

**THE EFFECT OF USING TELLING JOKES STRATEGY TOWARD
STUDENTS' SPEAKING ABILITY AT THE SECOND YEAR
OF STATE JUNIOR HIGH SCHOOL 1 PANGKALAN
KERINCI PELALAWAN REGENCY**



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PEKANBARU
1434 H/2013 M**

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for the Undergraduate Degree in English Education
(S.Pd.)



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ABSTRACT

Hayatun Husna (2013) : The Effect of Using Telling Jokes Strategy toward Students' Speaking Ability at the Second Year of State Junior High School 1 Pangkalan Kerinci Pelalawan Regency.

Based on school based curriculum (KTSP), speaking is as one of a English Language skills that must be taught and learned in Junior high school. State Junior High School 1 Pangkalan Kerinci Pelalawan Regency is one of schools that uses it as a guide in teaching-learning process. After doing preliminary observation at the second year of State Junior High School 1 Pangkalan Kerinci Pelalawan Regency, some of the students at the second year still had low ability in their speaking. The researcher interpreted that they had low ability in speaking because they had lack of self confidence in expressing their ideas in English.

The objectives of this research were to find out the ability at the second year students in speaking ability taught without using telling jokes strategy, to find out the ability of the second year students in speaking ability taught by using telling jokes strategy, and to obtain the effect of using telling jokes strategy toward students speaking ability at the second year of State Junior High School 1 Pangkalan Kerinci Pelalawan Regency.

The type research was quasi-experimental research. The design based on pretests, posttests, and use of a control group was employed in this research. The subject of this research was the second year students at State Junior High School 1 Pangkalan Kerinci Pelalawn Regency. The object of this research was the effect of using telling jokes strategy toward students' speaking ability. The population of this research was all of the second year students in the academic year of 2011/2012. The sample was chosen through clustering sample randomly. One class was nominated as the experimental group and another one was the control group.

To analyze the data, the researcher used Independent t-test formula. The result of the data analysis was t_o that was higher than t_{table} . In other words, there is a significant effect of using telling jokes strategy toward students speaking ability at the second year of state junior high school 1 Pangkalan Kerinci Pelalawan Regency. Therefore, it can be concluded that students' speaking ability taught by using telling jokes strategy was better than students' speaking ability taught by using three phase technique.

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Finally, the researcher realizes that this paper has many weaknesses and shortcomings. Therefore, comments, critiques, suggestions and advices are seriously needed in order to improve this project paper. May Allah Almighty bless them all. Amin....

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is an activity that is undertaken by English learners. It is a language skill that is used to communicate in order to interact with other persons. Speaking is different from the other skills such as, reading, listening and writing. Speaking cannot be produced well without mastering of vocabulary and grammar. Without mastering some aspects above, listener will be difficult to understand what speaker says. In accordance with the idea above, Nunan states that speaking is the productive aural or oral skill.¹ As one of language skills, speaking is the important one for our life in daily communication. Nunan states that mastering the art of speaking is the single most important aspect of learning a second language or foreign language.² In speaking we must be able to share ideas directly. Besides, speaking can make us socialize with one another. In addition, we must be able to make other persons understand about our speech.

There are three kinds of speaking situations which we find ourselves: they are : Interactive speaking situations including face to face conversations in which we are alternately listening and speaking, and have a chance to ask for clarification, repetition, or slower speech from our interlocutor. Partially Interactive speaking; some speaking situations are partially interactive, such as when giving a speech to a live audience where the convention is that the audience do not interrupt the speech. Nevertheless; The speaker can see the audience and judge from the expressions on their faces and body

¹ David Nunan, *Practical English Language teaching*, (Sydney: Mc Grow Hill, 2003), p. 48

² _____, *Language Teaching Methodology*, (Sydney: Prentice Hall, 1991), p. 39

language whether or not they understand. In this case, between speaker and audience should have the mutual interaction. Talking to hear one's own voice may as feel the ego and even cause self-persuasion, but whether type of speaking you are doing, the goal should be to communicate with others.³

These statements are also pointed by Newbolt in Barrass “ The accomplishment of clear and correct speech is the definite accomplishment of children that are entitled so that they can speak clearly and with expression to other English speaking people, and to those who use English as English learner ”.⁴ In English Teaching and Learning Process in Indonesia, especially in every educational level, as speaking is categorized as a part of language skills that must be mastered by the students. Indonesian students know English as the international communication networks linking Indonesia to global markets and interesting media in English among Indonesians of all ages and backgrounds that is accelerating. In school based curriculum of Indonesia (KTSP) 2011/2012 the basic competence of speaking for second year is that students find the mean in monolog of short functional text usely kind of oral language accurate, fluently and ungrateful to interaction with enviroment in recount and narative text.⁵ Sipatenu in Weix said “ Widespread instructional is fairly recent, although English has always been a minor part of school curriculum ”.⁶

³ John A Kline, *Speaking Effectively a Guide for Air Force Speakers*, (Alabama: Air University Press, 1989), p. 3

⁴ Robert Barrass, *Speaking for Yourself a Guide for Students*, (New York: Routledge Taylor and Francis Group, 1921), p. 12

⁵ Sri Wartini, *Silabus Bahasa Inggris SMPN 1 Pkl.Kerinci 2011-201*, (Pangkalan Kerinci: SMPN 1 Pangakaln Kerinci, 2011).

⁶ G. G. Weix, *Daring to Speak: Indonesian Discourse on Learning English*, (Colorado: University of Montana, 1993), p. 416

State Junior High School 1 Pangkalan Kerinci Pelalawan Regency is one of the schools located on Maharaja Indra street in Pangkalan Kerinci Pelalawan Regency. As a formal school, this school also implies the English lesson to all the students. English teaching process at the second year takes two class periods in a week (2 x 40 minutes).⁷ Therefore, the students can learn English maximally. The success of School Based Curriculum may be considered to be successful if it is followed by the change of teaching and learning strategy at class, and the choosing of strategy in School Based Curriculum which are more various.

There were still many students who were not able to interact and communicate their English. On the other hand, most of them were still poor in speaking. Based on the writer's classroom observation, the majority of students should not communicate each other in English although they had learned English since Elementary School. Furthermore, in English teaching and learning process, teacher – centered activities were dominant in classroom. It indicated that only the teacher talked when teaching and learning process. In contrast, The students kept silent during the class. Actually, in teaching and learning process teacher used three phase-techniques based on the curriculum of school that implicated in lesson plan. In teaching learning process, the students listened the explanation by the teacher, do discussion and conversation. Although teacher had effort to improve their speaking, but students still got difficulties to express their ideas. In order to get further cause why the students obtained poor

⁷ Sri Wartini, *Silabus Bahasa Inggris SMPN 1 Pangkalan Kerinci 2011/2012*, (Pangkalan Kerinci: SMPN 1 Pangakaln Kerinci, 2011).

achievement in learning English, it is needed a research dealing with the teaching and learning English.

According to Haycraft “ Telling Jokes is an essential part of conversation and personal communication ”.⁸ And according to Glencoe and Hill “Creative writing, Formal speech, Humor or Telling Jokes, Impromptu speaking, Journal or diary keeping, Oral debate, Poetry, Storytelling words used in reading, writing, speaking are strategies for students with diverse talents ”.⁹ It means that Telling Joke is a strategy that can give effect for speaking ability. Based on the citation above, it is clear that speaking skill is the most important point about information-related talk in sharing information and indicating the students’ understanding.

