

**THE EFFECT OF USING HUMOR STRATEGY TOWARD
SPEAKING ABILITY OF THE SECOND YEAR
STUDENTS AT SMPN 2 SINGINGI DISTRICT
KUANTAN SINGINGI REGENCY**



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The writer

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ABSTRAK

Wakhit Sunani (2012) : "Pengaruh Penggunaan Strategy Humor terhadap Kemampuan Berbicara Bahasa Inggris Siswa Kelas Dua SMPN 2 Kecamatan Singingi Kabupaten Kuantan Singingi".

Masalah dalam penelitian ini adalah guru bahasa Inggris di SMPN 2 Singingi telah menerapkan beberapa teknik dan strategi untuk meningkatkan kemampuan siswa dalam berbicara Bahasa Inggris, seperti guru mengajar siswa dengan memberikan penjelasan mengenai materi dan kemudian guru meminta siswa untuk bertanya dan memberikan respon. Terkadang guru menggunakan cerita ulang, bermain peran, dan diskusi. Guru telah menerapkan teknik dan strategi yang menarik dan tidak monoton. Kenyataannya, para siswa masih tidak bisa berbahasa Inggris dengan baik pada teks yang berbentuk recount.

Penelitian ini telah dilakukan di SMPN 2 Kecamatan Singingi. Subjek penelitian ini adalah siswa- siswi kelas dua SMPN 2 Singingi, obyek penelitian ini adalah Pengaruh Penggunaan Strategy Humor Terhadap Kemampuan berbicara bahasa Inggris Siswa, dan tujuan utama dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dari Penggunaan Strategy Humor Terhadap Kemampuan Berbicara Bahasa Inggris Siswa Kelas Dua di SMPN 2 Kecamatan Singingi.

Dalam penelitian ini, desain penelitian yang telah digunakan adalah penelitian Pre- Eksperimental. Penulis menggunakan satu kelas yang terdiri dari 34 siswa sebagai sampel. Sebelum memberikan perlakuan, para siswa diberi pre-test dan post-test diberikan setelah perlakuan.

Teknik pengumpulan data yang telah digunakan adalah tes. Tes digunakan untuk mengetahui kemampuan siswa kelas dua SMPN 2 berbicara Bahasa Inggris dalam teks recount. Teknik penganalisaan data yang telah digunakan dalam menganalisa pengaruh perlakuan terhadap variable yang dipengaruhi adalah T-test.

Berdasarkan analisis data T-test, $t_t (5\%) < t_o > t_t (1\%)$ atau $2,04 < 15,14 > 2,76$. penulis telah menyimpulkan bahwa ada pengaruh yang signifikan dari Penggunaan Strategy Humor Terhadap Kemampuan Berbicara Bahasa Inggris Siswa Kelas Dua SMPN 2 Kecamatan Singingi.

ABSTRACT

Wakhit Sunani (2012) : “The Effect of Using Humor Strategy toward Speaking Ability of the Second Year Students at SMPN 2 Singingi District Kuantan Singingi Regency”.

The problem of this research is the English teacher at SMPN 2 Singingi has implemented some techniques and strategies to increase students' speaking ability, such as the teacher taught students by giving explanation about the materials and then asked the students to question and respond. Sometimes the teacher used retelling, role playing and discussion. The teacher has applied an interesting technique and strategy, and it was not monotonous technique and teaching strategy. In fact, the students still not able to speak in English on recount text.

This study was carried out at SMPN 2 Singingi District. The subject of this research was the students at the second year of SMPN 2 Singingi, the object of this research was the effect of using Humor Strategy toward speaking ability of the Students and the main objective of the research was to know whether there is significant effect of Using Humor Strategy toward Speaking Ability of the Second Year Students at SMPN 2 Singingi District.

In this research, the design of research used was pre- experiment research. The writer used one class as sample that consisted of 34 students. Before giving the treatment, the students were given a pre-test and the post-test was given after the treatment.

The techniques of collecting data used were the test. Test was used in order to find out the students' speaking ability on recount text at the second year of SMPN 2 Singingi. The technique of data analysis used in analyzing the effect of treatment toward dependent variable was T-test.

Based on the data analysis of T-test, $t_t (5\%) < t_o > t_t (1\%)$ or $2.04 < 15.14 > 2.76$. The writer concludes that there is significant effect of Using Humor Strategy toward Speaking Ability of the Second Year Students at SMPN 2 Singingi District.

ملخص

وحد سوناني (٢٠١٢) : "تأثير إستعمال استراتيجي الفكاهة إلى مهارة كلام اللغة الإنجليزية لطلاب
الفصل الثاني في المدرسة الثانوية الحكومية ٢ ناحية سيعي منطقة
كوانتنن سيعي ."

المدرس لغة الإنجليزية في المدرسة الثانوية الحكومية ٢ سيعي قد ثبت أنواع التكنية والإستراتيجية لترقية
مهارة الطلاب في تكلم لغة الإنجليزية، كلمدرس في تعليم التلاميذ يعطى الشرحا عن مادة الدرس ويطلب المدرس
من تلاميذه سؤالاً والإستجابا، أحيانا المدرس يستعمل حكاية الدور والمناقشة. المدرس قد ثبت التكنية
والإستراتيجية الجرية و بنغم واحدة. ولكن في حقيقة كثير من الطلاب لم يستطيعوا أن يتكلموا بال جيد في لغة
الإنجليزية ولو كان في نص السرد.

قام هذا البحث في المدرسة في المدرسة الثانوية الحكومية ٢ ناحية سيعي مديرية كوانتان سيعي. أما
الأفراد من هذا البحث هو الطلاب الفصل الثاني في المدرسة الثانوية الحكومية ٢ سيعي، وموضوعه الأثار
إستعمال استراتيجي الفكاهة إلى مهارة كلم الطلاب، وأما الهدف في هذا البحث هو ليعرف هل توجد الأثار ذو
معنى إستعمال استراتيجي فكاهة إلى مهارة كلام اللغة الإنجليزية لطلاب الفصل الثاني في المدرسة الثانوية الحكومية
٢ ناحية سيعي.

في هذا البحث، تصميم البحث الذي إستخدم هو البحث قبل-التجريبي. تستخدم الباحث تصميم
إمتحان الأول - إمتحان الاخر في مجتمع الواحد. تستخدم الباحث وحدة الفصل الذي حول ٣٤ تلميذا كما
العينة قبل تعطى المعاملة، تقدم الباحث للتلاميذ إمتحان الأول وتعطى إمتحان الأخر بعد المعاملة.
طريقة جمع البيانات التي تستخدم الإمتحان. تستخدم الإمتحان ليعرف قدرة الطلاب الفصل الثاني في
المدرسة الثانوية الحكومية ٢ تتكلم في نص السرد. أما طريقة تحليل البيانات قد تستخدم الباحث فهي "الاحتبار-
T"، هي ليعرف الفرق ذو معنى بين "قبل الالجي" و "بعداالجي"

ومن تحليل البيانات "الاحتبار-T"، $(t_0\%) < t_1\%$ او $(204) < (15,14)$
(٢٧٦). تستخلص الباحث أن توجد الأثار ذو معنى من إستعمال استراتيجي فكاهة عن مهارة كلم اللغة
الإنجليزية الطلاب الفصل الثاني في المدرسة الثانوية الحكومية ٢ ناحية سيعي

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CHAPTER I

INTRODUCTION

A. The Background of the Research

Speaking is considered as one of the difficulties for most of Indonesian students in learning English as foreign language. According to Brown, for almost six decades now research and practice in English language teaching has identified the four skills; listening, speaking, reading, and writing as of paramount importance¹. Then, Richard said “The mastery of speaking skills in English is a priority for many second-language or foreign-language learners”². Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. In other words, speaking is one of the basic language skills that become the target activity in language teaching and learning. Based on curriculum, the purpose of study English is that the participant are able to achieve the functional level, that is communicating by oral and written to solve daily problem³.

