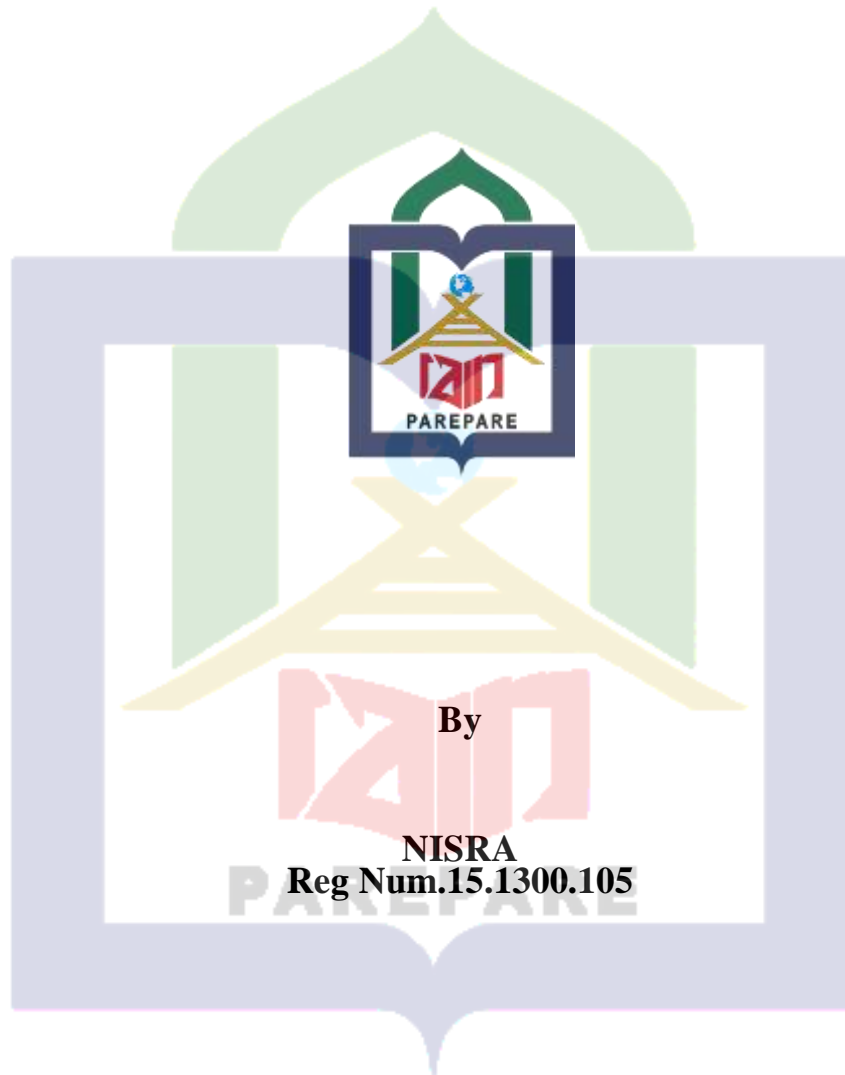


**SKRIPSI**  
**USING HUMOR STORY TO ENHANCE STUDENTS' SPEAKING  
SKILL AT THE TENTH GRADE OF  
SMA NEGERI 7 PINRANG**

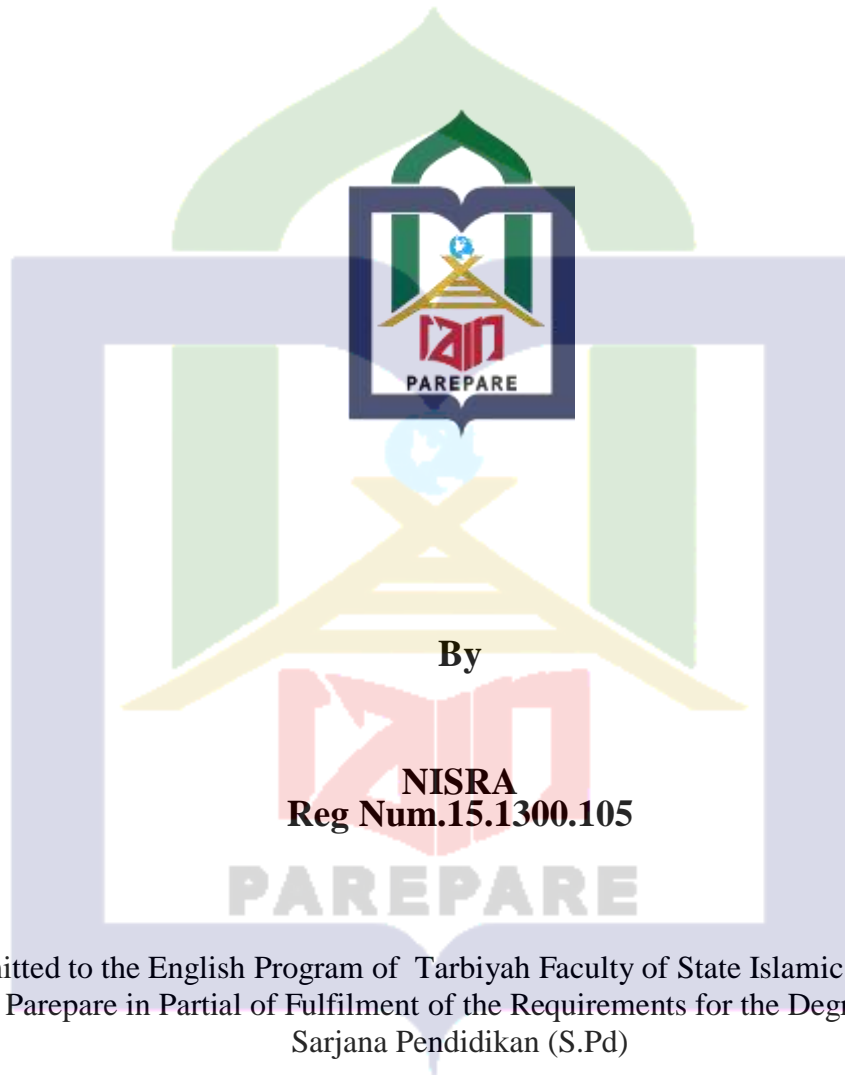


**By**  
**NISRA**  
**Reg Num.15.1300.105**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2020**

**SKRIPSI**  
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SKILL AT THE TENTH GRADE OF  
SMA NEGERI 7 PINRANG**



**By**

**NISRA**  
**Reg Num.15.1300.105**

**PAREPARE**

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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**Skripsi**

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**Submitted by**

**NISRA  
Reg Num. 15.1300.105**

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iii

## APPROVAL OF CONSULTANT COMMISSIONS

Name of the Student : Nisra  
The Title of Skripsi : Using Humor Story to Enhance Students' Speaking Skill at the Tenth Grade of SMA Negeri 7 Pinrang  
Student Reg. Number : 15.1300.105  
Faculty : Tarbiyah  
Study Program : English Education  
By Virtue of Consultant Degree : The Dean of Tarbiyah Faculty Certificate No. B.915/In.39/FT/4/2019

Has been legalized by

Consultant : Dra. Hj. Nanning, M.Pd. (.....)  
NIP. : 19680523 2000032 005  
Co. Consultant : Mujahidah, M.Pd. (.....)  
NIP. : 19790412 200801 2 002

Approved by:

Tarbiyah Faculty



Dean  
Saepudin, S.Ag., M.Pd.  
NIP: 19721216 199903 1 001

SKRIPSI  
USING HUMOR STORY TO ENHANCE STUDENTS' SPEAKING  
SKILL AT THE TENTH GRADE OF  
SMA NEGERI 7 PINRANG

Submitted by


NISRA  
Reg. Num. 15.1300.105

Had been examined on February 11<sup>th</sup>, 2020 and had been declared  
that it fulfilled the requirements

Approved by Consultant Commissions

Consultant : Dra. Hj. Nanning, M.Pd.  
NIP : 19680523 2000032 005  
Co-Consultant : Mujahidah, M.Pd.  
NIP : 19790412 200801 2 002

State Islamic Institute Parepare  
Rector  
  
Dr. Ahmad Sultra Rustan, M.Si.  
NIP. 19640427 198703 1 002

Tarbiyah Faculty  
Dean,  
  
Dr. H. Saepudin, S.Ag., M.Pd.  
NIP. 19721216 199903 1 001

### ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Script : Using Humor Story to Enhance Students' Speaking Skill at the Tenth Grade of SMA Negeri 7 Pinrang

Name of the Student : Nisra