As a formal school, State Junior High School 1 Pangkalan Kerinci Pelalawan Regency also implies the English lesson to all the students mainly, in EFL speaking. According to School Based Curriculum (Kurikulum Tingkat Satuan Pendidikan-KTSP) 2006, the purpose of learning English in State Junior High School 1 Pkl.Kerinci Pelalawn Regency, Especially in speaking “ students are able to express the information of genre of texts, such as recount and narrative ”.¹⁰

Ideally, based on the explanation above, the students should be able to express their idea infunctionally of oral text in simply short monologues of meaning that the students should be able to act as the result of their intellectual and physical effort to achieve the learning goal. However, Based on the writer’s preliminary study at the

⁸ John Haycraft, *An Introduction to English Language Teaching*, (London: Longman, 1978), p. 86.

⁹ Glencoe and Mc Graw Hill, *New Jersey World Languages Curriculum Framework*, (Nigeria: Nebraska K-12 Foreign Language Frameworks, 1997), p. 1

¹⁰ Sri Wartini, *Silabus Bahasa Inggris SMPN 1 Pangkalan Kerinci*, 2011/2012, (Pangkalan Kerinci: SMPN 1 Pangkalan Kerinci, 2011).

second year students of State Junior High School 1 Pangkalan Kerinci Pelalawan Regency, the writer found that some of the students were still low in learning English achievement, especially in speaking ability. Their speaking ability is still so far from the expectation of the curriculum.

The phenomena can be explained, as follows;

1. Some of students are not able to speak English well in retelling of recount texts.
2. Some of students are not able to speak English fluently in retelling of recount texts.
3. Some of students are not able to speak English by using proper vocabularies in retelling of recount texts.
4. Some of students are not able to express their ideas in retelling of recount texts.

Based on the problems above, it is clear that some of students in State Junior High School 1 Pangkalan Kerinci Pelalawan Regency still had problems and difficulties that must be resolved as soon as possible although it came from students and the other factors in speaking skill. In addition, there are some factors which influence speaking skills of students; Internal Factor (Healthy, Intelegency and Talent, Interest and Motivation and The way of Study) and External Factor(Family/Parents and Children, School, Society and Environment).¹¹

¹¹ Dalyono, *Psikologi Pendidikan*, (Jakarta: Rineka Cipta, 2007), p. 55

Based on the explanation above, the writer was interested in carrying out a research entitled “ **The Effect of Using Telling Jokes Strategy toward Students’ Speaking Ability at the Second year of State Junior High School 1 Pangkalan Kerinci Pelalawan Regency** ”.

B. The Definition of the Term

The terminology used in this research can be explained as follows:

1. Telling Jokes Strategy

The joke is set up as expository, as a riddle, as a question-and-answer sequence, and so on.¹² Also, telling jokes is an essential part of conversation and personal communication.¹³ In addition, the joke is a humorous genre about which opinions are extremely mixed.¹⁴ It refers to students in order to be ready to speak whenever and whatever topic that is given. In this research, Telling Jokes is a strategy used in order to know about its effect toward students’ speaking ability at the second year of State Junior High School 1 Pangkalan Kerinci Pelalawan Regency.

2. Speaking ability

Speaking ability is a proficiency of using the language orally¹⁵. Speaking is an essential skill in teaching learning process in order that the students can express their ideas.

¹²Arvo Arkrikmann. “ Contemporary Linguistic Theories of Humour ”. *Folklore Journal*. Vol. 33, 2006 p. 37

¹³ John Haycraft, *An Introduction to English Language Teaching*, (London: Longman, 1978), p. 86.

¹⁴Giselinde Kuipers “ Introduction: Jokes, Humor and Taste ”. *Giselinde Journal*, 2005. p. 1

¹⁵Scott Thornbury, *An A-Z of ELT: A Dictionary of Terms and Concepts used in English Language Teaching*, (Malaysia: Macmillan. 2006), P. 208

C. The Problem

1. The Identification of the Problem

Based on the explanation above, the writer identified the problems as follows:

- a. Why are some of the students not able to speak English well in retelling of recount texts?
- b. Why are some of the students not able to speak English fluently in retelling of recount texts?
- c. Why are some of the students not able to speak English by using proper vocabularies in retelling of recount texts?
- d. Why are some of the students not able to express their ideas in retelling of recount texts?
- e. Why does the strategy of the three phase technique not give better result on students' speaking ability?

2. The Limitation of the Problem

Based on the identification of the problem above, there are some problems involving in this research. As mentioned before, some of students are not able to speak English well, and express their ideas in retelling of recount texts. these problems could be caused from strategy that used before . It demonstrates that application of the strategies that teachers use three phase techniqne is less effective in students' speaking ability. Therefore, the writer limits the problem on the teaching strategy used by the teacher. The writer will try to use a new teaching strategy called Telling Jokes Strategy and to find how far can give significant effect toward students' speaking ability at the

second year of State Junior High School 1 Pangkalan Kerinci Pelalawan Regency in the term of recount texts.

3. Formulation of the Problem

Based on limitation of the problems, the writer formulates the problems as follows:

- a. How is the students' speaking ability in recount texts taught without using Telling Jokes Strategy?
- b. How is the students' speaking ability in recount texts taught by using Telling Jokes Strategy?
- c. Is there any significant effect of using Telling Jokes Strategy toward students' speaking ability at the second year of State Junior High School 1 Pangkalan Kerinci Pelalawan Regency?

D. The Objectives and the Significance of the Research

1. The Objectives of the Research

- a. To find out students' speaking ability in recount texts taught without using Telling Jokes Strategy.
- b. To find out students' speaking ability taught by using Telling Jokes Strategy.
- c. To find out it whether a significant effect of using Telling Jokes Strategy toward students' speaking ability at the second year of State Junior High School 1 Pangkalan Kerinci Pelalawan Regency.

2. The Significance of the Research

- a. This research hopefully contributes to the writer as a researcher in term of learning to conduct a research as a novice researcher.
- b. These research findings are also expected to give the positive information related to the process of teaching and learning English especially in speaking skill to the students' and the teachers' at the second year of State Junior High School 1 Pangkalan Kerinci Pelalawan Regency.
- c. These research findings are also expected to contribute the development of teaching and learning English theoritically or practically as a foreign language and for those who are concerned very much in the field of language teaching and learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Speaking

Speaking is done in real-time, learners' abilities to plan, process and produce the foreign language are taxed greatly¹. Speaking in a foreign language is very difficult, competence in speaking needs time to develop, but speaking has aim to help learners improve their competence in social communication skills. Thus, speaking skill is an important part of the learning process in language teaching. Lacan in Fuss stated that language and speech are essential.² Memorizing words will help speech well and develop it. Besides, in early study on the nature of talk made distinction between four different types of informational talk, such as; description, instruction, storytelling, and opinion expressing/justification.³ In speaking English, there are different context and way in order to be able to speak well. Bygate in Luoma made even finer distinction between types of speaking tasks too:⁴

a. Factually oriented talk

- 1). Description
- 2). Narration
- 3). Instruction
- 4). Comparison

¹Sari Luoma, *Assessing Speaking*, (Cambridge: Cambridge University Press, 2004), p. ix

²Diana Fuss, *Essentially Speaking*, (New York: Routledge, 1989), p. 23

³Op. Cit. p. 31

⁴Op. Cit. p. 32

b. Evaluative talk

- 1). Explanation
- 2). Justification
- 3). Prediction
- 4). Decision

In short, it helps develop speaking skill in language learning.