SMPN 2 Singingi is one of Junior High School in Singingi District. It is located in Singingi district, Kuantan Singingi Regency. In SMPN 2 Singingi, English is thought 2 (two) times a week or 160 minute a week. The curriculum

¹ H. Douglas Brown. 1994. *Teaching by Principles; An Interactive Approach to Language Pedagogy*. (New Jersey: Prentice Hall Ryents Englewood Cliff), p. 217

² Jack C, Richard. 2008. *Teaching Listening and Speaking from Theory to Practice*. (Cambridge: Cambridge University Press), p. 19

³ Elih Sutisna. 2011. *An Analysis of School Based-English Curriculum (KTSP)*. Internet. <http://elihsutisnayanto.wordpress.com/2011/02/12/an-analysis-of-school-based-english-curriculum-ktsp/>. Retrieve: April 1st 2011.

used in teaching and learning process is school-based curriculum. One of the genres used on the second semester of second year student is recount text. Usually, the teacher gives lessons based on the reference book and any other material. Most of lessons focus on speaking. They have speaking practice in many topics, such as retelling, role playing, and discussion. This describes that, ideally the second year students of SMPN 2 Singingi are able to speak in English, at least for functional level. Such to express, ask, and answer orally information of recount text. But, it is contrary with the writer's observation and teacher's teaching experience to the second year student of SMPN 2 Singingi, We found that most of the second year students were not able to speak in English and most of the students did not able to express, ask, and answer orally information of recount text. So that, most of the second year students were difficult to achieve passing score standards (KKM). The passing score standards of English subject at SMPN 2 Singingi is 60 (sixty). After conducting an observation, the researcher found some phenomena as listed below:

1. Most of the students are not able to speak in English.
2. Most of students are shy to speak in English.
3. Most of students are not enjoy when they learn English.
4. Most of the students are not able to express orally information of recount text.
5. Most of the students are not able to ask orally information of recount text.
6. Most of the students are not able to answer orally information of recount text.

Language learning is a hard work. Effort is needed at every moment and must be maintained over a long period of time. In teaching speaking for example, teacher should have ability to create an interesting, fun, enjoyable, and enthusiastic atmosphere in the classroom. This idea is usually covered in the term of certain technique, strategy, or method. In the same tone to the expression above there are some strategies that can be used by the teacher in order to achieve successful teaching speaking; one of them is humor strategy.

As a teaching strategy, humor can increase attention and interest. Humor creates a positive classroom environment, reduces anxiety, manages undesirable behavior and builds self-confidence⁴. According to Claire as quoted by Saeed Ketabi and Shahla Simin, “the nature of the subject-humor insures enthusiastic student involvement in class conversations”⁵. In other words, if a student is enthusiast to involve in conversation, his/her speaking ability will be better.

Based on explanation and the problems experienced by the students above, the writer is interest in conducting a research about: **“The Effect of Using Humor Strategy toward Speaking Ability of the Second Year Students at SMPN 2 Singingi District Kuantan Singingi Regency”**

B. The Definition of Term.

The writer uses some specific terms in this study. In order to avoid misunderstanding, the writer provides the definitions of all the terms used in this study as follows:

⁴ Shahla Simin and Saeed Ketabi. Investigating Persian EFL Teachers and Learners' Attitudes towards Humor in Class. *International Journal of Language Studies (IJLS)*. Vol. 3(4). (p. 435). 2009.

⁵ *Ibid*, p. 435

1. Effect

Effect is change that somebody or something causes in somebody or something else⁶. In this research, effect is an ability that can change caused by something. Writer wants to know the effect of using humor strategy toward speaking ability of the students.

2. Humor

Humor is “the quality that makes something seem funny, amusing, or ludicrous in speech, writing, or action”⁷. According to Tambllyn, humor is a state or quality of openness, optimism, and creativity⁸. In this research humor is the quality devised by the teacher in order to make the class funny, amusing, or ludicrous.

3. Strategy

Strategy is plan intended to achieve a particular purpose⁹. In this research researcher used humor strategy to improve student’s speaking ability.

4. Speaking Ability

Speaking ability is the capacity in activity of giving and talking correctly¹⁰. In this research, this term means the ability of the students in using component of speaking ability accurately in speaking English.

⁶ Manser & Martin. H. 2000. *Oxford Learner’s Pocket Dictionary, Third Edition*. (Oxford: Oxford University Press), p. 138

⁷ Robert F. Bruner. 2011. “*Transforming Thought: The Role of Humor in Teaching*”. Internet. http://papers.ssrn.com/sol3/papers.cfm?abstract_id=298761. Retrieve: June 2011.

⁸ Doni Tambllyn. 2003. *Laugh and Learn: 95 Way to Use Humor for More Effective Teaching and Training*. (New York: American Management Association), p. 9

⁹ Manser & Martin. H. *Op. Cit*, p. 427

¹⁰ Mardiansyah. 2009. “The Correlation between Student’ Vocabulary Mastery and Their Speaking Ability at the First Year of SMUN 1 Kuantan Hilir Kuansing”. (Pekanbaru: Unpublished), p. 4

C. The Problem of the Research

1. The Identification of Problem

Based on the background of the problem, it is very clear that most of the second year students at SMPN 2 Singingi still problematic in their speaking ability. To make it clearer, it will be identified as follows:

- a. Why are most of the students not able to speak in English?
- b. Why are most of the students not able to express, ask, and answer orally information of recount text?
- c. How is the students' speaking ability before being taught by using humor strategy?
- d. How is the students' speaking ability after being taught by using humor strategy?
- e. Is there significant effect of using Humor strategy toward speaking ability of the second year students at SMPN 2 Singingi district?

2. The Limitation of Problem

Because the problems are quite broad, so the writer limits the problem of the research is only about:

- a. The students' speaking ability before being taught by using humor strategy.
- b. The students' speaking after being taught by using humor strategy.
- c. The effect of using Humor strategy toward speaking ability of the second year students at SMPN 2 Singingi district.

3. The Formulation of Problem

Based on the limitation of the problem stated above, the research questions are formulated in the following questions:

- a. How is the students' speaking ability before being taught by using humor strategy?
- b. How is the students' speaking ability after being taught by using humor strategy?
- c. Is there significant effect of using Humor strategy toward speaking ability of the second year students at SMPN 2 Singingi district?

D. The Objective and the Significance of the Research

1. The Objective of the Study

- a. To find out how is the students' ability in speaking English before taught by using humor strategy.
- b. To find out how is the students' ability in speaking English after taught by using humor strategy.
- c. To find out whether there is significant effect of using humor strategy toward speaking ability of the second year students at SMPN 2 Singingi district.

