USING ENGLISH STORY JOKES TO FACILITATE THE CLASSROOM INTERACTION IN TEACHING SPEAKING

(A Case Study at the Second Year of Senior High School
SMA PGRI 8 Kebon Jeruk)

A SKRIPSI

Presented to the Faculty of Tarbiyah and Teacher's Training
in Partial Fulfillment of the Requirements
for the Degree of S.Pd.

By:

AHMAD DARDA
203014001590

DEPARTMENT OF ENGLISH EDUCATION
THE FACULTY OF TARBIYAH AND TEACHER'S TRAINING
STATE ISLAMIC UNIVERSITY
SYARIF HIDAYATULLAH
JAKARTA
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By:

Ahmad Darda
203014001590

Approved by
Advisor:

Dr.H. Atiq Susilo, MA
NIP. 150 182 900

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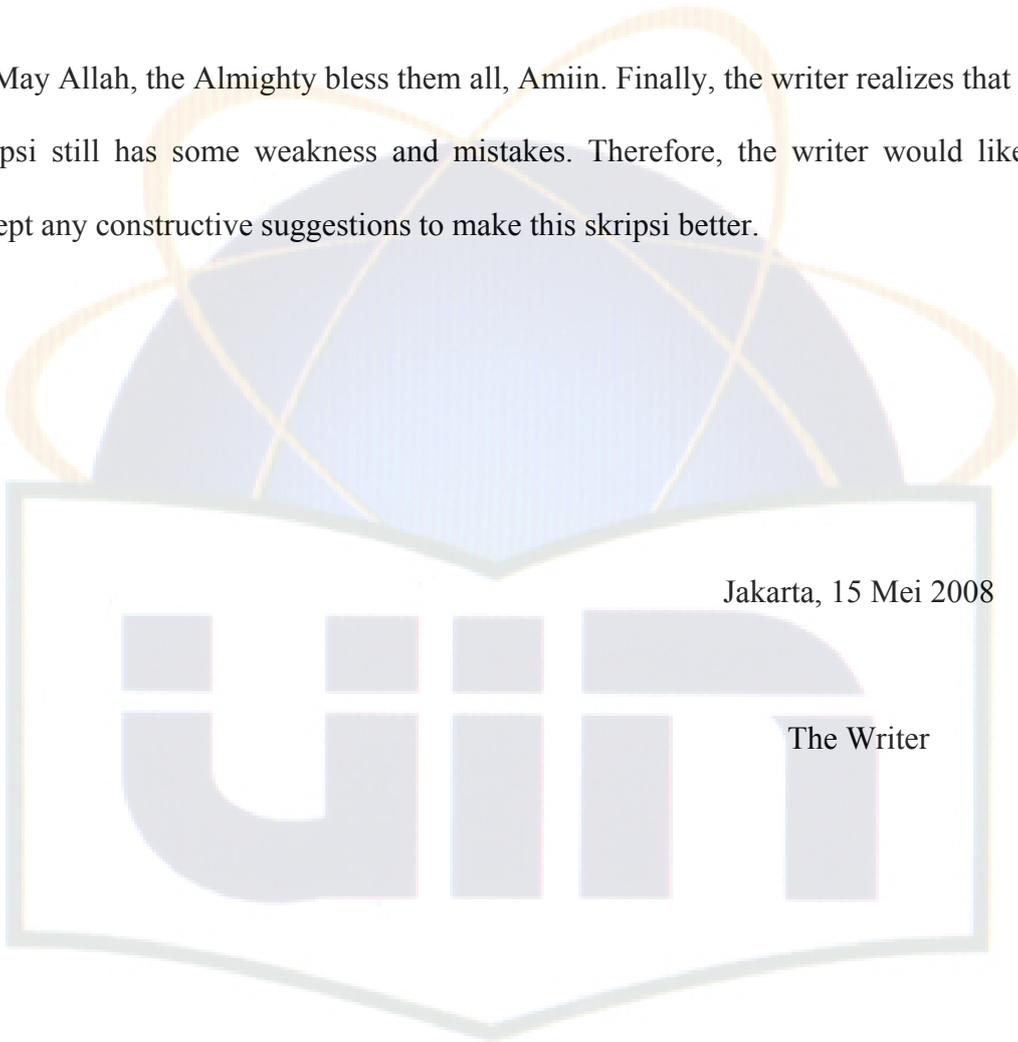
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Jakarta, 15 Mei 2008

The Writer

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CHAPTER I

INTRODUCTION

Background of study

One of the language skills that have to be mastered by students in learning a foreign language like English is speaking. Many students find difficulties in speaking English. Some factors are fear of making mistakes, fear of being laughed at by their friends and having less confidence of their own ability. Therefore, teachers should help the students to overcome this problem by motivating them to speak. For this reason, teachers should use effective teaching methods that encourage students to take part actively in every activity. The teaching-learning process should involve interaction not only between teacher and students, but also between students and students.

According to Brown and Yule spoken language production learning to talk in the foreign language, is often considered to be one of the most difficult aspects of language learning for the teacher to help the student with. Teaching the spoken language is the most difficult problem, much more than the other skills (reading, listening, and writing).[1] The students have difficulties in expressing their ideas in English. They often feel ashamed or even scared while trying to speak and communicate in English. This can obstruct the students to make a good progress in their oral ability. The problem is not only found in the beginner, but also at the higher-level students. They can understand English indeed, but when they are asked to speak, they cannot perform well.

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[1] Gillian Brown and George Yule. *Teaching the Spoken Language*. Cambridge; Cambridge University Press, 1997. p. 25

One cause of the possible failure is insufficient time for teaching speaking skill. Byrne suggested that a high proportion of class time should be devoted to developing oral productive skill.[2] As speaking skill is not the focus in the KTSP (*Kurikulum Tingkat Satuan Pendidikan*), the time allocation for speaking is insufficient in the language classroom. This does not allow students to develop their oral productive skill proportionally. The other factor is the teaching method applied by teachers in conducting the speaking class. As the main concern of language teachers is not to inform the students about the language but to develop their ability to use the language for a variety of communicative purpose,[3] English language teachers should also be able to play their roles as a facilitator for the students in their attempt to acquire the spoken language. In the sense that English language teachers should facilitate students in learning the spoken language by giving a lot of oral practices. Consequently, an effective method that provides the students with many oral communication activities is necessary to create the best conditions of learning, which in turn will also motivate students to make progress in the language.

