis;
6. Rector of the Ganesha University of Education, who has provided moral support and facilitated the author's various interests in completing this thesis;
7. My friends in the English Language Education Study Program, who, with their respective characters, have contributed a lot to shaping the author's personality during the study and completion of this thesis;
8. I Wayan Wibawa Semara and Ni Putu Erinawati, as the author's parents, have helped the author materially and morally during the completion of this thesis.

9. Lastly, my deepest gratitude goes to my beloved Angga, whose unwavering support, patience, and encouragement have been invaluable throughout the journey of completing this thesis

Hopefully, all the support and assistance they have given in completing this study were blessed by God. The author realizes that this thesis is still far from perfect. Nevertheless, it is expected that this study will contribute positively to the academic community, particularly in the development of knowledge in English language teaching and learning.

Singaraja 2026

Author



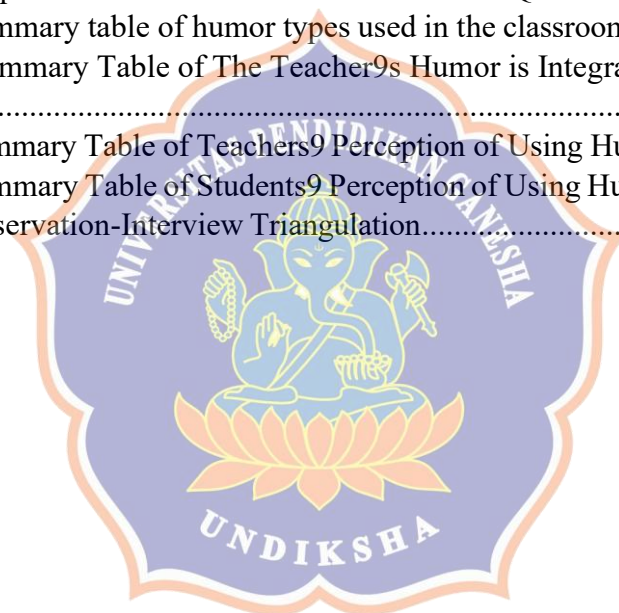
TABLE OF CONTENTS

STATEMENT LETTER	iv
ACKNOWLEDGMENT	v
ABSTRACT	vii
ABSTRAK.....	viii
LIST OF TABLES.....	xi
CHAPTER I.....	1
INTRODUCTION	1
1.1. Research Background	1
1.2. Problem Identification	6
1.3. Research Limitation.....	7
1.4. Research Questions	7
1.5. Research Objectives	8
1.6. Research Significance.....	8
CHAPTER II	11
LITERATURE REVIEW	11
2.1. Theoretical Framework.....	11
2.1.1. EFL Teaching in Indonesian Senior High School.....	11
2.1.2. Teacher Humor in Language Classroom.....	13
2.1.3 Instructional Humor Processing Theory (IHPT)	15
2.1.4 Teacher and Student Perceptions of Humor	20
2.2. Empirical Review	21
2.2.1. EFL Teaching in Indonesian Senior High School.....	21
2.2.2 Teacher Humor in the Language Classroom	25
2.2.3 Instructional Humor Processing Theory (IHPT)	29
2.2.4 Teacher and Student Perceptions of Humor	30
2.3. Conceptual Framework.....	32
CHAPTER III.....	34
RESEARCH METHOD.....	34
3.1. Research Design	34

3.2. Research Settings	35
3.3. Research Participants	35
3.4. Research Instruments	37
3.5. Data Collection	40
3.6. Data Analysis Technique	42
3.7. Trustworthiness	45
CHAPTER IV	49
4.1 Findings	49
4.1.1 Types of Humor Used by the English Teacher	49
4.1.2 Strategies of Integrating Humor	54
4.1.3 Teacher's Perception of Using Humor	56
4.1.4 Students' Perception of Humor	59
4.2 DISCUSSION	61
4.2.1 Types of Humor Used by the English Teacher	61
4.2.2 Teacher's Strategies of Using Humor	63
4.2.3 Teacher's Perception of Using Humor	64
4.2.4 The Students' Perception of Using Humor	65
CHAPTER V	68
CONCLUSION	68
5.1 Summary	68
5.2 Conclusion	69
5.3 Suggestion	70
REFERENCES	80
APPENDICES	72

LIST OF TABLES

Table 2.1.Appropriate Types of Instructional Humor in an Educational Context	18
Table 2.2.Approaches Used to Address the Research Questions.....	42
Table 3.1.Summary table of humor types used in the classroom	49
Table 3.2.Demographic Information of the Participants in the Interview Section (Students).....	36
Table 3.3.Observation Checklist Indicators.....	39
Table 3.4. Field Notes Indicators.....	40
Table 3.5. Approaches Used to Address the Research Questions	42
Table 4.1.Summary table of humor types used in the classroom	46
Table 4.2. Summary Table of The Teacher's Humor is Integrated in the Classroom.....	51
Table 4.3.Summary Table of Teachers' Perception of Using Humor	53
Table 4.4.Summary Table of Students' Perception of Using Humor.....	56
Table 4.5 Observation-Interview Triangulation.....	63



LIST OF FIGURES

Figure 2.1. Benefits of Humor in the Classroom (Morrison, 2008, p.10)....	28
Figure 2.2 Conceptual Framework.....	33
Figure 3.1 Nomination Form Results.....	36
Figure 3.2 Thematic Analysis (Braun & Clark, 2006)	43