2. The Significance of the Study

- a. As an alternative strategy for teachers in the classroom.
- b. As a chance for the students in increasing their speaking ability.
- c. Giving information to the reader of this thesis about the use of humor strategy in teaching English.
- d. This study enlarges writer knowledge, and fulfills his thesis.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Speaking Ability

The most important aspect of learning the language is mastering speaking. Speaking can be described as the ability of person to express their ideas. Speaking is a language skill through which someone can express ideas or information to the others. The intention of speaking course is often that the students should be able to express him self in the target language; to cope with basic interactive skill like exchanging greetings, thanks, and apologies; and to express his need, request information, service, and etc¹¹.

Speaking ability is the measure of knowing language which involves mechanics (pronunciation, grammar, vocabulary); using the right words in the right order with the correct pronunciation. Function (transaction and interaction); knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/ relationship building). And social cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative rules of participant); understanding how to take into account who is speaking to whom, in what circumstances, about what,

¹¹ Gillian Brown and George Yule. 1983. *Teaching the Spoken Language: Approach Based on the Analysis of Conversational English*. (Cambridge: Cambridge University Press), p. 27

for what reason¹². Paulston and Brunder said that speaking ability is taken to be the objectives of language teaching: the production of speaker competent to communicate in target language¹³.

Brown argued that there are five types of similar categories apply to the kinds of oral production that student are expected to carry out in the classroom. They are imitative, intensive, responsive, interactive, and extensive¹⁴.

a. Imitative

The first type of speaking performance is the ability simply parrots back a word or phrase or possibly a sentence. While, this a purely phonetic level of oral production, or number of prosodic, lexical, and grammatical properties of language maybe included in the criterion performance.

b. Intensive

A second language type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic element–intonation, stress; rhythm, juncture).The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

¹² Kalayo Hasibuan & Fauzan Ansyari. 2007. *Teaching English as Foreign Language*. (Pekanbaru: Alaf Riau Graha UNRI Press), p. 101

¹³ Christiana Bratt Paulston and Mary Newton Brunder. 1976. *Teaching English as a Second Language: Techniques and Procedures*. (Massachusetts: Winthrop Publisher Inc), p. 55

¹⁴ H. Douglass Brown. 2003. *Language Assessment: Principles and Classroom Practice*. (California: Longman), p. 141

c. Responsive

Responsive assessment task include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk ,simple request and comments, and the like.

d. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes include multiple exchanges and or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchange specific information or interpersonal exchange, which have the purpose of maintaining social relationships. In interpersonal exchange, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistics conventions.

e. Extensive (monologue)

Extensive oral production task includes speeches, oral presentation, and storytelling during which the opportunity for oral interaction from listener is either high limited (perhaps to nonverbal responses) or ruled out altogether.

2. The Components of Speaking Ability

According to Harris as quoted by Mardiansyah, there are five components in speaking ability. They are Pronunciation, Grammar, Vocabulary, Fluency and Comprehension¹⁵.

¹⁵ Mardiansyah. *Op. Cit*, p. 24

a. Pronunciation

Pronunciation is way a in which a language or a particular sound is spoken¹⁶. Pronunciation is necessary in speaking since it has sounds that express meaning. Then Brown said, pronunciation was a key to gaining full communicative competence. Pronunciation classes consisted of imitation drills, memorization of pattern, minimal pair exercise, and explanations of articulatory phonetics¹⁷.

b. Vocabulary

According to Richards vocabulary is a core component of language proficiency and provides mark of the basis for how well learners speak, listen, and write¹⁸. Without an extensive strategy for acquiring new vocabulary, learners often achieve less for their speaking. Then brown said that vocabulary is not as a long and boring list of words, vocabullary is seen in its central role in contextualized, meaningful language. Vocabullary was also the focus of drills, exercise, and memorization efforts¹⁹.

c. Grammar

One of the important aspects that support speaking in English is grammar. Grammar is an essential language instruction to be learned. According to Douglass Brown, "Grammar is a system of rules governing the conventional

¹⁶ Manser & Martin. H. *Op. Cit*, p. 343

¹⁷ H. Douglass Brown. *Op. Cit*, p. 258-259

¹⁸ Jack C. Richards and Willy A. Renandya. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. (Cambridge: Cambridge University Press), p. 255

¹⁹ H. Douglass Brown. *Op. Cit*, p. 365

arrangement and relationship of words in a sentence”²⁰. Furthermore as quoted by

Douglass Brown, Larsen-Freeman point out that:

“grammar is one of three dimensions of language that is interrelated. Grammar gives us the form or the structures of language themselves, but those forms are are literally meaningless without second dimension, that of meaning/semantic, and third dimension, pragmatics. In other words, grammar tells us how to construct a sentence(word order, verb and noun systems, modifiers, phrases, clauses, etc.). semantic tells us something about the meaning of words and strings of words-or, I should say meaning there may be several. Then pragmatic tells us about which of several meanings to assign given the context of a sentence”²¹.

d. Fluency

Fluency (also called volubility and loquaciousness) is the property of a person or of a system that delivers information quickly and with expertise. Again Brown points out that fluency is the ability of speaker to convey their language by flowing, natural. Fluency may in many communicative language courses be an initial goal in language teaching²².

e. Comprehension

Comprehension is ability to understand something²³. Since speaking is an activity of reproducing words orally in which there is a process of exchanging ideas between a speaker and a listener, it is important to have comprehension as the next component of speaking. If the listener cannot comprehend or understand what the speaker says, there must be misunderstanding for what the speaker means. Contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the message as well as

²⁰ *Ibid*, p. 347

²¹ *Ibid*, p. 348

²² *Ibid*, p. 254

²³ Manser & Martin. H. *Op. Cit*, p. 83

background knowledge, information from the context and from the listener's and speaker's purposes or intentions.

3. The Factors Influence Speaking Ability

Speaking ability is an important part in language teaching. Without speaking ability, teacher cannot achieve the good proficiency in English. In teaching speaking, there are four factors influence speaking ability, they are:

a. Anxiety in Speaking

Anxiety in speaking is one of many factors that influence speaking ability because of anxiety a student cannot express their ideas through speaking. According Spielberger as quoted by Brown, anxiety asks the subject feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous systems²⁴. In the same source, anxiety is associated with feelings uneasiness, frustration, self-doubt, apprehension or worry²⁵. It can be concluded that anxiety in speaking even becomes the big barriers for a student in speaking.

b. Speaking Environment

Environment of students also becomes a factor influencing speaking. Environment where a student lives or grows up can help and enhance the ability in speaking. If a student lives in environment where he/she can get opportunity to

²⁴ H. Douglass Brown. 2007. *Principles of Language Learning and Teaching, Fifth Edition*. (San Francisco: Longman), p. 161

²⁵ *Ibid*

speak, ideally in a classroom setting he/she is able to deliver his/her idea in front of other.

c. Teaching Strategy

Kalayo says that in the communicative model of language, teaching instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situation²⁶. To help the student to develops the ability to produce grammatically, correct, logically connected sentence that are appropriate to specific context, and to do using acceptable (that is comprehensible) pronunciation.

d. Media

Media also gives influence toward the developments of someone ability in speaking. According Hamidjojo as quoted by arsyad, media as mediation is used to convey the ideas and opinions to receiver²⁷. It can be concluded that using media takes important rule in developing students' speaking ability.