The writer attention is utilizing jokes as the way to make classroom activities fun, especially conversation class. The role of jokes in conversation class will be discussed further in this paper. Like proverbs and popular sayings, jokes can be used as conversation topics.[4]

There are many forms and size of jokes that range from very long and highly structured to short, almost spineless one-liners.[5] If it is used in the language classroom, good and appropriate jokes should be carefully selected. Since a joke does not cross cultural boundaries easily and each society has different concepts of what are funny,[6] it may be considered funny to one but offensive to the other cultures. In other words, some students will laugh at a certain joke but some will respond to it in

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[2] Byrne, Donn. *Teaching Oral English.* London: Longman, 1992. p. 2

[3] Byrne, Donn. *Teaching Oral …,* p. 2

[4] Julia M Dobson. *Effective Techniques for Conversation Groups.* Washington: United States Information Agency, 1987. P.90

[5] Delia Chiaro. *The Language of Jokes. London:* Routledge.1932. p. 48

[6] Julia M Dobson. *Effective Techniques for …,* p. 90

different ways. Do not use jokes, puns or riddles that are offensive to your students. Turkish students, for example, are likely to be offended by the jokes that make fun of people's appearance, whereas students of other nationalities might not find these jokes offensive at all.[7]

Teaching techniques are very important to involve many students in the learning process of English. Many teaching techniques can be used in teaching speaking, they are: games, story jokes, audio visual aids etc. But in this research the writer focuses on the techniques using English story jokes in teaching speaking.

Many factors, which make students, confused and difficult in speaking English they are: grammar, structures, vocabulary, pronunciation, the students fear of making mistakes, fear of being laughed at by their friends, and having less confidence of their own ability. Therefore, teachers should help the students to overcome this problem by motivating them to speak. Because in story jokes students can practice language together, study a text, research language or take part information gap activities and the student can write punch lines, predict the content of text, or compare note on what they have listened to or seen.[8]

Based on the background above the writer is interested in analyzing and observing the using English story jokes in improving students' speaking ability. The researcher hopes to know and get clear description about English story jokes in improving student speaking ability.

B. The Limitation of Problem

To avoid misunderstanding and clarify the problem, it is necessary to make limitation of study. There are aspects in improving speaking ability, the writer will not discuss all of the aspects in improving speaking ability but only discuss the effect of English story jokes in improving speaking ability.

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[7] Julia M Dobson. *Effective Techniques for...* p. 90

[8] Jeremy Harmer, *The Practice of Teaching Language Teaching,* (Longman: Cambridge University Press, 2001), p. 9

C. The Formulation of Problem

The formulation of problem in this paper is:

"Can English jokes facilitate classroom interaction to improve the student speaking ability?

D. Method of Research

In the writing this skripsi, the data of materials are collected trough library research, the writer looks for and collects the books which correlate to this research to get some theories, ideas, and view in this discussion in order to observe them as a source of information. And in field research the writer gives pre - test and post - test to the students, the writer use quantitative method to know the level of student's achievement in their speaking ability. Beside that the writer collected data from interview the teacher of speaking and observation in one class only.
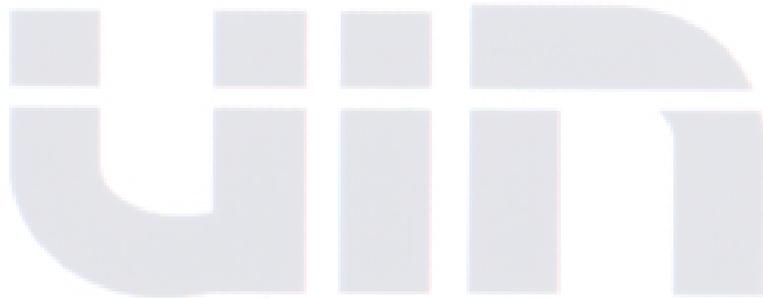
CHAPTER II

THEORETICAL REVIEW AND FRAMEWORK

A. Language Skill

There are four major language skills that the language learners have to possess in learning a foreign language. They are speaking, writing, listening, and reading, according to harmer speaking and writing are referred to as productive skill since they involve the language production. While listening and reading are referred to as receptive skills because they involve receiving messages. Harmer summarizes the four-language skill as following:

MEDIUM SKILL	SPEECH	WRITTEN WORD
RECEPTIVE	Listening and understanding	Reading and understanding
PRODUCTIVE	Speaking	Writing

The four skills are closely related to one another and there is no single skill that can stand-alone without involving the other skills. For examples a man cannot respond to what people say unless he understands what he listen to. [1]

This illustrates the close relationship between speaking skill and listening skill. Finocchiaro and Brumfit said that listening and speaking are related to each other.[2] That's mean the communication process will run smoothly when both speaker and listener can exchange their idea effectively and meaningfully.

The writer can conclude that language skill is the ability to produce and to receive

a language in order to share the idea from producer to receiver.

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[1] Jeremy Harmer, *The Practice of English Language Teaching.* (London: Longman, 1991).p.16

[2] Finocchiaro, Mary and Christopher Brumfit. *The Factional-Notional Approach: From Theory to Practice*. (New York: Oxford University Press 1983), P. 140

B. SPEAKING

1. The Meaning of Speaking

According to Edward M. Stack, speaking (sound production) includes training in correct positioning of the vocal organs and formation of linguistic habit through intensive practice.[3]

JoMcDonaugh and Christoper Shaw said that speaking as a skill which enables us to produce utterances, when genuinely communicative, speaking is desire and purpose-driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/ or solving a particular problem; or establishing and maintaining social relationships and friendships. To achieve these speaking purposes we need to activate a range of appropriate expressions which will fulfill these particular purposes.[4]

Henry Guntur Tarigan said that speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinions, or feelings. Therefore there are purposes (kinds) of speaking, namely to inform to persuade, and to entertain.[5] From this definition, we can say that speaking is the process of sharing with another person, one's knowledge, interest, attitudes, opinions, or ideas.