Thornbury defined that speaking is a skill and needs to be developed and practised independently of the grammar curriculum.⁵ It means that speaking is an oral communication as a sociocultural activity in classroom. Students have to practice a lot in order that speech develop well. Murcia said that speaking activities can be implemented into discussion, speeches, role plays, conversations, audiotape, oral dialogue journals and other accuracy based activities.⁶ It means that many ways can develop speaking. Speaking is not only critical for communication in the classroom, but it is also necessary for English speaking world.

A speech generally has one of three basic purposes:⁷

- a. The *informative speech* is a narration concerning a specific topic but does not involve a sustained effort to teach.
- b. The *persuasive speech* is designed to move an audience to belief or action on some topics, products, or other matters. Recruiting speeches to high school graduating

⁵ Scott Thornbury, *How to Teach Speaking*, (London: Longman, 2005), p. iv

⁶ Celce Marianne Murcia, *Teaching English as a second or Foreign Language*, (Stamford: Thomson Learning, 2001), p. 106

⁷ John A Kline, *Speaking Effectively a Guide for Air Force Speakers*, (Alabama: Air University Press, 1989), p. 3

classes, budget defenses, and courts-martial summations are all primarily speeches to persuade.

- c. The *entertaining speech* gives enjoyment to the audience. With the general purpose you are ready to gather material on the subject. The concept of communication in speaking as transaction.

2. Speaking Ability

Speaking ability is one of the language skills other than; reading, listening, and writing. The most important thing is that students must understand but not to speak like a native speaker. Learners acquire a language through an unconscious process which involves using the language for meaningful communication. Shin and Bruno said that the ability to communicate with government and private service providers, schools, businesses, emergency personnel, and many other people in the United States depends greatly on the ability to speak English.⁸ Learning to speak a language means learning how to pronounce words, just like learning to write a language which means learning how to represent words with different letters or sign shapes.

According to Verderber and Rudolph, Effective communication involves feedback; the source sends a message and the receiver responds to that message.⁹ It means that conversation or speaking can present information so that it can make interaction. Bygate in Nunan stated a further feature of oral generally manage the

⁸Hyon B Shin and Rosalind Bruno, *Language Use and English Speaking Ability*, (Washington: U. S Department Commerce, 2003), p. 1

⁹ Verderber and Rudolph F, *The Challenge of Effective Speaking*, (Stamford: Wadsworth Publishing Company, 1979), p. 19

interaction in terms of who is to say what, to whom, when, and about what.¹⁰ Fluency is an important part in speaking that is:¹¹

- a. the ability to use language spontaneously
- b. the ability to listen and comprehend spontaneously
- c. the ability to respond spontaneously
- d. the ability to compensate for any lack in any of the above

How to prepare students for real communication in English:¹²

- a. Personal response. Give students tasks which ask them to contribute information about themselves.
- b. Variety of responses. Give them dialogues which require more than one set of responses so they have to decide and create their own dialogues.
- c. Work in pairs or groups. Give students tasks in which they have to communicate with others to exchange information as this gives a greater number of students a chance to talk.
- d. Varied language. Give tasks which require the use of more than one type of sentence structure, so students get to practice in combining different language forms, ex: tenses.
- e. Balance accuracy tasks with fluency work. Make it clear that you are interested in what students are saying, not just how grammatically correct they are being. Encourage them to show verbal signs of interest.

¹⁰ David Nunan, *Language Teaching Methodology A textbook for Teachers*, (Sydney: Prentice Hall International, 1991), p. 40

¹¹ Graham Alastair Mair. 2005. “ *Teaching Skills for Listening and Speaking* ”. p. 4. <http://www.scribd.com/doc/>. Retrieved 25 December 2011

¹² Modul 2 Spoken English. <http://iteslj.org/Modul/.html>. Retrieved 15 January 2012

- f. Less teacher talking time. Be careful not to do all the talking, and aim for student participation from the very start of lessons. When preparing pair work, bring in student responses, use students to rehearse roles, get all the class to repeat key items and try to avoid lengthy explanations. Demonstrate. Keep your own talking to a minimum during the activities.

In conclusion, Talking to hear and can understand by other persons in order to do interaction well. Speaking needs an introduction, a body and a conclusion in order to speech systematicly.

3. Teaching Speaking

Speaking skill is an important part of the curriculum in English language teaching, and this makes them an important object of assessment as well.¹³ It means that students must developed their speech because it gives influence for assessment. The communicative in classroom will change language competence. Speaking can not be taught separately. It is often connected with listening. Thus we speak along with listening activity. The traditional way of listening and speaking is aural-oral method. Teaching speaking has relationship and connection to the communicative activities between teachers and students. Teachers can control the practice, and the practice can also be controlled by students freely.

According to Singleton in Pawlak and Majer model of teaching speaking which is based on the recommendations of theorists but at the same time recognizes the constraints

¹³Sari Luoma, *Assessing Speaking*, (Cambridge: Cambridge University Press, 2004), p. 1

that teachers have to face daily in their classrooms.¹⁴ Based on explanation by Richards In Teaching-learning process, speaking has functions that is;¹⁵

- a. Talk as interaction
- b. Talk as transaction
- c. Talk as performance.

In conclusion teaching speaking is important skill that gives influence for language teaching and can not be separated with other skills. According to Marg, the attempt to achieve communicative competence assumes the availability of a grammatical competence to build on, and indeed the communicative method that succeeds best in the first category of school described above, introducing variety and learner involvement into classrooms where teachers (and learners) have confidence in their knowledge of the language, acquired through exposure.¹⁶ Teaching learning process must be able to handle situation because foreign language, mainly speaking, is difficult that need memory, idea and grammar. Based on the Kline said that speakers can use one of four common methods for presentation:¹⁷

- (1) speaking from memory,
- (2) reading from manuscript
- (3) speaking impromptu with no specific preparation, and

¹⁴Mirostaw Pawlak, Waniek Ewa Klimczak and Jan Majer, *Speaking and Isntructed Foreign language Acquisition*, (London: British Library, 2011), p. 4

¹⁵Jack C Richards. 2007 “ *Developing Classroom Activities*”. p. 2. <http://iteslj.org/classroom.html>. Retrieved 4 January 2012

¹⁶Sri Aurobindo Marg, *National Focus Group on Teaching of English*, (Karol Bagh: National Council of Educational Research and Training, 2006), p. 3

¹⁷John A Kline, *Speaking Effectively a Guide for Air Force Speakers*, (Alabama: Air University Press, 1989), p. 56

(4) speaking extemporaneously with, ideally, a great deal of preparation and a limited number of notes.

4. Teachers Should Correct Students

The ability in foreign language is difficult for learners because it must make speakers can understand it; Surely, this is the goal of language learning, mainly in speaking. Teacher often focuses in grammar in order to make the learners able to speak well. Speaking is also difficult to assess reliably. Based on Luoma, the standards are valued in different ways, in different regions and for different purposes, and this makes it difficult to choose a particular standard for an assessment or to require that learners should try to approximate to one standard only.¹⁸ It means that correction helps students improve their ability and teacher's job that is to see correct the students when they have mistakes.