4. The Nature of Humor Strategy

Humor is an important personal and interpersonal interaction which can be used as an extremely effective tool in general education and language learning in particular²⁸. Humor is one of the effective means of enhancing students' motivation to study English. It promotes students' interaction, eases the constant tension in the class and encourages students to take part in various activities. If a

²⁶ Kalayo Hasibuan and Fauzan Ansyari, *Op. Cit*, 101

²⁷ Azar Arsyad. 2011. *Media Pembelajaran*. (Jakarta: PT. Raja Grafindo Persada), p. 4

²⁸ Saeed Ketabi and Sahla Simin. *Op. Cit*, p. 435

teacher can encourage students to be humorous, they usually produce answers that are interesting and productive²⁹. As a teaching strategy, humor can increase attention and interest. Humor creates a positive classroom environment, reduces anxiety, manages undesirable behavior and builds self-confidence³⁰. It is important that humor can allow the shy or timid students to relax and to take part in group. Moreover, Antonio Luciano Tosta said that:

“The use of humor makes the class atmosphere more pleasant, increases interaction among teacher and students, makes learning more meaningful and enjoyable, is a useful tool to get students’ attention, motivates learners, and most of the time, and pleases students. Finally, as proponents of the Natural Approach would put it, using humor lowers the affective filter”³¹.

According to Ronald Dieter as quoted by Robert F. Brunner, “The use of humor should be a teaching tool that, if effective, will increase the amount of ‘what’ is taught that is actually learned by students.”³²

Furthermore Antonio Luciano Tosta explains that:

“Teachers who naturally have a good sense of humor should use it, but that is not at all a requirement to be a funny teacher. You may not consider yourself a funny person, and still be classified as a “funny teacher.” In other words, it is more important that the class itself be fun than the teacher be funny, since it is never a good idea to try to change one’s personality traits”³³.

²⁹ *Ibid*

³⁰ *Ibid*

³¹ Antonio Luciano Tosta. 2011. *Laugh and Learn: Thinking over the "Funny Teacher" Myth*. Internet. <http://eca.state.gov/forum/vols/vol39/no1/p26.htm>. Retrieve: June 12th 2011.

³² Robert F. Bruner, *Loc. Cit*

³³ Antonio Luciano Tosta, *Loc. Cit*

Again he states that:

“There are many ways to make an activity fun. The element of surprise, for instance, frequently adds joy to class. Well-chosen pictures, cards, and other visual aids, as well as reality in general, are usually of great help. The use of music and sounds can also do the trick. Have students sing songs in different rhythms or tones of voice, for instance. It is always a good idea to have students change seating arrangements, work in groups, and complete short activities. Assign activities in which they must walk around and use body language and mimicry to express themselves and their feelings. Moreover, try to create humorous situations for role-plays and dialogues. Remember to please not only the mostly visual and auditory learners but the kinesthetic ones as well. All that will help the class to be more dynamic, and therefore, more fun”³⁴.

5. Using Humor Strategy toward Students’ Speaking Ability.

Humor is a device that creates linguistic awareness in the classroom. Understanding and creating humor in a foreign language means that a language learner is consolidating knowledge and making progress. The different activities presented here are just some of the procedures to be explored in order to show students that learning a foreign language is actually fun. Humor transforms the ambience of the class when students enjoy sharing their playful strategies with others. When everyone benefits, the acquisition of a foreign language becomes “easy,” and learners become motivated and creative³⁵. According to Claire as quoted by Saeed Ketabi and Shahla Simin, “the nature of the subject-humor insures enthusiastic student involvement in class conversations”³⁶. The students’ enthusiasm to involve in conversation, will be possible improve their speaking ability.

³⁴ *Ibid*

³⁵ Javier Muñoz-Basols. 2005. *Learning through Humor: Using Humorous Resources in the Teaching of Foreign Languages*. (New York: The A.T.I.S Bulletin), p. 45

³⁶ Saeed ketabi & Sahla Simin, *Op.Cit*, p. 435

According to Darmansyah, humor facilitates someone to express uneasy words become easy to pronounce. He also said that humor makes the communication become more opened. These opened communication between teacher and student will possible for the student be able to ask something or problem that hard to solved. So the teacher quickly understand and finding solution at once³⁷.

Furthermore Darmansyah said that, the application of humor in the teaching process should consider about appropriate time. He propose the procedure of using humor in the teaching process divide into three steps as follows; using humor at the beginning of teaching, using humor at the strategic pause, and using humor at the end of teaching session³⁸.

a. Using humor at the beginning of teaching.

Humor can not applied well if there is no intense psychological correlation in the interaction toward students. Make psychological correlation is not an easy job, if student think the teacher as a bully, out of all patient, testy, and so on. These perceptions then make the atmosphere of their communication unpleasant.

A bad image actually is not directly appearing. Student perception whether their teacher is good or not good usually through a long process. But, the most influential toward such kind of perception is your impression that you have made at the first meeting. Your image as a good teacher or not is started at your first meeting with your students.

³⁷ Darmansyah. 2010. *Strategy Pembelajaran Menyenangkan dengan Humor*. (Jakarta: Bumi Aksara), p. 79

³⁸ *Ibid.* p. 179

According to Darmansyah, something that we have to reach is an impression as a humorist teacher. The first important step is insert humor while teacher introduce their self on the first meeting. The first humor that you have made is effective to change the atmosphere of your class become more conducive. It meant, your first chance to get an impression as a humorist is when you are introducing your self. There are many way that you can do, you can change part of your name with something that can make the students smile. It is also possible to tell your funny experience in your life track to refresh the class atmosphere. You can also change the way your acquaintanceship to be more fun and humorous³⁹.

b. Using Humor at the Strategic Pause

According to Darmansyah, strategic pause is breather (3-5 minutes) in the learning process after learn as long as 25- 30 minutes. Strategic pause is needed to bringing back students' concentration when it was going decrease⁴⁰. Cooper and Sawaf (1999) in Darmansyah said that, if we work and learn too long for activity that need more concentration, our time to solve the problem increase until 500% (five times). So we need a breather or called strategic pause. Furthermore, He said that strategic pause is having breather consciously for activity every 20-30 minutes to give chance to our self change our attention, change our focus, and set aside our time to have light conversation, but creative and enjoyable⁴¹. A line with opinion above, Shapiro (1997) in Darmansyah proposes to stimulate the student in the right time, and better in the strategic pause teacher create happiness. He also

³⁹ *Ibid.* p. 183

⁴⁰ *Ibid.* p. 188

⁴¹ *Ibid.* p. 189

said that one of the important social skill that indicates high emotional intelligent is humor⁴².

c. Using Humor at the End of Teaching Session.

Closing learning process with enjoyable atmosphere is a necessity. Closing learning process with enjoyable atmosphere will make the student enjoy facing the next meeting. Even, in some condition student become so enthusiast in waiting the next meeting. These enjoyable atmospheres happen depend on how the teachers close the meeting at the end of learning session. Teacher is bulk large to create enjoyable situation when the learning process almost ends. Many ways can be done. Teacher may choose method or other kind of interaction fit to the condition of the students.

One of way that teacher should try is insert humor at the end of learning process. Choose humor at the end of learning is very enjoyable for the students. When they are smiling, then you close the learning, they are actually in the phase alpha, their brain memory are better receiving information. The involvement intent emotion in remind information, will facilitate the student to remind information when they need at the next meeting.

According to Darmansyah, there are many ways to create humor at the end of learning session. For example the teacher imitates what was said by presenter on the television or radio. In short, teacher can creatively create humorous situation at the end of learning depend on the situation at that time⁴³.