Richards and Rodgers offer four characteristics of a communicative view of language, they are:

a. *Language is a system for the expression of the meaning.*
b. *The primary function of language is for interaction and communication.*
c. *The structure of language reflects its functional and communicative uses.*

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[3] Edward M. Stack. *The Language Laboratory and Modern Language Teaching*, (London Oxford University Press, 1971), p. 114-117

[4] JoMcDonaugh and Christopher Shaw. *Materials and Methods in ELT*, (Oxford UK & Cambridge USA, 1993). p.152

[5] Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*(Angkasa, Bandung: 1985), P. 13

> d. *The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.[6]*

From the characteristics that Richard and Rodger give, the view of language that they mean has a similar meaning with a speaking. Here, they said language as a system for expressing of the meaning, for interaction and communication; it is just the same as the speaking which mean s as a medium to communicate with other. In other words, when we are speak with others, it can mean that we want to express something or maybe we can say that we want to get a feedback or respond from others.

There is hierarchy of speaking. It can be divided into three:

a. Speech situation: not governed by consistent rules. Examples: meals and parties.
b. Speech events: directly governed by rules of speech. Example: lecture.
c. Speech acts: acts that someone performs when speak. Example: giving report or giving advice.[9]

Referring to theories above, the writer can concludes that speaking is the process of sharing with other person about opinions, attitudes, ideas or knowledge using words or sounds.

2. The Aim of Speaking

In order to fulfill the objective of English learning in school that to make our learners communicatively competent in English as a foreign and second language, the writer believes that speaking skills will take a large part in the overall competence.

According to Maidar and Mukti, they said:

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[6] JoMcDonaugh and Christopher Shaw. *Materials and Methods in...* p. 153-154

[9] Nessa Wolfson and Elliot Jadd, *Sociolinguistics and Language Acquisition,* (Massachusetts: Newbury House Publishers 1983), p. 19

Suatu pembicaraan tidak berjalan dengan baik kecuali karena beberapa faktor yaitu: a) factor kebahasaan yang meliputi ketepatan ucapan, penempatan tekanan, pilihan kata, dan sasaran pembicaraan. b) Faktor non kebahasaan adalah sikap yang tenang, wajar dan tidak kaku, kelancaran, kesediaan menghargai pendapat orang lain, gerak-gerik dan mimik yang tepat, relevansi/ penalaran, kenyaringan suara dan penguasaan topik.[10]

According to Maidar and Mukti, they said that a speech cannot be good because of some factors, such as Language factor, including accuracy, stress, choosing word, and the object of the communication and non language factor such as fluency, appreciating other opinion and mastering the topics.

The aim of fluency activities, as Brumfit said that "to develop a pattern of language interaction within the classroom, which is close as possible to that used by competent performers in normal life".[11]

Many experts believe that communication in the classroom should mirror the authentic communication that occurs in the real world. For example, university students may be required to lead discussion, explain ideas or present opinion.

When using a communicative activity, it is important to strive from the classroom in which students feel comfortable and confident, feel free to take a risk and have an opportunity to speak.

3. The Types of Speaking Activity

When we talk about the types of speaking activity, we firstly consider the aim of activity. Is it to improve learners' accurate use of English or to improve learners' fluency in English? The distinction between accuracy and fluency aims is important here to divide the activity into two types: Accuracy-based activity or Oral Accuracy Practice and Fluency-based activity or *Oral* Fluency Practice.[12]

Accuracy practice is usually based on the substitution of elements in a pattern. Nowadays it is usually kept brief or given a communicative element, typically some form of information gap (one person knowing something the other does not). It may be mechanical an extensive in large groups. Even then attractive topic and lively handling can make it fun, but effective

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[10] Maidar G Arsyad dan Mukti U.S, *Pembinaan Kemampuan Berbicara Bahasa Indonesia,* (Jakarta: Erlangga 1988), p. 20-22

[11] Marianne Celce-Murcia. *Teaching English as a Second or Foreign Language,* (Boston: Heinle and Heinle Publisher 1991), p. 123

[12] Paul Davis and Erit Pearse, *Success in English Teaching,* (New York: Oxford University Press, 2000), p. 57

cues and nomination of learners are vital. In general, varied topics, activities, interactions (including pair work) are important in accuracy practice.

In fluency practice, the learners' attention is emphasized on the information they are communicating than on the language itself. Fluency practice usually combines new items of other language as preparation for the use of the new items in conversation, even if with some errors. The language use may be guided by dialogue scripts or by materials such as picture and forms, but information gap and some freedom for the learners to decide exactly what they say are essential in fluency practice.[13]

Mary Finocchiaro and Micheal Bonomo give some activities, which can help the students to increase their speaking ability:

1. Respond to direction given.
2. Formulate direction to other pupils.
3. Prepare original sentence.
4. Answer the questions.
5. Frame questions to ask.
6. Tell what appears.
7. Tell a favorite tale or experience in his or her own words.
8. Give a report on prepared topic.
9. Summarize.
10. Set up community resources and simulate realistic conversation.
11. Play language Games.
12. Conduct oral group activity.
13. Make tape recordings or record.
14. Engage in telephone conversation.
15. Read a book in native language and give a report on it in the foreign language.
16. Dramatize.[14]

In conclusion, types of speaking activity include improving learner's accurate use of English, fluency, stress, intonation practice and handling the topics.

4. Elements of Speaking

Based on Henri Guntur Tarigan statement which has been wrote by the writer in page 7, speaking is a skill of conveying words or sounds of articulation to express or

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[13] Paul Davis and Erit Pearse, *Success in…* p. 58

[14] Mary Finocchiaro and Micheal Bonomo, *the Foreign Language Learner*, (Regents Publishing Company), p. 111

to deliver ideas, opinions, or feelings, speaking has some elements that have to be

considered by any speaker as follow:

a. Pronunciation

As one of speaking elements, pronunciation plays a significant role to make sure that the words productions do not obscure the meaning. According to Longman Dictionary of Contemporary English, pronunciation is considered as the way in which a language or a particular word .is pronounced and it is a particular person's way of pronouncing a word or words. To pronounce is to make the sound of a letter, word, etc, especially in the correct way.[15]

b. Grammar

H Douglas Brown states that grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence.[16] So grammar is very important in the speaking, because if the speaker doesn't mastering in grammar structure he can't speak English well.