According to Luoma in learning - related assessment, this is often guided by what has been taught recently, but at the end of course, tests may need to provide more general information about the examinees' skills, more or less like formal, external examinations.¹⁹ Assessment is very important in teaching learning process in order to know about the result. Alderson and Bachman in Luoma said that assessing speaking is challenging; however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose.²⁰

¹⁸ Sari Luoma, *Assessing Speaking*, (Cambridge: Cambridge University Press, 2004), p. 10

¹⁹ Ibid. p. 29

²⁰ Sari Luoma, *Assessing Speaking*, (Cambridge: Cambridge University Press, 2004), p. 1

5. The Concept of Telling Jokes Strategy

a. The Definition of Telling Jokes Strategy

Joke Telling as a specific kind of “ non-*bona-fide* ” communication which violates the Cooperative Principle and the so-called conversational maxims set for the “ *bona-fide* ” (i. e. usual, information-bearing, serious, sincere) communication in Gricean pragmatics.²¹ Telling Jokes is one of the strategies that teachers can use in teaching speaking. Jodlowiec said that joke processing takes place that the hearer may or may not calculate the implicit import that each of the utterances in the setting potential carry, apart from what is necessary for discovering what propositions have been expressed.²² Telling Jokes is common human activity which can be enjoyable especially in teaching learning process.

Telling jokes is an essential part of conversation and personal communication.²³ It can help students learn language, especially in speaking ability. The development of competence and confidence in using oral language is important to enable the students to develop oral fluency and expressiveness.

b. Using Telling Jokes

Practicing pausing during joke telling provides people who stutter with a productive strategy to use when facing a difficult speaking situation.²⁴ It means that telling jokes can help students in language teaching, especially in speaking ability. In

²¹Arvo Krikmann. “ Contemporary Linguistic Theories of Humour ”. *Folklore Journal*. Vol. 33, (2006). p. 31

²² Maria Jodlowiec. 2005. “ What Makes Jokes Tick ”. p. 243. <http://iteslj.org>. Retrieved 19 August 2011

²³ John Haycraft, *An Introduction to English Language Teaching*, (London: Longman, 1978) p. 86

²⁴ Peter Reitzes, *Five Fun Activities to Practice Pausing with Children Who Stutter*, (Brooklyn: Brooklyn Public Schools, 2006), p. 104

speaking practice, language items have been presented to the students. It is essential part that they practise the language in a variety of ways and really to use what they have been taught, among of them that is telling jokes.²⁵ Jokes and humour can form the basic of serious class discussions.²⁶ In brief, telling jokes is a strategy that can give effect for speaking ability in classroom.

c. Teaching Procedures of Telling Jokes Strategy

The procedures of Telling Jokes Strategy are as follows:²⁷

1. Explain that you will give each student a joke for them to read and then hand back.
2. Students will retell the jokes *in their own words* (no need to memorise the original text), but only to one student at a time (not a larger audience).
3. Show them the list of jokes, and explain that they should tick off the jokes as they hear them.
4. Tell them that they can retell *any* joke which they have heard.

B.The Relevant Research

To avoid the same title used in the research, the writer showed the relevant research is which were done by two researchers. First, the research that was conducted by Molly Ness entitled " Using Joke Books to Build Fluency ".²⁸ The researcher took this research as a related finding because it has relationship with the Telling Jokes Strategy. The reading teacher found that by using joke books to build fluency especially in reading.

²⁵ John Haycraft, *An Introduction to English Language Teaching*, (London: Longman, 1978), p. 86

²⁶Nik Peachey, Teacher, and et al. 2007. " *Sense of Humour* ". p. 2. <http://iteslj.org/Articles/Humour.html>. Retrieved 15 November 2011

²⁷" Sajjad Education ". <http://www.scribd.com/doc/>. Retrieved 26 December 2011

²⁸Molly Ness, *Laughing Through Rereading: Using Joke Books to Build Fluency*, (New York: Fordham University, 2009), p. 691

Second, research was conducted by Grache Hui Chin Lin and Paul Shih Chieh Chien entitled “Taiwanese Jokes from Views of Sociolinguistics and Language Pedagogies”.²⁹ In that research it was found that what the typical topics and characteristics of Taiwanese jokes are and how language teachers can apply English jokes to make their students familiar with the social structures of the other nations. Furthermore, the research that was conducted by the writer is different. The writer used Telling Jokes Strategy toward students’ speaking ability at the second year of State Junior High School 1 Pangkalan Kerinci Pelalawan Regency.

C.The Operational Concept

The operational concept is the concepts used in accordance with review of related literature. The writer would like to explain briefly about variable of the research itself. There are two variables used in this research. The first is Telling Jokes Strategy which refers to the teacher’s strategy in teaching speaking. The second variable is students’ ability in speaking. Telling Jokes Strategy is an independent variable and students’ ability in speaking is a dependent variable. To operate the investigation on the variable, the writer worked based on the following indicators :

1. The procedures of using Telling Jokes Strategy are as follows:
 - a. Explain that you will give each student a joke for them to read and then hand back.
 - b. Students will retell the jokes *in their own words* (no need to memorise the original text), but only to one student at a time (not a larger audience).

²⁹Grache Hui Chin Lin and Paul Shih Chieh Chien, *Taiwanese Jokes from Views of Sociolinguistics and Language Pedagogies*, (Cambridge: Cambridge University, 2009), p. 281

- c. Show them the list of jokes, and explain that they should tick off the jokes as they hear them.
 - d. Tell them that they can retell *any* joke which they have heard.
2. The indicators of students' speaking ability are as follow:
- a. The students are able to speak English well in retelling of recount texts.
 - b. The students are able to speak English fluently in retelling of recount texts.
 - c. The students are able to speak English by using proper vocabularies in retelling of recount texts.
 - d. The students are able to express their ideas in retelling of recount texts.

D.Assumption and Hypothesis

1. Assumption

The writer assumes that:

- a. Students' ability in speaking is various
- b. Many factors can influence students' speaking ability.

2. Hypothesis

- a. H_0 : There is no significant effect of using Telling Jokes Strategy toward students' speaking ability at the second year of State Junior High School 1 Pangkalan Kerinci Pelalawan Regency.
- b. H_a : There is a significant effect of using Telling Jokes Strategy toward students' speaking ability at the second year of State Junior High School 1 Pangkalan Kerinci Pelalawan Regency.

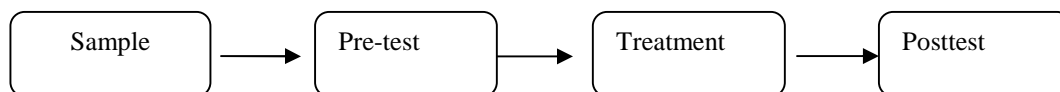
CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The experimental studies are described as assessing the effectiveness of a program in changing outcomes. Creswell, Experiment is you test an idea (or practice procedure) to determine whether it influences an outcome or dependent variable.¹ In this research the writer used a quasi experiment design with two groups. In conducting this research, the writer administrated took two classes; one class was as an experimental class taught by telling jokes strategy and the other was as a control class taught by conventional technique. Thus, the writer gave pre-test at the beginning of teaching learning in order to know the students' speaking ability. Next, they were given treatment at were the middle and posttest at the end of the teaching learning process. The design of this research can be illustrated as follows:

The Diagram of Research Design



Before doing the treatment, the writer gave pre-test to all of the samples. Pre-test were given orally. After pre-test was done in all of samples; the writer taught the experimental class by using Telling Jokes Strategy, while the control class was taught without using Telling Jokes Strategy. In the process of teaching and learning by using

¹ Jhon. W. Creswell, *Educational Research: Planing, Conducting and Evaluating Quantitative and Qualitative Research*, (New Jersey: Pearson Education, 2008), p. 299

treatment. After that, both the classes were given an oral test again (post-test) in order to find out the students' speaking ability after being taught by using Telling Jokes Strategy.