⁴² *Ibid.* p. 192

⁴³ *Ibid.* p. 194

Humorous situation allow the student to express themselves without fear of ridicule and criticism. Anxiety and stress are reduced and the students are encouraged to take more risk in using their foreign language⁴⁴. Although the teacher may perceive the exercise as a lighthearted movement in the course of their lesson plan, humor should be an integral part of a positive learning classroom environment. Specific goals and objectives must be pre-establish and clear in the mind of teacher. Humor, along with encouragement and praise should be one of many useful tools used by language teacher to make their classroom more inviting and conducive to learning.

B. The Relevant research

According to Syafi'i⁴⁵, relevant research is required to observe some pervious researchers conducted by other researchers in which they are relevant to our research itself. Below are some researches as conducted by some researcher relevant to this research:

1. A research was conducted by Garner. LA entitled "The effect of using humor in teaching toward students' ability in recall and retain knowledge from lecturer at Sam Houston State University". In this research, he found that student who was taught by using humor is significantly more able to recall and retain the knowledge from the lectures⁴⁶.

⁴⁴ Saeed Ketabi & Sahla Simin. *Op. Cit.* p. 444

⁴⁵ M. syafi'I. S. 2007. *From Paragraph to a Research Report: A Writing of English for Academic Purpose*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensif/ LBSI), p. 122

⁴⁶ Robert Eagen. 2011. *The Benefits of Humor in the Classroom*. Internet. <http://edtheory.blogspot.com/2011/10/benefits-of-humor-in-classroom.html>. Retrieve: September 06th 2012.

2. A research was conducted by Saed Ketabi and Shahla Simin entitled “the effect of pedagogical humor in the language learning and in the language teaching at foreign language center of University of Isfahan”. The result of this research shows that 73% of learner and 74% of teacher perceived linguistic humor as noticeable to considerably helpful to learning of foreign language.⁴⁷

C. The Operational Concept

The operational concept is the concepts used in accordance with literature reviewed. In order to avoid misunderstanding in carrying out the research, it is necessary to clarify briefly the variable used in this study. The indicators are clues and strategies applied in the implementation of various methods or strategy. The indicators are listed as below:

1. Using humor strategy as the independent variable, the indicators are:
 - a. Teacher prepares humor before teach.
 - b. Teacher using humor at the beginning of teaching.
 - c. Teacher using humor at the strategic pause.
 - d. Teacher using humor at the end of teaching session
2. The students’ speaking ability as the dependent variable, The indicators are:
 - a. Students are able to express orally information of recount text.
 - b. Students are able to ask orally information of recount text.
 - c. Students are able to ask orally information of recount text.

⁴⁷ Saeed Ketabi & Sahla Simin. *Op. Cit.* p. 440

D. The Assumption and Hypothesis

1. Assumption

In this research, researcher assumes:

- a. The students' speaking ability of recount text is various.
- b. Using humor strategy in the English teaching process is more effective than without using humor strategy.

2. Hypothesis

H_0 : There is no significant effect of using humor strategy toward speaking ability of the second year students at SMPN 2 Singingi Kuantan Singingi Regency.

H_a : There is significant effect of using humor strategy toward speaking ability of the second year students at SMPN 2 Singingi Kuantan Singingi Regency.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

This research is pre-experimental research. According John W. Cresswell, “experiment is you test an idea (or practice procedure) to determine whether it influences an outcome or dependent variable”⁴⁷. In conducting this research, one class of the second year students at SMPN 2 Singingi participated. The class got pretest at the beginning, treatment in the middle and posttest at the end of the research. The pretest and posttest results were compared in order to determine the effect of the treatment. Gay said that, this research called the One-Group Pretest-Posttest Design, involves a single group that is pre-tested, exposed to a treatment, and post-tested. The success of the treatment is determined by comparing pretest and posttest scores.⁴⁸

Table III. 1

Research Design

CLASS	PRE-TEST	TREATMENT	POST-TEST
B			

⁴⁷ Jhon. W.Cresswell. 2008. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Person Education), p. 299

⁴⁸ L. R Gay and Peter Arisian. 2000. *Educational Research Competencies for Analysis and Application 6th Edition*. (New Jersey : Prentice-Hall Inc), p. 388

B. The Time and Location of the Research

The research was conducted at SMPN 2 Singingi District. It is located at Sungai Kuning village, Singingi District, Kuantan Singingi Regency. It was conducted on January - February 2012.

C. The Subject of the Research

The subject of the research was the second year students at SMPN 2 Singingi District.

D. The Object of the Research

The object of this research was the effect of using Humor Strategy toward students' speaking ability.

E. The Population and Sample

The population of this research was the second year students of SMPN 2 Singingi in academic years 2011-2012. It has 2 classes. The number of the second year students of SMPN 2 Singingi was 68 students.

Table III. 2
Population

NO.	CLASS	POPULATION		
		FEMALE	MALE	TOTAL
1	A	14	20	34
2	B	15	19	34
TOTAL		29	39	68

Because the design of the research was one group pretest-posttest, so the technique sampling used in this research was cluster sampling. According to Gay, cluster sampling randomly select groups, not individual⁴⁹. Then, based on the limitation of the research, the researcher took only one class after doing cluster sampling; that was class B. In this class, there were 34 students as sample of the research.

F. The Technique of Collecting Data

In collecting the data the writer used test. Oral Presentation Test was used to collect data about student's speaking ability of recount text. Oral presentations Test divided in two phase:

a. Pre-Test

Pre- Test was used to collect data about student's speaking ability in doing monologue of telling their Holliday experience (Recount text) before applying Humor Strategy. In the pre-test section, the researcher asked the students to tell their Holliday experience in front of the class in approximately 2-3 minute. While students presented their presentation of telling their holiday experience, researcher recorded student's performance by using video recorder. These data of video recorder were analyzed by two raters.

b. Post-Test

Post- Test was used to collect data about student's speaking ability in doing monologue of telling their holiday experience (Recount text) after applying

⁴⁹ *Ibid.* p. 129

humor strategy. In this section, the researcher told any traveling destination in around Kuantan Singingi Regency, then let students chose one of those traveling destination. Afterward, the researcher asked the students to tell their holiday experience when visiting these places in front of the class in approximately 2-3 minute. While students presented their experience, researcher recorded students' performance by using video recorder. These data audio and visual of student's pre-test and post-test then were analyzed and compared.

G. The Technique of Data Analysis

According to Hughes, there are some components that should be considered in giving students' speaking ability score: They are accent, grammatical, vocabulary, fluency, and comprehension⁵⁰. So, Hughes describes the rating as follows:

1. Accent

Table III. 3
Accent

Category	Requirement
6	Native pronunciation, with no trace of "foreign accent.
5	No conspicuous mispronunciations, but would not be taken for a native speaker.
4	Marked "foreign accent" and occasional mispronunciations which is do not interfere with understanding.

⁵⁰ Artur Hughes. 1989. *Testing for Language Teachers*. (Cambridge: Cambridge University Press), p. 111

Category	Requirement
3	“Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
1	Pronunciation frequently unintelligible.

2. Grammar

Table III. 4
Grammar

Category	Requirement
6	No more than two errors during the interview.
5	Few errors, with no patterns of failure.
4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
2	Contrast errors showing control of very few major patterns and frequently preventing communication.
1	Grammar almost entirely inaccurate expert in stock phrases.

3. Fluency

Table III. 5
Fluency

Category	Requirement
6	Speech on all professional and general topics as effortless and smooth as native speaker’s
5	Speech is effortless and smooth, but perceptively non-active in speed and evenness.