Jeremy Harmer said that the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language.[17]

> Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning. For example, in English the present form of the verb **be** in the third person has two distinct forms, one (is) being used with a singular subject, and the other (are) with a plural; and if the plural are is combined with a singular subject, the result is usually unacceptable or 'ungrammatical'. Thus, a sentence like: *This is a book* is grammatical, whereas *this are a book* is not.[18]

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[15] Delia Summers, et. al, *Longman Dictionary of Contemporary English*, (England: Pearson Education Limited, 2001), p. 113

[16] H Douglas Brown, *Principles of Language Learning and Teaching,(San* Francisco State University. 2001) Second edition. P.36

[17] Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001), Third edition, p. 12.

[18] Penny Ur, *Grammar Practice Activities*, (Cambridge: University Press, 1988), p.4.

There is a set of rules which govern how units of meaning may be constructed in any language: we may say that a learner who 'knows grammar' is one who has mastered and can apply these rules to express him or herself in what would be considered acceptable language forms.

c. Vocabulary

W. Brookman defines in his book that "Vocabulary is the stock of words used in language.[17] Words are perceived, as the building blocks upon which knowledge of a second language can be built however, a new item of vocabulary may be more than a single word. For example, *policeman and father - in- laws, which are made up of two or three,* words but express a single idea. They are also multi - word idioms such as *call it a day,* where the meaning of the phrase cannot be deduced from an analysis of the word components.[18]

d. Fluency

In fluency practice, the learners' attention is on the information they are communicating than on the language itself. Fluency practice usually combines new items of other language as preparation for the use of the new items in conversation, without hesitation, even with some errors. The language use may be guided by dialogue scripts or by materials such as pictures and forms, but information gap and some freedom for the learners to decide exactly what they say are essential in fluency practice.[19]

C. JOKES

1. Definition of Joke

Any utterance may be potentially funny and create laughter, but funny utterance cannot be automatically considered as a joke. Wilson defines a joke as follows: "a joke represented by written form or oral form with an internal structure or content,

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[17] W. Brookman Early,*The key to English Vocabulary*, (London: Macmilan Company, 1991), p.1

[18] Penny Ur, *A Course in Language Teaching: Practice and Theory, (London*: Cambridge University Press.1996), P. 60

[19] Paul Davis and Erit Pearse, *Success in...* p. 58

which can be shown to have been organized for the amusement of others, "it means that a joke is indicated by the intention and the mode of the speaker.[20] Furthermore, Wilson says that if one finds that an utterance in oral form or written form is funny and the content of it is intended for amusement, and then it is called a joke.

In brief, joke is an amusing way that may potentially invoke laughter and amusement.

2. Type and Size of Joke

Delia Chiaro states that jokes come in numerous shapes and sizes ranging from very long highly structured to short, almost spineless one-liners.[21]
Jokes can be either in story format, which consist of simple plots, or in question-answer format. According to John Wilson, the first format is known as narrative or story joke and the second is Q-joke.[22]

Narrative or story joke involves the telling of a story. Story joke is rather different with humorous story. The difference is that story joke has simpler plots than humorous story. Another difference is that the chronology of the story joke is not as detailed as that of humorous story. Before being told, the story joke is preceded by the opening questions like "did you hear about . . .?" "Have you ever heard about this one?" "Do you the one about . . .?" etc.[23]

An example of a story joke from Ambarningrum is shown below.[24]

> There is a lady goes to a pet shop to buy a parrot. She sees a parrot with a blue ribbon tied to its right leg and a pink ribbon tied to its left leg. She asks the owner the significance of the ribbons.
>
> "Well, this is a highly educated parrot. You pull the blue ribbon and he
>
> speaks English. If you pull the pink one he speaks Arabic," replies the
>
> owner.

John Wilson, *On Boundaries of Conversation*, (New York Pergamon Press 1989), p. 60

[21] Delia Chiaro, *The Language of*... p. 48

[22] John Wilson, *On Boundaries of*... p. 60

[23] Delia Chiaro, *The Language of*... p. 102

[24] Pertiwi Ambarningrum, *Enriching Your Vocabulary Through Anecdots,* (Jakarta Lingkaran Pustaka 2000, p. 60

John Wilson defines Q-joke according to its question answer format where the answer to the question acts as the punch lines of the joke Q-joke has something in common with riddles.[25]

According to Delia Chiaro both Q-joke and riddles follow the principle of question-answer process.[26] Examples of Q-jokes from John Wilson are shown below.[27]

> Why do Irishmen not eat toast?
> Because they lost the recipe
> What is black and brown and looks well on catholic?
> An Alsatian.

Referring to explain above, the writer concludes types and sizes of jokes may divide into narrative and Q-jokes.

3. Punch lines

Punch lines are the final ends of the story, which function as the element of surprise of the joke. Either story joke or Q-joke has punch lines. Delia Chiaro comments about punch lines:

" . . . Whatever the type of joke, however, for it to qualify as such, what is commonly known as a punch line or a punch must always be present. The punch is the point at which the recipient either hears or sees something which is in some ways incongruous with the linguistic or semantic environment in which it occurs but which at first sight had not been apparent".[28]

Delia Chiaro states further that the punch lines are the centre of the joke, which creates a feeling of surprise. The fun of the joke lies on the final lines. It means that the hearers or readers can laugh when they come to the climax of the joke. The underlined lines in the story joke From Ambarningrum below are the punch lines. In

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[25] John Wilson, *On Boundaries of...* p. 60

[26] Delia Chiaro, *The Language of...* p. 68

[27] John Wilson, *On Boundaries of...* p. 61

[28] Delia Chiaro, *The Language of...* p. 48

the middle of the forest, there was a hunter who was confronted by a huge, mean bear. Full of fear, his attempt to shoot the bear was unsuccessful. He turned away and started to run as fast as he could. Finally, he ended up at the edge of a very steep cliff. His hopes were dim. But he got on his knees, opened his arms, and said," My God, please give this bear some religion.