TABLE III.1
DESIGN OF THE RESEARCH

Class	Pre-Test	Treatment	Post-Test
Experimental	Y1	X	Y2
Control	Y1	-	Y2

Where:

Y1 : Pre-test of experimental research and control class

X : Treatment

Y2 : Post-test of experimental research class and control class

B. The Location and the Time of the Research

The research was conducted at the second year students' of State Junior High School 1 Pangkalan Kerinci Pelalawan Regency that is located at Maharaja Indra Street, Pangkalan Kerinci in academic year 2011/2012. The research was conducting in March to April 2012. The writer used teacher's lesson plan because, this research was done with curricular time frame.

C. The Subject and the Object of the Research

The subject of this research was the students at the second year of State Junior High School 1 Pangkalan Kerinci Pelalawan Regency. The object of this research is students' speaking ability at the second year students' of State Junior High School 1 Pangkalan Kerinci Pelalawan Regency by using Telling Jokes Strategy.

D. The Population and the Sample

The population of this research is the students at the second year of State Junior High School 1 Pangkalan Kerinci Pelalawan Regency in academic year 2011-2012. It consisted of 9 classes which consisted 304 students. The population above was large enough to take as sample of the research.

TABLE III.2
THE TOTAL POPULATION OF THE SECOND YEAR STUDENTS OF SMPN 1
PKL.KERINCI 2011-2012

No	Class	Total
1	VIII A	30
2	VIII B	30
3	VIII C	34
4	VIII D	30
5	VIII E	34
6	VIII F	34
7	VIII G	36
8	VIII H	35
9	VIII I	30

The writer selected only two classes after doing clustering sample randomly. The technique used in this research was cluster sampling where the writer selected the classes that consisted of two classes (experiment group and control group) in order that each class had the same chance as sample in this research. This sample was taken by lottery rolls of paper. The specification of the population can be seen at the following table!

TABLE III.3
SAMPLING OF THE RESEARCH

No	Class	Male	Female	Total
1	VIIIB	14	20	30
2	VIIID	12	22	30
Total				60

E. The Technique of Collecting Data

1. Oral Presentation Test

Oral Presentation Test was used to collect data about students' speaking ability.

Oral presentation test was divided in two:

a. Pre-Test

Pre-Test was used to collect data at the beginning of teaching learning process or before the treatment.

b. Treatment

In treatment, students were taught by using Telling Jokes Strategy at experimental class.

c. Post-Test

Post-Test was used to collect data at the end of teaching learning process or after the treatment.

Based on school based Curriculum (KTSP) assessment of students' achievement which was done by teacher, school committee and government, Assessment of students' achievement was done by teacher and school committee was called as internal assessment, while assessment which was done by the government was called as external

assessment. There were some components that should be considered in giving students' speaking ability score.²

TABLE III.4
COMPONENT OF ASSESSMENT

Element	Score
Pronunciation	25
Delivery	25
Performance	25
Supporting aids	25

Standard of each element:

TABLE III.5
STANDARD OF ASSESSMENT

Very good	21-25
Good	16-20
Bad	11-15

2. The reliability and the Validity of the Test

The test used for testing students' speaking ability had to have reliability and validity. According to Gay and Airisian, reliability is the degree to which a test

² Sri Wartini, *Perangkat Pembelajaran*, (Pangkalan Kerinci: SMPN 1 Pangkalan Kerinci, 2011/2012)

consistently measures whatever it is measuring.³ It was reflected in the obtaining how far the test or instrument test was able to measure the same subject on different occasions that indicated the similar result. In short, the characteristic of reliability is sometimes termed consistency. In this research, to know the reliability of the speaking test, the researcher used inter rater reliability because the researcher had two raters in order to score the students' speaking ability. Inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both judges. Then the scores of the rater 1 correlated with the scores of the rater 2. The higher correlation is the higher the inter judge reliability. Will be the following table described the correlation between score by rater 1 and the score by the rater 2 by using Pearson Product Moment correlation formula through SPSS 16 Version:

TABLE III.6
CORRELATIONS

		R1	R2
R1	Pearson Correlation	1	.694**
	Sig. (2-tailed)		.000
	N	30	30
R2	Pearson Correlation	.694**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

³ L.R. Gay and Peter Airisian, *Educational Research Competencies for Analysis and Application*, (New Jersey: Pearson Education, 2000), p. 169

From the output above, it can be seen that r calculation is 0.694 will be correlated to r table, $df=69$. Because $df=69$ was not found from the r table so the researcher took $df=70$ to be correlated either at level 5% or 1%. At level 5%, r table is 0.232; while at level 1% r table is 0.302. Thus, the r observation is obtained higher than r table, either at level 5% or 1%. So the researcher concluded that there is a significance correlation between score by rater 1 and score by rater 2. In the other words, the speaking test is reliable. The reliability of speaking test is very high.

To know the validity of the test, the researcher used construct validity. The materials of the test had been taught at the second year of Sate Junior High School 1 Pangkalan Kerinci Pelalawan Regency. It was familiar materials and near to the students' daily life. It was appropriate to the students' knowledge, insight and experience. Moreover, the material was provided on students' text books and other related resources.

The data analysis presented the statistical result followed by the discussion about the effect of using Telling Jokes Strategy toward students' speaking ability at the second year of State Junior High School 1 Pangkalan Kerinci Pelalawan Regency. The data were divided into two classes; control and experimental scores. The researcher used independent sample T-Test from SPSS.16 version to analyze the effect of using Telling Jokes Strategy toward students' speaking ability at the second year of State Junior High School 1 Pangkalan Kerinci Pelalawan Regency.

F. The Technique of Data Analysis

In order to find out whether there was a significant effect of using Telling Jokes Strategy toward students' speaking ability, the data were statistically analyzed. In

analyzing the data, the writer used scores of pre-test and post-test of experimental as well as control group. These scores were analyzed statistically by using independent sample T-Test from SPSS 16 version. The different mean was analyzed by using t-test formula.⁴

If probabilities > 0.05 , H_0 is accepted.

If probabilities < 0.05 , H_0 is rejected

⁴ Hartono, *Statistik Untuk Penelitian*, (Yogyakarta: Pustaka Pelajar, 2010), p. 178

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Description of the Data

The purpose of this research is to explore the students' speaking ability in using and without using Telling Jokes Strategy and to determine whether or not there is a significant effect of using Telling Jokes Strategy toward students' speaking ability. The data of the research were the scores of students' score of pre-test and post-test. Before treatment, the writer gave pre-test and after treatment, post-test was administered. The speaking test was about retelling the text (recount texts) and was evaluated based on four components: pronunciation, delivery, performance and supporting aids. Each component has a score category.

B. The Data Presentation

There are two source of data presented in this research. They were the data of how was Telling Jokes Strategy implemented. That was collected by giving checklist on observation list (Appendix) and oral presentation test for testing students' speaking.

1. The Implementation of Telling Jokes Strategy

As mentioned earlier, the data of this research were obtained from pre-test and post-test. The data were collected through the following procedures:

- a. The students were given pre-test. They were asked to do an oral presentation of recount texts before using Telling Jokes Strategy.
- b. After several meetings, the students were given post-test. They were asked to do an oral presentation of recount texts after using Telling Jokes Strategy.