Category	Requirement
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
2	Speech is very slow and uneven except for short routine sentence.
1	Speech is also halting and fragmentary as to make conversation virtually impossible.

4. Vocabulary

Table III. 6
Vocabulary

Category	Requirement
6	Vocabulary apparently as accurate and extensive as that of an educative native speaker
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
4	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussions of any non-technical subject with some circumlocutions.
3	Choices of words sometime inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics.
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
1	Vocabulary inadequate for event the simplest conversations.

5. Comprehension

Table III.7
Comprehension

Category	Requirement
6	Understand everything in both formal and colloquial speech to be expected of an educated native speaker.
5	Understand everything in normal educated conversations except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
4	Understanding quite well normal educated speech when engaged in a dialogue, but require the occasional repetitions and rephrasing.
3	Understanding careful, somewhat simplified speech when engaged in dialogue, but may require considerable repetitions and rephrasing.
2	Understands only slow, very simple speech on common social and touristic topics; require constants repetition and rephrasing.
1	Understanding too little for the simple types of conversations.

The researcher used the following form to assess the speaking ability of students;

Table III. 8
Assessment Aspects of Speaking
Monologue Recount Text

NO	ASPECTS ASSESSED	SCORE			
		1	2	3	4
1	Accent				
2	Grammar				
3	Vocabulary				
4	Fluency				
5	Comprehension				
Total Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final score} = \frac{\text{Total score}}{\text{Maximum score}} \times 100$$

So, based on the description above, the classification of the students'

Speaking Ability can be drawn as follows:

Table III. 9
Classification of the Students' Score
In Term of the Level Ability

SCORE	CLASSIFICATION
80-100	Excellent
66-79	Good
56-65	Average
40-55	Poor
30-39	Vail

51 .

In order to analyze the students' speaking ability in recount text, the researcher used passing score standard of English Lesson in SMPN 2 Singingi (KKM) that was 60 for the students' speaking ability of recount text. It mean for those who got score <60, they did not pass passing score standard (KKM), while for those who got score 60, they passed passing score standard (KKM).

In order to find out whether there is significant difference between students' speaking ability before being taught by using humor strategy and after being taught by using humor strategy, the data were analyzed statistically. In

⁵¹ Suharsimi Arikunto. 2009. *Dasar-dasar Evaluasi Pendidikan*. (Jakarta: Bumi Aksara), p. 245

analyzing the data, the writer used score of pre-test and post-test. The different mean was analyzed by using formula and T-test through using T-test formula pro-correlation for wide sample ($N \geq 30$) as follows⁵²;

$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2 - 2r_{xy} \left[\frac{SD_x}{\sqrt{N-1}}\right] \left[\frac{SD_y}{\sqrt{N-1}}\right]}}$$

The comparison between t_0 and t_t as follows;

$$df = N - 1$$

N = Number of student (sample)

The significant level chose in analyzing the score t_0 through using T-test formula is 5% and 1%.

Statistically the hypotheses are:

$$H_a: t_0 > t_t$$

$$H_o: t_0 \leq t_t$$

H_a is accepted if $t_0 > t_t$ or there is significant effect of using humor strategy toward speaking ability of the second year students at SMPN 2 Singingi.

H_o is accepted if $t_0 \leq t_t$ or there is no significant effect of using humor strategy toward speaking ability of the second year students at SMPN 2 Singingi.

⁵² Hartono. 2008. *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelajar), p. 184

H. The Validity and the Reliability of the Test

1. The Validity of the Test

Validity refers to appropriateness of a given test or any of its components part as a measure of what it is purposed to measure. A test is said to be valid if it measures what to be measured. There are several types of validity namely; face validity, content validity, external validity, internal validity, and construct validity⁵³. Face validity relates to content validity but assesses informally and/or intuitively whether the instrument appears to measure what it purposed to measure. Content validity considers formally the extent to which a particular instrument measures accurately what it is claimed to measure. A group of experts would normally decide on this, focusing on the instrument's representativeness and comprehensiveness. External validity is of little value unless it has been preceded by adequate address of internal validity concerns, which give us confidence in the basic descriptive conclusion drawn from the data themselves. Internal validity is the extent to which the result of the study can be put down to the treatment applied rather than to the design of the study. It also reflects on the degree to which sound conclusions can be drawn about the result of the study. Construct validity describes the extent to which a particular instrument measures accurately constructs of interest that have been obtained theoretically.

⁵³ Graeme Keith Porte. 2002. *Appraising Research in Second Language Learning: A Practical Approach to Critical Analysis of Quantitative Research*. (Amsterdam: John Benjamin Publishing), p. 232-233

The writer concluded that this research belongs to the content validity, because the test reflect to what the student have learned the content of the curriculum.

2. The Reliability of the Test

Reliability is a measure of how consistent repeated measurements are when performed under comparable condition⁵⁴. A test is said to be reliable if it can produce stable or consistent scores although the test is administered at different time. Reliability is a very important characteristic of a test. A test is not valid unless it is reliable. There are some factors which affect the reliability of a test, namely; the sample performance, the number of items, the administration of the test, the students' motivation and other factors beyond the control of the tester (such as students sickness, etc).

The writer concludes that this research belongs to the inter-rater reliability. For estimating reliability, the independent test scores of two raters were used. This is usually the situation when the test is measuring components speaking ability or writing ability. In this research, the writer used inter raters to measure the reliability of the instrument. The writer used two raters in analyzing the test. They were Mr. Yasir Amri, M. P.d and Miss. Kurnia Budiyanti, M. P.d who measured the speaking ability of the students accurately.

⁵⁴ Graeme Keith Porte. *Op. Cit*, p. 243

CHAPTER IV

PRESENTATION OF THE DATA ANALYSIS

A. The Description of the Data

The data of the research were the score of students' pre-test and post-test. The researcher gave pre-test before treatment and post-test after treatment. The data of this research got from the students' score through pre-test and post-test. The purposes of this research were to find out the effect of humor strategy toward students' speaking ability and to find out the significant difference between students' speaking ability that used humor strategy and students' speaking ability that did not used humor strategy. The speaking test was about telling Holliday activity and traveling experience (recount text) and was evaluated by concerning five components: pronunciation, grammar, vocabulary, fluency and comprehension. Each component had its score.

B. The Data Presentation

1. The Data Collection Procedures

The data of this research were gotten by the researcher from pre-test and post-test. The data were collected through the following procedures:

- a. The students got pre-test: The teacher asked them to do oral presentation of telling Holliday experience (recount text) after they got material of recount text by conventional way.

- b. The students got post-test: The teacher asked them to do oral presentation of holiday experience (recount text) after they got material of recount text by humor strategy.
- c. The students' speaking was recorded by the writer and backup into a CD. Then, it was collected to evaluate the appropriate pronunciation, grammar, vocabulary, fluency, and comprehension.
- d. The researcher used two raters to evaluate the students' record and finally the writer calculated these scores.