> *Then there was a lightning bolt in the air and the bear stop a few feet short of the hunter. It had a puzzled look for a moment, and then looked up into the air and said, "My God, thank you for the food I am about to receive."[29]*

When being told orally, the punch lines are indicated by hesitation. The teller of the joke hesitates for a moment before coming to the end of the story. This hesitation is intended to emphasize the surprise of the joke and create listener's curiosity.

The writer concludes that a punch line is a final end of jokes that may be indicated by hesitation and we can find the funny part there.

D. THEORETICAL FRAMEWORK

1. Jokes to Facilitate Classroom Interaction.

Dobson says, "The use of humor in the form of jokes, puns, and riddles would seem appropriate in conversation sessions."[30] Jokes can be designed as conversation topics that facilitate classroom interaction between students and teacher or students and students. Another expert, George Wooland in Modern English Teacher, says:

> A joke is a rich but underused resource for language focus activities although generally they are complete contexts in which language is fully contextual zed and therefore, suitable for exploitation in the language teaching classroom. In particular, jokes are ideal contexts for facilitating the interference of non-literal meaning. Even though jokes have been realized to be effective and interesting for

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[29] Pertiwi Ambarningrum, *Enriching Your...* p. 54

[30] Julia M Dobson. *Effective Techniques for Conversation Groups.* Washington: United States Information Agency, 1987. p.90

many language classroom activities, they are rarely utilized by some language teachers.[31]

Defelice comments that jokes and funny stories can come in handy when a classroom needs reaction that is real and spontaneous.[32] It means that jokes and funny stories are helpful in creating real communication in the classroom. Furthermore, Defelice used the potential punch lines of story jokes for his speaking class. The story jokes with their punch lines become media to build up conversation. The nature of the activity is guessing which punch lines fit to incomplete story jokes. Here, the interaction is student-student interaction and the teacher is only observer of the activity. According to Irribaren: teacher-centered-joke telling will be boring.[33] So the students must make the session and tell the jokes no matter how witty and funny they are.

2. Advantages and Disadvantages

Here are some advantages and disadvantages of using story jokes in speaking class. Based on the theories, the writer will analyze some of them.

a. The Advantages

1) *The story jokes offer variety and provide interesting topics for students. They can, therefore, be used to create various activities and interaction between students like small discussion and sharing stories. Story jokes are also interesting since they contain punch lines where the fun lies.*

2) *Story jokes, which are funny, can cheer up and make the students' smile or even laugh. When they laugh they feel relaxed and their anxiety becomes low. As a result, they will enjoy the class better and feel more secure in taking part in the activity.*

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[31] George Wooland, *"You Must Be Joking," Modern English Teacher* III, 1998. p.23

[32] William Defeilice, *"Using Story Jokes for Real Communication." English* Teaching Forum II, .1996. p. 43

[33] Cesar Iribarren,, "They Laugh First Who Understand Best," English Teaching Forum XXX, 1992. p.38-39,

3) With better feeling, students will be more motivated and active in the class. As the aim of teaching speaking is getting students to communicate and express their needs students can meet it without being afraid or ashamed.[34]

4) Story jokes provide students with various topics for interaction. They can share the stories and discuss the jokes with one another. In addition, the function of story jokes as conversation topics also provide students with opportunity to perform their own activity. In the way, they help increase students' involvement in the learning process.

Overall, the advantages of story jokes are that a joke amuse students and motivates them to express their ideas without further complaints.

b. The Disadvantages

When conducting speaking class using story jokes, teachers have to make reading activity first. This is because students need to comprehend the story in order to get the ideas from the story before they share it with other students. However, this may bring disadvantages if the reading session takes a long time and thus shorten the amount of time needed for the speaking session.

Besides that, the control of the class tends to be loss. Especially at the speaking activity telling jokes to each other takes place. Students are free to go around the class to find the partner. They unexpectedly will talk outside the frame that has been set. For example they speak in their mother tongue, Indonesian. This model also

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[34] Brown and Yule, *Teaching the...* p. 27

requires teachers to make well preparation. He has to spend much time to select some suitable jokes and design them. Teachers need to identify potential difficult words that can hinder students' comprehension and rewrite them in a sheet of paper. According to Dobson jokes need high sophistication of comprehending reading text. Jokes, therefore, might be more suited for students who have high level of English proficiency than for those who are still in beginning level.[35]

English story jokes can be found from some English magazines such as English Language Forum and Rider Digest. Unfortunately the amount of the jokes is limited because not all editions of the magazines contain jokes. Moreover, they are not easily found. There are some popular books of jokes compilation, but there are very few of them are written in English. This limitation will trouble some teachers, especially those who live outside the town, to provide the sufficient jokes for the classes.

Since not every student would take or perceive jokes they read as amusing, i.e. some might not smile or laugh upon reading certain jokes, there is a danger of mistaking it for their non-comprehension (of what they have just read).

3. Design

The design of the new model emphasizes the activity on the student-student interaction when they are sharing and discussing their jokes. Story jokes are used here as conversation. Each student get different story jokes without the punch lines. Students have to match the punch lines with the story jokes individually before they share them to others.

There are two main steps in this model. Before the class, the teacher has to select 6-12 story jokes, roughly two or three short paragraphs in length. The stories, then,

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[35] *Julia M. Dobson,* Effective Techniques For… *p. 90*

are written out on slips of paper without the punch lines. The punch lines themselves are written out on sheets of paper together with list of difficult words.

In class, the teacher distributes the story jokes to the students. Each student gets one unfinished story joke and the punch lines sheet. Here, reading becomes the preliminary activity before students do oral activity. In detail, the steps are as follows.

1. Warming up.

A good exercise to get the class to the right mood is to begin by telling a joke. The teacher presents a short joke orally. Before- toiling joke, he begins by asking students such as, "Have you ever heard about…?"Or" Do you know the story about...?" Then, he tells the story.