- c. The students' speaking was recorded by the researcher and was backed up into CD. Then, it was collected to evaluate the appropriate of pronunciation, delivery, performance and supporting aids.
- d. The researcher used two raters to score the students' speaking ability.
- e. The researcher collected and summed up raters' score to get each student's score

2. The Effect of Using Telling Jokes Strategy toward Students' Speaking Ability

The data of this speaking test were the scores of the students' improvement from pre-test to post-test for both experimental class and control class. The data were collected through the following procedures:

- a. The researcher asked the students either experimental or control class to speak orally.
- b. The students' speaking performance was recorded and evaluated. They are pronunciation, delivery, performance and supporting aids.
- c. The students' speaking results were evaluated by two raters.
- d. The researcher added the scores from the raters and they were divided.

a. Description of Students' Pre-test Scores

1. Pre-Test of Control Class

The results of students' pre-test score at control class are presented in the following table:

TABLE IV.1
THE DESCRIPTION OF FREQUENCY OF STUDENTS'
PRE-TEST SCORES OF CONTROL CLASS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 45	4	13.3	13.3	13.3
46	13	43.3	43.3	56.7
47	8	26.7	26.7	83.3
48	5	16.7	16.7	100.0
Total	30	100.0	100.0	

Referring on the table above, it shows that there were 4 students who got score 45 (13.3%), 13 students got 46 (43.3%), 8 students got 47 (26.7%), and 5 students got 48(16.7%).

Based on table above, it can be seen that the total number of students was 30 students. The highest score was 48 and the lowest score was 45. The highest frequency was 13 at the score of 46. While, the statistical of this data is the following table:

TABLE IV.2

STATISTIC

N	Valid	30
	Missing	0
Mean		46.47
Std. Error of Mean		.171
Median		46.00
Mode		46
Std. Deviation		.937
Variance		.878
Range		3
Minimum		45
Maximum		48
Sum		1394

Based on the table above, it can be seen that the valid result pre-test of control class was 30, that missing was 0, that mean was 46.47, standar error of mean was .171,that median was 46.00, that mode was 46, that standar deviation was .937, that variance was .878, that range was 3,that minimum was 45, that maximum was 48 and that sum was 1394.

2. Pre-Test of Experimental Class

The results of students' pre-test score at Experimental class are presented a the following table:

TABLE IV.3
THE DESCRIPTION OF FREQUENCY OF STUDENTS' PRE-
TEST SCORES OF EXPERIMENTAL CLASS

	Frequency	Percent	Valid Percent	Cumulative Percent
V47	6	20.0	20.0	20.0
a 48	16	53.3	53.3	73.3
l 49	6	20.0	20.0	93.3
i 50	2	6.7	6.7	100.0
d Total	30	100.0	100.0	

Based on the table above, it can be seen that there were 6 students who got 47 (20.0%), 16 students who got 48 (53.3%), 6 students who got 49 (20.0%), and 2 students who got 50 (6.7%).

Based on the table above, it can be seen that the total number of students was 30 students. The highest score was 50, and the lowest score was 47. The highest frequency was 16 at score of 48. While the statistical analysis of this data is as the following table:

TABLE IV.4
STATISTIC

N	Valid	30
	Missing	0
Mean		48.13
Std. Error of Mean		.150
Median		48.00
Mode		48
Std. Deviation		.819
Variance		.671
Range		3
Minimum		47
Maximum		50
Sum		1444

Based on the table above, it can be seen that the valid result pre-test of experimental class was 30, that missing was 0, that mean was 48.13, that standar error of mean was .150, that median was 48.00, that mode was 48, that standar deviation was .819, that variance was .671, that range was 3, that minimum was 47, that maximum was 50 and that sum was 1444.

b. Description of Students' Post-test Scores

1. Post-Test of Control Class

The results of students' post-test score at control class are presented in the following table:

TABLE IV.5
THE DESCRIPTION OF FREQUENCY OF STUDENTS'
POST-TEST SCORES OF CONTROL CLASS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 44	1	3.3	3.3	3.3
47	1	3.3	3.3	6.7
48	2	6.7	6.7	13.3
49	3	10.0	10.0	23.3
50	2	6.7	6.7	30.0
51	2	6.7	6.7	36.7
52	4	13.3	13.3	50.0
54	2	6.7	6.7	56.7
55	2	6.7	6.7	63.3
58	2	6.7	6.7	70.0
59	1	3.3	3.3	73.3
60	1	3.3	3.3	76.7
62	3	10.0	10.0	86.7
63	2	6.7	6.7	93.3
66	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Based on the table above, it can be seen that there were 1 student who got 44 (3.3%), 1 student who got 47 (3.3%), 2 students who got 48 (6.7%), 3 students who got 49 (10.0%), 2 students who got 50 (6.7%), 2 students who got 51 (6.7%),

4 students who got 52 (13.3%), 2 students who got 54 (6.7%), 2 students who got 55 (6.7%), 2 students who got 58 (6.7%), 1 student who got 59 (3.3%), 1 student who got 60 (3.3%), 3 students who got 62 (10.0%), 2 students who got 63 (6.7%), and 2 students who got 66 (6.7%).

Based on the table above, it can be seen that the total number of students was 30 students. The higher score was 66, and the lowest score was 44. The highest frequency was 4 at score of 52. While, the statistical analysis of this data as the following table:

TABLE IV.6
STATISTIC

N	Valid	30
	Missing	0
Mean		54.70
Std. Error of Mean		1.116
Median		53.00
Mode		52
Std. Deviation		6.115
Variance		37.390
Range		22
Minimum		44
Maximum		66
Sum		1641

Based on the table above, it can be seen that the valid result of post-test at control class was 30, that missing was 0, that mean was 54.70, that standar error

of mean was 1.116, that median was 53.00, that mode was 52, that standar deviation was 6.115, that variance was 37.390, that range was 22, that minimum was 44, that maximum was 66 and that sum was 1641.

2. Post-Test of Experimental Class

The results of students' post-test scores at an experimental class are presented in the following table:

TABLE IV.7
THE DESCRIPTION OF FREQUENCY OF STUDENTS' POST-TEST SCORES OF EXPERIMENTAL CLASS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 65	1	3.3	3.3	3.3
66	2	6.7	6.7	10.0
68	2	6.7	6.7	16.7
72	3	10.0	10.0	26.7
73	2	6.7	6.7	33.3
74	1	3.3	3.3	36.7
75	6	20.0	20.0	56.7
76	2	6.7	6.7	63.3
77	3	10.0	10.0	73.3
78	3	10.0	10.0	83.3
79	1	3.3	3.3	86.7
80	2	6.7	6.7	93.3
82	1	3.3	3.3	96.7
84	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Based on the table above, it can be seen that there are 1 student who got 65 (3.3%), 2 students who got 66 (6.7%), 2 students who got 68 (6.7%), 3 students who got 72 (10.0%), 2 student who got 73 (6.7%), 1 student who got 74 (3.3%), 6 students who got 75 (20.0%), 2 students who got 76 (6.7%), 3 students who got 77 (10.0%), and 3 students who got 78 (10.0%), 1 student who got 79 (3.3%), 2 students who got 80 (6.7%), 1 student who got 82 (3.3%), and 1 student who got 84(3.3%).