2. Description of Students' Pre-test Scores

Table IV. 1
The Distribution Frequency of
Students' Pre-Test Scores

NO	SCORE	FREQUENCY	PERCENTAGE (%)
1	50	21	61.76%
2	52.5	1	2.94%
3	55	0	0%
4	57.5	2	5.88%
5	60	7	20.59%
6	62.5	2	5.88%
7	65	0	0%
8	67.5	1	2.94%
9	70	0	0%
10	72.5	0	0%
11	75	0	0%
12	77.7	0	0%
Total		34	100%

Based on the table, it can be seen that 21 students got score 50 (61.76%), 1 student got score 52.5 (2.94%), 2 students got score 57.5 (5.88%), 7 students got score 60 (20.59%), 2 student got score 62.5 (5.88%), 1 students got score

67.5(0%). The highest frequency was 21 at score 50. The total frequency was 34. Based on the data obtained, there were 24 students who did not get score 60. It meant that only 10 students could pass the passing score standard (KKM) stated by SMPN 2 Singingi.

3. Description of Students' Post-test Scores

Table IV. 2
The Distribution of Frequency of
Students' Post-Test Scores

NO	SCORE	FREQUENCY	PERCENTAGE (%)
1	50	0	0%
2	52.5	0	0%
3	55	0	0%
4	57.5	2	5.88%
5	60	2	5.88%
6	62.5	6	17.65%
7	65	8	23.53%
8	67.5	6	17.65%
9	70	2	5.88%
10	72.5	4	11.76%
11	75	3	8.82%
12	77.5	1	2.94%
Total		34	100%

Based on the table, it can be seen that 2 student got score 57.5 (5.88%), 2 student got score 60 (5.88%), 6 student got score 62.5 (17.65%), 8 students got score 65 (23.53%), 6 students got score 67.5 (17.65%), 2 students got score 70 (5.88%), 4 students got score 72.5 (11.76%), 3 students got score 75 (8.82%), 1 students got score 70 (5.88%), and 1 students got score 77.5(2.94%). The highest frequency was 8 at score 65. The total frequency was 34. Based on the data obtained, there were 2 students who did not get score 60. It meant that 32

students could pass the passing score standard (KKM) stated by SMPN 2 Singingi.

C. The Data Analysis

The data analysis presented the statistical result followed by the discussion about the effect of humor strategy toward students' speaking ability of the second year at SMPN 2 Singingi District. The data were divided into two, they were pre-test and post-test. To analyze the data in the chapter III, the mean score (M) and the standard deviation (SD) were analyzed by using formula manually.

1. Data Analysis of Students' Pre-Test Scores

The data of students' pre-test scores were obtained from the result of their speaking ability. The data can be described as follows:

Table IV. 3
Students' Pre-Test Scores

NO	SCORE(X)	FREQUENCY(f)	fX	fX ²
1	50	21	1050	52500
2	52.5	1	52.5	2756.25
3	55	0	0	0
4	57.5	2	115	6612.5
5	60	7	420	25200
6	62.5	2	125	7812.5
7	65	0	0	0
8	67.5	1	67.5	4556.25
9	70	0	0	0
10	72.5	0	0	0
11	75	0	0	0
12	77.5	0	0	0
Total		34	fX= 1830	fX ² = 99437.5

Based on the data obtained, 24 students could not pass the passing score standard (KKM), or the score obtained < 60 while 10 Students could pass the

passing score standard (KKM), or the score obtained 60. The percentage of students which could not pass the graduated standard as follows:

$$= 24:34 \times 100$$

$$= 70.59\%$$

The percentage of students which could pass the graduated standard as follows:

$$= 10:34 \times 100$$

$$= 29.41\%$$

Besides, it can also be seen that the total frequency is 34 and the total scores is 1830 so that Mean (M_x) and standard deviation (SD_x) can be obtained

Manually as follows;

Mean X (M_x):

$$M_x = \frac{\sum fX}{N} = \frac{1830}{34} = 53.82$$

Standard Deviation X (SD_x):

$$SD_x = \sqrt{\frac{\sum fX^2}{N} - \left[\frac{\sum fX}{N} \right]^2}$$

$$= \sqrt{\frac{99437.5}{34} - \left[\frac{1830}{34} \right]^2}$$

$$= \sqrt{2924.63 - (53.82)^2}$$

$$= \sqrt{2924.63 - 2896.97}$$

$$= \sqrt{27.66} = 5.26$$

From the table above, the distance between mean (M_x) and Standard Deviation (SD_x) is too far. In other words, the scores obtained are normal. From mean score 53.82, it is concluded that Students' speaking ability before applying humor strategy is categorized into poor level.

2. Data Analysis of Students' Post-Test Scores

The data of students' post-test scores were obtained from the result of their speaking ability. The data can be described as follows:

Table IV. 4
Students' Post-Test Scores

NO	SCORE (Y)	FREQUENCY(f)	fY	fY ²
1	50	0	0	0
2	52.5	0	0	0
3	55	0	0	0
4	57.5	2	115	6612.5
5	60	2	120	7200
6	62.5	6	375	23437.5
7	65	8	520	33800
8	67.5	6	405	27337.5
9	70	2	140	9800
10	72.5	4	290	21025
11	75	3	225	16875
12	77.5	1	77.5	6006.25
Total		34	fY = 2267.5	fY ² = 152093.75

Based on the data obtained, 2 students could not pass the passing score standard (KKM). The percentage of students which could not pass the passing score standard as follows:

$$= \frac{2}{34} \times 100$$

$$= 5.88\%$$

Students who could pass the passing score standard were 32. The percentage of students which could pass the passing score standard as follows:

$$= 32:34 \times 100$$

$$= 94.12\%$$

Besides, it can also be seen that the total frequency is 34 and the total scores is 2267.5 so that Mean (M_y) and standard deviation (SD_y) can be obtained manually as follows;

Mean Y (M_y) :

$$M_y = \frac{\sum .fy}{N} = \frac{2267.5}{34} = 66.69$$

Standard Deviation Y (SD_y):

$$\begin{aligned} SD_y &= \sqrt{\frac{\sum .fy^2}{N} - \left[\frac{\sum .fy}{N} \right]^2} \\ &= \sqrt{\frac{152093.75}{34} - \left[\frac{2267.5}{34} \right]^2} \\ &= \sqrt{\frac{152093.75}{34} - (66.69)^2} \\ &= \sqrt{4473.35 - 4447.71} \\ &= \sqrt{25.63} = 5.06 \end{aligned}$$

From the table above, the distance between mean (M_y) and Standard Deviation (SD_y) is too far. In other words, the scores obtained are normal. From mean score 66.69, it is concluded that Students speaking ability after applying humor strategy is categorized into good level.

3. Data Analysis of T-test

Table IV.5

Students' Score Pre-Test and Post-Test

NO	STUDENT	STUDENTS' SCORE	
		PRE-TEST SCORE	POST-TEST SCORE
1	Student 1	50	72.5
2	Student 2	50	60
3	Student 3	67.5	77.5
4	Student 4	50	72.5
5	Student 5	52.5	72.5
6	Student 6	60	75
7	Student 7	60	65
8	Student 8	60	62.5
9	Student 9	50	67.5
10	Student 10	50	57.5
11	Student 11	62.5	75
12	Student 12	50	65
13	Student 13	50	60
14	Student 14	50	67.5
15	Student 15	60	75
16	Student 16	62.5	72.5
17	Student 17	50	67.5
18	Student 18	50	65
19	Student 19	50	57.5
20	Student 20	50	65
21	Student 21	60	67.5
22	Student 22	50	62.5
23	Student 23	50	62.5
24	Student 24	50	65
25	Student 25	60	70
26	Student 26	57.5	67.5
27	Student 27	50	62.5
28	Student 28	50	62.5
29	Student 29	50	70
30	Student 30	60	65
31	Student 31	50	62.5
32	Student 32	50	65
33	Student 33	50	65
34	Student 34	57.5	67.5