Before coming to the final story, he hesitates before saying the punch lines. He asks, "Do you know what is next?" After he says the punch lines, the responds may vary laughter, smile, or even confused face. Following this, he can ask the students' opinions whether the joke is funny or not. In this way he also presents some expressions of asking and giving opinion. This step will take about fifteen minutes.

2. Doing silent reading.

The students conduct reading activities. They read the story jokes silently. In this stage there are three activities.

2.1 Distributing the unfinished story joke to each student. Each student gets one unfinished story joke. If two students get the same joke, it will be fine, because it simulates real life situation when people have heard the same joke

2.2 Distributing sheets of punch lines. All students get sheets of Punch lines. In those sheets, there is list of vocabulary from all of the story jokes that can help the students to comprehend the story better. Before students read their story, teacher asks them who get the same joke.

2.3 Reading and matching. Students read and comprehend the unfinished story joke. Then they match the story with the punch lines. If they find some difficult words, they can look at the punch lines sheet. After that, they have to memorize the story. They can memorize all or just the point of the story. This step will take at least twenty minutes.

3. Sharing and discussing.

Students go around the classroom and they approach another student and begin by asking, "Have you ever heard the joke about...?" and then tell the joke. The other partner may just react (if he/she doesn't understand) "I don't get it." The joke tellers can repeat the story or directly discuss why the joke is funny. They have to make the listeners get the idea of what the joke is about and ask their opinion about it by using some expressions learned before. Each student should tell the joke several times to different people in the class. The teacher gives clear instructions of what students have to do before they do this oral activity so that the expected interaction and discussion can run smoothly and all students are active. Then, they may involve in the activity as the object of the jokes in order to monitor or observe the student activity. This step will take thirty until forty minutes.

4. Discussion

In the first step, students will involve themselves in an activity that requires their listening skill because they have to understand the joke presented orally by the teacher. Then, they have to apply their reading skill to comprehend the story jokes in the second step, in the last step, where student-student interaction is the focus of the activity; they use their speaking skill. They try to find the objects of their jokes tell and discuss them. Each student must find more than one object of the jokes.

The activity requires all students to participate. No matter how witty and funny the students are, they have to tell the jokes they have to other students. So, everybody is active to talk.

The role of the teacher here is as a facilitator and an observer. When students build up their interaction, the teacher only observes the activity. The accuracy is not the point to be assessed, but the actives of the students to participate in the activity.

After analyzing several experts' theories and designing new model, the writer states some concluding remarks of how to conduct speaking class using English story jokes. First of all, the story jokes are interesting and effective materials to be used as

media of interaction among students. They contain various topics and ideas from which students can build up conversation and small discussion. Moreover, the funny ideas can cheer up the students and make them feel relaxed.

The story jokes need to be designed to facilitate the speaking activity. Therefore, they have to be prepared well. The teacher should carefully select several jokes from any sources and design them. One way to do so is by separating the punch lines of the jokes. Each unfinished joke is written in a slip of paper and the punch lines are written in a sheet of paper. The students ask and answer each other to match the right punch lines with the stories.

The use of English story jokes as media of interaction in speaking class involves other skills such as reading and listening. The students apply their reading skills when they have to comprehend the story jokes. Listening skills are involved when the students have to listen to their friends telling their jokes.

CHAPTER III

RESEARCH METHODOLOGY AND FINDINGS

A. Research Methodology

1. Purpose of Study

The purpose of this research is to find out the effectiveness of English story jokes to improve students' speaking in teaching learning at the Second Year of Senior High School SMA PGRI 8 Jl. Salam I. Kebon Jeruk Jakarta.

2. Place and Time of Study

a. Time of the Research

The writer held the research from March 31, 2008 to April 30, 2008. It began by observation on March 31, 2008. Then in April 1, 2008 to April 30, 2008, the writer held an experiment by applying English story joke in teaching speaking.

b. Location of the Research

The study was conducted at the second year of SMA PGRI 8 Senior High School at even semester; it is located at Jl. Salam I. Kebon Jeruk Jakarta.

3. Populations and Sample

The writer did the experiment at second year students of SMA PGRI 8 Senior High School Jl. Salam I Kebon Jeruk Jakarta that involved in the process of teaching speaking using English Story Jokes as an experiment. The population of the research is the second year of Senior High School SMA PGRI 8. There are two classes consist of XI.1, XI 2, XI 3, so there are 93 students in all. The sample of research is only one class, that is XI.1, which consists of 30 students and the writer makes a comparison of the result of pre-test and post-test from class A only.

4. Technique of Data Collecting

Collecting data is an important thing in this research that can be determined. The result of the research such as:

1) Pre-test

The pre-test for the students is carried out to get their score. The students retell jokes story by using their own language based on the story given by the writer.

2) Post-test

The post-test is given by asking students to retell jokes story by using their own language based on the story given.

5. Technique of Data Analysis

To analyse the data the writer used statistical calculation of the t-test to determine the final calculation of t_o (t observation) that was done to measure the last score of the research test. The t-test is a kind of statistical calculation used to examine the truth or the false of null hypothesis that states no significant differences between the results of two samples from a same population. It is useful to describe and to find out the effectiveness of one method or technique used in an experiment.

The writer used the formula that compares two samples that have a relationship each other[19]:

$$t_o = \frac{MD}{SE_{MD}}$$

MD   Mean of differences; the average score from the differences gained scores, between X variable and Y variable, which are calculated with the formula; *MD*

$$= \frac{\sum D}{N}$$

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[19]Anas Sudijono. *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2003), p. 289.

$\sum D$ The total score between X variable and Y variable. D is gained with the formula: D = X - Y

N   Total of students

SD_D The standard deviation from the differences between scores of X variable and Y variable, which is gained with the formula:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

SE_{MD} The standard error from mean of differences which is gained with the formula:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

B. Research Findings

1. The Description of Data

As previously stated above, the writer conducted the field research at the second-class students of SMA PGRI 8 senior High School Kebon Jeruk. To find a valid data, the writer gave test to provide data. This test was given to know the speaking ability of the students when the students performed their Story described in the teaching learning process. And to get the validity of the test result, the writer uses some books as speaking test reference.