Based on the table above, it can be seen that the total number of students was 30 students. The higher score was 84, and the lowest score was 65. The highest frequency was 6 at score of 75. While the statistical of this data as the following table:

TABLE IV.8
STATISTIC

N	Valid	30
	Missing	0
Mean		74.70
Std. Error of Mean		.851
Median		75.00
Mode		75
Std. Deviation		4.662
Variance		21.734
Range		19
Minimum		65
Maximum		84
Sum		2241

Based on the table above, it can be seen that the valid result post-test of experimental class was 30, that missing was 0, that mean was 74.70, that standar error of mean was .851, that median was 75.00, that mode was 75, that standar deviation was 4.662, that variance was 21.734, that range was 19, that minimum was 65, that maximum was 84 and that sum was 2241.

C. The Data Analysis

The data analysis presents the statistical result followed by the description about the effect of using Telling Jokes Strategy toward students' speaking ability at the second year of State Junior High School 1 Pangkalan Kerinci Pelalawan Regency. The data were divided into two classes; experimental score and control score. The researcher used independent sample T-Test from SPSS.16 version to analyze the effect of using Telling Jokes Strategy toward students speaking ability at the second year of State Junior High School 1 Pangkalan Kerinci Pelalawan Regency.

1. The Analysis Pre-test of Control and Experimental Classes

TABLE IV.9
THE STUDENTS' SPEAKING SCORES OF
PRE-TEST AT CONTROL AND EXPERIMENTAL CLASSES

No	Control Class		Experimental Class	
	Students	Score	Students	Score
1	S1	48	S1	48
2	S2	47	S2	48
3	S3	46	S3	47
4	S4	46	S4	48
5	S5	48	S5	48
6	S6	46	S6	48
7	S7	46	S7	50
8	S8	46	S8	49
9	S9	46	S9	47
10	S10	47	S10	48
11	S11	48	S11	49
12	S12	46	S12	48
13	S13	46	S13	48
14	S14	47	S14	48
15	S15	47	S15	47
16	S16	46	S16	48
17	S17	45	S17	50
18	S18	46	S18	49
19	S19	47	S19	48
20	S20	47	S20	47
21	S21	47	S21	49
22	S22	48	S22	49
23	S23	45	S23	49
24	S24	46	S24	48
25	S25	46	S25	48
26	S26	45	S26	48

27	S27	48	S27	47
28	S28	46	S28	48
29	S29	45	S29	48
30	S30	47	S30	47
	Mean	46	Mean	48

The table above describes about the comparison between students' pre-test speaking scores of both control and experimental class. The mean score of control class was 46; while the mean score of experimental class was 48. Therefore, it indicated that students' speaking ability at control and experimental class were the same. It means that there was no significance, or difference on students' speaking ability both control and experimental class. By knowing the students' basic speaking ability at control and experimental class, it is easy to measure and to know the improvement of students' speaking ability after giving treatment or the difference between class that was treated by using Telling Jokes Strategy and without using Telling Jokes Strategy.

2. The Analysis Post-test of Control and Experimental Classes

TABLE IV.10
THE STUDENTS' SPEAKING SCORES
OF POST-TEST AT CONTROL AND EXPERIMENTAL CLASSES

No	Control Class		Experimental Class	
	Students	Score	Students	Score
1	S1	60	S1	79
2	S2	62	S2	80
3	S3	49	S3	75
4	S4	48	S4	75
5	S5	50	S5	76
6	S6	58	S6	80
7	S7	54	S7	78
8	S8	52	S8	68
9	S9	49	S9	77
10	S10	62	S10	75
11	S11	51	S11	76
12	S12	47	S12	75
13	S13	52	S13	66
14	S14	54	S14	77
15	S15	66	S15	82
16	S16	50	S16	65
17	S17	51	S17	74
18	S18	66	S18	84
19	S19	59	S19	72
20	S20	52	S20	77
21	S21	48	S21	72
22	S22	63	S22	78
23	S23	44	S23	68
24	S24	63	S24	75

25	S25	55	S25	75
26	S26	52	S26	66
27	S27	58	S27	72
28	S28	62	S28	78
29	S29	49	S29	73
30	S30	55	S30	73
	Mean	54	Mean	74.7

The table above describes about the comparison between students' speaking scores of both control and experimental class being given treatment. The mean of score of control class was 54, while the mean score of experimental class was 74,7. Both of the classes had their improvement from pre-test score, but the improvement was different; students' score of speaking ability at experimental was higher than control class. It means that there was a better improvement at experimental class than control class.

3. The Analysis Improvement of Speaking Ability of Control Class

TABLE IV.11
THE STUDENTS' SPEAKING SCORE
AT PRE-TEST TO POST-TEST AT CONTROL CLASS

No	Name	Pre-Test	Post-Test
1	S1	48	60
2	S2	47	62
3	S3	46	49
4	S4	46	48
5	S5	48	50
6	S6	46	58
7	S7	46	54
8	S8	46	52
9	S9	46	49
10	S10	47	62
11	S11	48	51
12	S12	46	47
13	S13	46	52
14	S14	47	54
15	S15	47	66
16	S16	46	50
17	S17	45	51
18	S18	46	66
19	S19	47	59
20	S20	47	52

21	S21	47	48
22	S22	48	63
23	S23	45	44
24	S24	46	63
25	S25	46	55
26	S26	45	52
27	S27	48	58
28	S28	46	62
29	S29	45	49
30	S30	47	55
Mean		46	54

The table above describes about the differences between the students' speaking score before and after research at control class. Firstly, the students' speaking mean score was about 46, it was known by taking pre-test at the beginning. While after giving post-

test, the mean score of students' speaking ability was 54. Thus, in this control class, there was no better improvement of students' speaking ability.

4. The Analysis Improvement of Speaking Ability of Experiment Class

TABLE IV.12
THE STUDENTS' SPEAKING SCORE

AT PRE-TEST TO POST-TEST AT EXPERIMENTAL CLASS

No	Name	Pre-Test	Post-Test
1	S1	48	79
2	S2	48	80
3	S3	47	75
4	S4	48	75
5	S5	48	76
6	S6	48	80
7	S7	50	78
8	S8	49	68
9	S9	47	77
10	S10	48	75
11	S11	49	76
12	S12	48	75
13	S13	48	66
14	S14	48	77
15	S15	47	82
16	S16	48	65
17	S17	50	74
18	S18	49	84
19	S19	48	72
20	S20	47	77
21	S21	49	72
22	S22	49	78
23	S23	49	68
24	S24	48	75
25	S25	48	75
26	S26	48	66
27	S27	47	72
28	S28	48	78
29	S29	48	73
30	S30	47	73
Mean		48	74,7

The table above describes about the differences between students' speaking score before and being given treatment of experimental class. Before giving a treatment, the

students' speaking mean score was about 48. It was known by taking pre-test. While, after being given treatment, the mean score of students' speaking ability improved; It was 74.7. The improvement of each student was various, it diastically improved. The

	Control Class	Experimental Class
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improvement could be seen at mean score.

5. The Analysis of Significant Effect of Using Telling Jokes Strategy toward Students' Speaking Ability

Based on the percentage, it can be seen clearly that there was significant effect of using Telling Jokes Strategy toward students' speaking ability. It can be seen through the score of experimental class which was higher than score of control class.

It means that the strategy used by the teacher in teaching speaking skill was one of the factors that affect students' speaking ability. It could be proven through students' score improvement taught by using Telling Jokes Strategy that was 74,7. While the students' score taught without using Telling Jokes Strategy was 54.

After knowing about the different percentage from both of the classes, to know clearly, the researcher then would analyzed it by using independent sample T- Test.