Table IV.6
Maps of Correlation "r" Product Moment

Y\X	50	52.5	55	57.5	60	62.5	65	67.5	70	72.5	75	77.5	fy	y'	fy'	fy ²	x'y
77.5								I=1 ¹²					1	6	6	36	12
75	I=1 ⁻²⁵				II=2 ⁻¹⁰	I=1 ⁰							4	5	20	100	-35
72.5	I=1 ⁻²⁰	I=1 ⁻¹⁶				I=1 ⁰							3	4	12	48	-36
70	I=1 ⁻¹⁵				I=1 ⁻³								2	3	6	18	-18
67.5	III=3 ⁻³⁰			II=2 ⁻⁸	I=1 ⁻²								6	2	12	24	-40
65	IIII=6 ⁻³⁰				II=2 ⁻²								8	1	8	8	-32
62.5	IIII=5 ⁰				I=1 ⁰								6	0	0	0	0
60	II=2 ¹⁰												2	-1	-2	2	10
57.5	II=2 ²⁰												2	-2	-4	8	20
55													0	-3	0	0	0
52.5													0	-4	0	0	0
50													0	-5	0	0	0
fx	21	1	0	2	7	2	0	1	0	0	0	0	N = 34	-	fy' = 58	fy ² = 244	x'y' = -119
x'	-5	-4	-3	-2	-1	0	1	2	3	4	5	6	-				
fx'	-105	-4	0	-4	-7	0	0	2	0	0	0	0	fx' = -118				
fx ²	525	16	0	8	7	0	0	4	0	0	0	0	fx ² = 560				
x'y'	-90	-16	0	-8	-17	0	0	12	0	0	0	0	x'y' = -119				

From the table above can be seen that $N=34$, $\sum x' = -118$, $\sum x'^2 = 560$,
 $\sum y' = 58$, $\sum y'^2 = 244$, $\sum x'y' = -119$. After that to know the value of ' r_{XY} ', the
 researcher used following formula⁵⁵;

$$\begin{aligned}
 r_{xy} &= \frac{\frac{\sum x' y'}{N} - \left(\frac{\sum fx'}{N}\right)\left(\frac{\sum fy'}{N}\right)}{\left\{\sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2}\right\}\left\{\sqrt{\frac{\sum fy'^2}{N} - \left(\frac{\sum fy'}{N}\right)^2}\right\}} \\
 &= \frac{\frac{-119}{34} - \left(\frac{-118}{34}\right)\left(\frac{58}{34}\right)}{\left\{\sqrt{\frac{560}{34} - \left(\frac{-118}{34}\right)^2}\right\}\left\{\sqrt{\frac{244}{34} - \left(\frac{58}{34}\right)^2}\right\}} \\
 &= \frac{-3.50 - (-3.47)(1.71)}{\left\{\sqrt{16.47 - 12.04}\right\}\left\{\sqrt{7.18 - 2.91}\right\}} \\
 &= \frac{-3.50 - (-5.92)}{\left\{\sqrt{4.43}\right\}\left\{\sqrt{4.27}\right\}} \\
 &= \frac{2.42}{2.10 \times 2.07} \\
 &= \frac{2.42}{4.35}
 \end{aligned}$$

$$r_{xy} = 0.557$$

⁵⁵ Hartono, *Op. Cit*, p. 190

After calculating the value of 'r_{xy}', then t₀ were obtained by following formula as explain on chapter III;

$$\begin{aligned}
 t_0 &= \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2 - [2r_{xy} \left[\frac{SD_x}{\sqrt{N-1}}\right] \left[\frac{SD_y}{\sqrt{N-1}}\right]]}} \\
 &= \frac{53.82 - 66.69}{\sqrt{\left(\frac{5.26}{\sqrt{34-1}}\right)^2 + \left(\frac{5.06}{\sqrt{34-1}}\right)^2 - [2 \times 0.557 \left[\frac{5.26}{\sqrt{34-1}}\right] \left[\frac{5.06}{\sqrt{34-1}}\right]]}} \\
 &= \frac{-12.87}{\sqrt{\left(\frac{5.26}{\sqrt{33}}\right)^2 + \left(\frac{5.06}{\sqrt{33}}\right)^2 - [2 \times 0.557 \left[\frac{5.26}{\sqrt{33}}\right] \left[\frac{5.06}{\sqrt{33}}\right]]}} \\
 &= \frac{-12.87}{\sqrt{\left(\frac{5.26}{5.74}\right)^2 + \left(\frac{5.06}{5.74}\right)^2 - [1.11 \left[\frac{5.26}{5.74}\right] \left[\frac{5.06}{5.74}\right]]}} \\
 &= \frac{-12.87}{\sqrt{(0.92)^2 + (0.88)^2 - (1.11) \times (0.92) \times (0.88)}} \\
 &= \frac{-12.87}{\sqrt{0.84 + 0.78 - 1.11 \times 0.81}} \\
 &= \frac{-12.87}{\sqrt{1.62 - 0.90}} \\
 &= \frac{-12.87}{\sqrt{0.72}} \\
 &= \frac{-12.87}{0.85} \\
 t_0 &= -15.14
 \end{aligned}$$

The value of “ t_o ” can be either negative or positive, but the negative sign is also the same to the positive ones⁵⁶. It mean that there is difference degree as big as 15.14.

Based on the calculation above, it can be seen that $t_o = 15.14$. So $t_t (5\%) < t_o > t_t (1\%)$ or $2.04 < 15.14 > 2.76$. It can be concluded that H_a is accepted and H_o is rejected. In other word, there is significant effect of using humor strategy toward speaking ability of the second year students at SMPN 2 Singingi District.

⁵⁶ Hartono. 2008. *SPSS 16.0: Analisis Data Statistika dan Penelitian*. (Yogyakarta: Pustaka Pelajar), p. 146

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanations in the chapter IV, finally the research about the effect of using humor strategy toward speaking ability of the second year students at SMPN 2 Singingi District can be concluded as follows:

1. Mean of the students' ability in speaking before being taught by using Humor Strategy is 53.82, it is concluded that the Students' speaking ability is categorized into poor level.
2. Mean of the students' ability in speaking after being taught by using Humor Strategy is 66.69, it is concluded that the Students' speaking ability is categorized into good level.
3. After calculating score of pre- test and post test researcher got value $t_o = 15.14$ and can be described; $t_t(\text{sig } 5\%) < t_o > t_t(\text{sig } 1\%)$ or $2.04 < 15.14 > 2.76$.

So it can conclude that H_a is accepted and H_o is rejected. In another word, there is significant effect of using humor strategy toward speaking ability of the second year students at SMPN 2 Singingi.

B. Suggestion

Based on the conclusion of the research above, it is known that humor strategy in teaching speaking can affect the speaking ability of students. So that, humor strategy is one of choices that can be used by a teacher of English in order to increase students' speaking ability. The teacher of English should know how to teach speaking by using humor strategy. Besides, the teacher should use many ways to encourage the students' speaking as in the following list:

1. Teacher should try to implement humor strategy in the classroom.
2. Teacher trains students to speak English during teaching and learning process.
3. Teachers can encourage students' awareness about the importance of speaking English ability for their life.
4. Teacher should construct creative and enjoyable learning for students.
5. Teacher should support their strategies by using interesting media.
6. Teacher should be able to perform interestingly in the classroom.

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