All good speaking tests must be rated by the following criteria. David P Harris said:

Table 1

The criteria of speaking tests

Pronunciation

Score	Note
5	Has few traces of foreign accent.
4	Always intelligible, through one is conscious of a definite accent.
3	Pronunciation problems necessity concentrated listening and occasionally leads to misunderstanding.
2	Very hard to understand because of pronunciation problem must frequently be asked to repeat.
1	Pronunciation problems to severe as to make speech virtually.

Grammar

Score	Note
5	Makes few (if any) noticeable errors of grammar or word order.
4	Occasionally makes grammatical or word order errors, which do not, however, obscure meaning.
3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
2	Grammar and word orders make comprehension difficult Most often word order as severe as to make speech virtually intelligible.
1	Rephrase sentences and or restrict to basic pattern errors in grammar.

Vocabulary

Score	Note
5	Use of vocabulary and idioms is virtually that of native speaker.
4	Sometimes uses inappropriate terms and or must rephrase ideas because of lexical inadequacies.
3	Frequently uses wrong word; conversation somewhat limited because of inadequate vocabulary.
2	Misuse of words and very limited vocabulary make comprehension quite difficult.
1	Vocabulary limitation so extra as to make conversation virtually impossible.

Fluency

Score	Note
5	Speech as fluent and effortless as that a native speaker
4	Speed of speech seems to be slightly affected by language limitation.
3	Speed and fluency are rather strongly affected by language limitation.
2	Usually hesitant; often forced into silence by language limitation.
1	Speech is so halting and fragmentary as to make conversation virtually impossible.

Comprehension

Score	Note
5	Appears to understand everything in that difficulty.
4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
3	Understand most of what is said at slower- than- normal speed with repetition.

| 2 | Has great difficulty following what is said or comprehend only "social; conversation" spoken slowly and with frequent repetition. |
| 1 | Cannot be said to understand even simple conversational English.[20] |

Based on the criteria above, the writer gave the pre-test and pos-test then compared the scores both from 30 students of the second class students SMA PGRI 8 Kebon Jeruk and to know the result of the test, the writer makes the table of the students' score of pre-test (score X), Post- test (score Y) and the comparison scores of X to Y.

The Comparison scores of X to Y

Students	X Pre-Test	Y Post-Test	D (X - Y)	D2 (X - Y)2
1	64	72	-8	64
2	72	76	-4	16
3	60	64	-4	16
4	72	80	-8	64
5	60	64	-4	16
6	84	88	-4	16
7	64	72	-8	64
8	68	72	-4	16
9	60	68	-8	64
10	64	68	-4	16
11	60	64	-4	16
12	64	72	-8	64
13	80	84	-4	16
14	60	68	-8	64
15	64	68	-4	16
16	72	76	-4	16
17	68	72	-4	16
18	60	64	-4	16
19	64	72	-8	64
20	80	88	-8	64
21	60	68	-8	64
22	72	76	-4	16
23	72	80	-8	64
24	72	80	-8	64

[20] David P Harris, *Testing English As a Second Language,* (Washington, DC: George Town University, 1969), P. 81-82

25	64	68	-4	16
26	72	76	-4	16
27	60	68	-8	64
28	60	64	-4	16
29	72	80	-8	64
30	76	78	-4	16
N = 30	**2020**	**2190**	**$\sum$D = -172**	**$\sum$D2 = 1104**

Based on the data above, the writer has calculated the result of $\sum D$ = -138 and $\sum D2$ = 768. Then the writer tried to find out the standard deviation with formula:

$$SD_D = \sqrt{\frac{\sum D2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$= \sqrt{\frac{1104}{30} - \left(\frac{-172}{30}\right)^2}$$

$$= \sqrt{36.8 - (-5.73)^2}$$

$$= \sqrt{36.8 - 32.8}$$

$$= \sqrt{4}$$

$$= \mathbf{2}$$

Based on the data in table 4, the writer tried to calculate the Mean of Differences (MD) between variable X and variable Y with the formula:

$$MD = \frac{\sum D}{N}$$

$$= \frac{-172}{30}$$

$$= \mathbf{-5.7}$$

After gaining the result of SD_D = 2.10 the writer calculated the standard errors from Mean of Differences (SE_{MD}) between variable X and variable Y:

$$SE_{MD} = \frac{SD_D}{\sqrt{(N-1)}}$$

$$= \frac{2}{}$$

$$\frac{\sqrt{(30-1)}}{}$$

$$= \frac{2}{\sqrt{29}}$$

$$= \frac{2}{5.39}$$

$$= \mathbf{0.37}$$

The last procedure of the calculation is determining the result of t_o (t observation) of the tests with the formula:

$$t_o = \frac{MD}{SE_{MD}}$$

$$= \frac{-5.7}{0.39}$$

$$= \mathbf{-14.61}$$

The result (-11.79) indicates that there is a difference of degree as much as 11.79 regardless the minus, for it does not indicate negative score. Then in order to complete the result of this research, the writer tried to find out the degree of freedom (*df*) with the formula:

$$D\!f = N - 1$$

$$= 30 - 1$$

$$= \mathbf{29}$$

Based on the table, *df* 29 at significance level of 50% and 1 % are:

t_{table} at significance level of 5% = 2.045

t_{table} at significance level of 1% = 2.756

So the result is = 2.045 <14.61>2.756

It means that t_o (t observation) is higher that t_t (t table).

2. The Test of Hypothesis

Before deciding the result of hypothesis, the writer proposed interpretation toward t_o (t observation) with procedure as follows:

a) Formulating alternative hypothesis (H_a): There are significant mean differences between variable X and Y.

b) Formulating null hypothesis (H_o): There are not significant mean differences between variable X and Y.