6. The Analysis of Mean and Standard Deviation

TABLE IV.13
MEAN AND STANDARD DEVIATION

	Pre-test	Post-test	Pre-test	Post-test
Mean	46	54	48	74
Std.deviation	.937	4.662	.819	6.115

a. Pre-test

1. Mean and Standard Deviation Pre-test of Control Class

Based on the table above, it could be seen that the mean (Mx) of Pre-test of control class was 46, and Standard Deviation (SD) of Pre-test of control class was .937.

2. Mean and Standard Deviation Pre-test of Experimental Class

Based on the table above, it could be seen that the mean (Mx) of Pre-test of experimental class was 48, and Standard Deviation (SD) of Pre-test of experimental class was .819.

b. Post-test

1. Mean and Standard Deviation Post-test of Control Class

Based on the table above, it could be seen that the mean (Mx) of Post-test of control class was 54, and Standard Deviation (SD) of control class was 4.662.

2. Mean and Standard Deviation post-test of Experimental Class

Based on the table above, it could be seen that the mean (Mx) of Post-test of experimental class was 74, and Standard Deviation (SD) of experimental class was 6.115.

7. Data analysis of Students' Post-Test Score of Control Class

The data of students' post-test score of control class was obtained from the result of their speaking ability. Based on the description data in page 37 (TABLE IV.5), the writer could classify the score as follows:

TABLE IV. 14
THE CLASSIFICATION OF STUDENTS' SCORE OF
POST TEST OF CONTROL CLASS

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	-	0%
2	Good	66-79	2	6.67%
3	Enough	56-65	9	30%
4	Less	40-55	19	63.3%
5	Fail	30-39	-	0%
Total				100%

Based on the table above,¹ it could be seen that the classifications of the students' score; the category number 1 showed no frequency (0%), the category number 2 showed 2 frequencies (6.67%), the category number 3 showed 9 frequencies (30%), the category number 4 showed 19 frequencies (63.3%), and the category number 5 showed no

¹ Anas Sudijono, *Pengantar Evaluasi Pendidik*, (Jakarta: PT.Raja Grafindo Persada, 2009), p. 35

frequency. The table above also showed that the highest percentage of control class was 63.3% The mean score of control class was 54.

Based on the formulation of the problem, it could be seen the result of research that students' ability in speaking without using Telling Jokes Strategy (control class) majority got score in range 40-55 that the percentage is 63,3 % . Thus, control class could be classified **less category**.

8. Data analysis of Students' Post-Test Score of Experimental Class

The data of students' post-test score of experimental class was obtained from the result of their speaking ability. Based on the description data in page 39 (tabel IV.7), the result could be classified the scores as follows:

TABLE IV.15
THE CLASSIFICATION OF STUDENTS' SCORE OF POST TEST OF
EXPERIMENTAL CLASS

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	4	13.3%
2	Good	66-79	25	83.3%
3	Enough	56-65	1	3.3%
4	Less	40-55	-	0%
5	Fail	30-39	-	0%
Total				100%

Based on the table above,² it could be seen that the classification of the students' score: the category number 1 showed 4 frequencies (13.3%), the category number 2 showed 25 frequencies (83.3%), the category number 3 showed 1 frequency (3.3%), the category number 4 and 5 showed no frequency. The table above also showed that the highest percentage of experimental class was 83.3%. The mean score of experimental class was 74,7.

Based on the formulation of the problem, it could be seen the result of research that students' ability in speaking taught by using Telling Jokes Strategy (experimental class) majority got score in range 66-79 with percentage 83,3 % . Thus, experiment class could be classified into **good category**.

9. The Data Analysis of T - test

TABLE IV.16
GROUP STATISTICS

	N	Mean	Std. Deviation	Std. Error Mean
Experimental Class	30	74.70	6.115	1.116
Control Class	30	54.70	4.662	.851

Based on the table above, it could be seen the total students from each class, the control class consisted of 30 students and so did experimental class. The mean score of control class improvement was 54.70, and the mean score of experimental class was 74.70. Standard deviation from control class was 4.662, while standard deviation from

² Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2009), p. 35

experimental class was 6.115. Standard error mean from control class was .851, and experimental class was 1.116.

TABLE IV.17

INDEPENDENT SAMPLES TEST

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Y	Equal variances assumed	4.588	.036	14.247	58	.000	20.000	1.404	17.190	22.810
	Equal variances not assumed			14.247	54.200	.000	20.000	1.404	17.186	22.814

Based on the output above, it answered the hypothesis of the research that H_0 was rejected and H_a was accepted. The next standard for analysis based on *Equal variant assumed*.

From the output above, it could be seen that score t-test was 14.247 with $df = 58$ because $df = 58$ was not found from the "t" table (t_t) so the researcher took $df = 60$. Mean difference was 20.000 and standard error difference was 1.404. Lower interval of the difference was 17.190 and upper confidence difference was 22.810.

If t_o (t Observation) = 14.247 compared with t_t with $df = 60$, the t critic point was:

Significance 5% = 2.00

Significance 1% = 2.65

It could be seen that the t_o was higher than t_t in significance 5% and 1% ($2,00 < 14.247 > 2,65$). It means H_o was rejected and H_a was accepted. In conclusion, there is a significant effect using Telling Jokes Strategy toward students' speaking ability at the second year of State Junior High School 1 Pangkalan Kerinci Pelalawan Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Referring to the data analysis and data presentation explained at the chapter IV, finally the researcher concluded the findings of this research as follows:

1. The students' speaking ability in retelling of recount texts taught by using conventional technique at the second year of State Junior High School 1 Pangkalan Kerinci Pelalawan Regency is categorized into less category. It can be seen through the improvement of the mean score at control class which showed 46 in pre-test and 54 post-test.
2. The students' speaking ability in retelling of recount texts taught by using Telling Jokes Strategy at the second year of State Junior High School 1 Pangkalan Kerinci Pelalawan Regency is categorized into good category. It can be seen through the improvement of the mean score at experimental class which showed 48 in pre-test and 74,7 in post-test.
3. Through the data analysis, it can be concluded that there is a significant effect of using Telling Jokes Strategy toward students' speaking ability at the second year of State Junior High School 1 Pangkalan Kerinci Pelalawan Regency. It is indicated by t_{count} which is higher than t_t in the level of significance either 5% or 1% ($2,00 < 14,247 > 2,65$).

B. Suggestion

Pertaining to the research finding, the researcher would like to give some suggestion to the teacher, students and the school. From the conclusion of the research above, it was found out that using Telling Jokes Strategy could give the significant improvement toward students' speaking ability.

1. The teacher should support the strategy used by using interesting topic that suitable to the students' level and presents the lesson objective clearly and explains some difficult vocabulary in order to make the students motivated in learning activity. Besides, teacher can encourage students' awareness about the importance of speaking ability to convey the meaning to be understood spontaneously because one does not need thinking more to speak in the real time. Actually, the teacher should have construct variety, creativity and enjoyable learning in order to make the students not be bored. The students will be interested to the teaching learning activity. Besides, dealing with this strategy, the teacher has to encourage students' speaking practice.
2. For the students, they have to have hard effort to improve their speaking ability and take a part actively in some interaction in order to support their speaking mastery.
3. For the institution, it will be more effective if this strategy is implemented in the small class because the researcher can control the students' learning activities and the most important thing is that timing. It means that this activity needs more time in order to give chance to the students in fair.

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