Furthermore; the writer has the assumption as the statistic hypothesis sates:

a) If the result of calculation t_o (t observation) is bigger than t_t (t table), $t_o > t_t$; the null hypothesis (H_o) is rejected. It means that the experiment technique is **accepted.**

b) If the result of calculation t_o (t observation) is smaller than t_t (t table), $t_o > t_t$; the null hypothesis (H_o) is accepted. It means that the experiment technique is **rejected.**

Based the result of the calculation, the writer obtained value of t_o 11.79 and degree of freedom (*df*) = 29. To know whether it is significant or not we have to look at the t table in appendix. The result of t_t on significant 5% = 2.045 and 1% = 2.756. It indicates that $t_o > t_t$ or 14.61> 2.045 and 14.61> 2.045 or (2.045 < 14.61> 2.756), so the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore the writer hypothesis is accepted, It means that there is a significant affective of English story jokes in teaching speaking in improved students ability.

3. Interpretation of Data Analysis

From the explanation about the analysis of the result on the table, we can see that there is effectiveness of English story jokes in improving students speaking ability. It can be seen that the score of post-test is higher than pre-test. It means teaching speaking using English story jokes is higher than teaching speaking without English story jokes. So, the writer can conclude that there may have effective teaching speaking with story jokes in improving students speaking at the second class of students at SMA PGRI 8 Senior High School JL.Salam I, Kebon Jeruk Jakarta.

CHAPTER IV
CONCLUSION AND SUGGESTION

A. *Conclusion*

Based on the data analysis on chapter III and the discussion in the previous chapter, the writer would to make a conclusion. After analyzing the result of the experimental research, the writer got the data about teaching speaking using English story jokes that has been compared with the teaching speaking without English story jokes. It is indicated that students need a new atmosphere in the classroom that has provided by the technique that the writer applied in the class. The technique can improve the student's understanding because students have an interesting, funny and enjoyable way in learning English. The conclusion can be seen from the result of t_t on significant 5% = 2.045 and 1% = 2.756. It indicates that $t_o > t_t$ or 14.61 > 2.045 and 14.61 > 2.756 or (2.045 < 14.61 > 2.756).

From the explanation above, it means that hypothesis at the research is accepted or there is significant difference between the results of teaching speaking with English story jokes and teaching speaking without English story jokes.

B. Suggestion

The writer would like to give suggestion on teaching speaking using English story jokes as follows:

1. The teacher should carefully select several jokes from any sources and design them; the jokes must suitable with the student age.

2. The teacher should give only short story jokes, one or two simple paragraphs will enable the students to get the ideas and memorize them easily.

3. When teacher applies English Story Jokes in their classroom, they need to have well preparation in finding and choosing a story from other sources not only based only textbook.

4. Many students find difficulties in speaking in English. Some factors are fear of making mistakes, fear of being laughed at by their friends, and having less confidence of their own ability. Therefore, teachers should help the students to overcome this problem by motivating them to speak.

5. The students have to memorize and enrich their vocabulary everyday and practice it in daily activity, anywhere and anytime with teacher, friends, family and other.
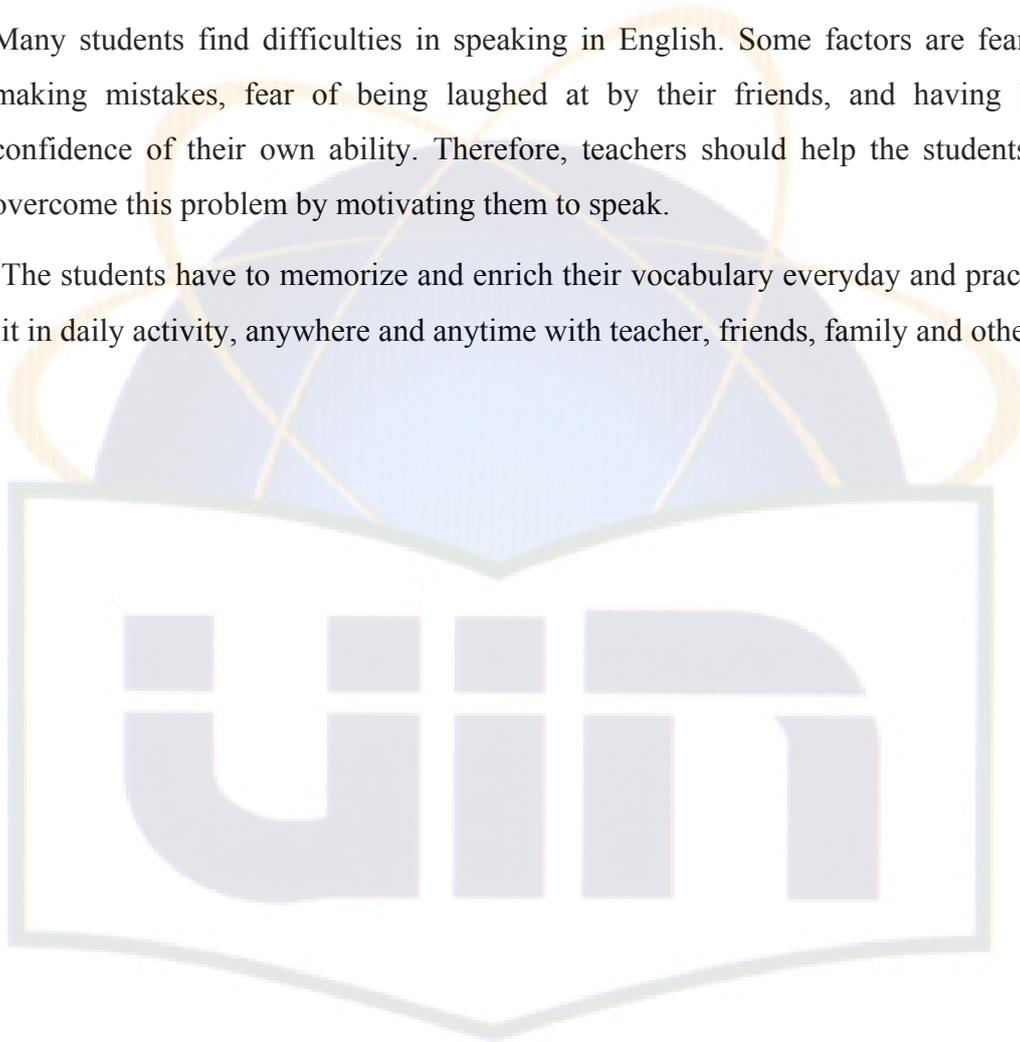
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