Student Reg. Number : 15.1300.105

Faculty : Tarbiyah

Study Program : English Education

By Virtue Of Consultant Degree : The Dean of Tarbiyah Faculty Certificate No. B.915/In.39/FT/4/2019

Date of Graduation : February 11<sup>th</sup>, 2020

Has been legalized by Examiner Commissions

Dra. Hj. Nanning, M.Pd. (Chairman) (.....)

Mujahidah, M.Pd. (Secretary) (.....)

Wahyu Hidayat, Ph.D. (Member) (.....)

Dr. Abd Haris Sunubi, S.S., M.Pd. (Member) (.....)

Cognizant of:

State Islamic Institute of Parepare



Rector

Dr. Ahmad Sultra Rustan, M.Si. NIP. 19640427 198703 1 002

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Parepare, 17<sup>th</sup> November 2019

The Writer,



Nisra

Reg. Num. 15.1300.105



## DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

Name : Nisra  
Student Reg. Number : 15.1300.105  
Place and Date of birth : Pinrang, 27<sup>th</sup> December 1996  
Study Program : English Education  
Faculty : Tarbiyah  
Title of Skripsi : Using Humor Story to Enhance Students' Speaking Skill at the Tenth Grade of SMA Negeri 7 Pinrang

Stated this skripsi is her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 17<sup>th</sup> November 2019

The Writer,



Nisra

Reg. Num. 15.1300.105

## ABSTRACT

**Nisra, 2020.** *Using Humor Story to Enhance Students' Speaking Skill at the Tenth Grade of SMA Negeri 7 Pinrang* (Supervised by Nanning and Mujahidah).

This research was aimed to see the *Enhancing students' speaking skill* at the tenth grade of SMA Negeri 07 Pinrang. the objective of this research is to get the empirical data of the differences between students' score of speaking test who were not taught by using humor story and the students who taught by using humor story. The population of this research consist of 271 students is and the sample of the research X IPS as the experimental class consist of 29 students and X MIPA as the control class consist of 33 students.

The research method used in this research was quasi-experimental with nonequivalent control group design. The data was collected through pretest, posttest and questionnaire. It aimed to know whether humor story in teaching speaking can enhance students' confidence in speaking.

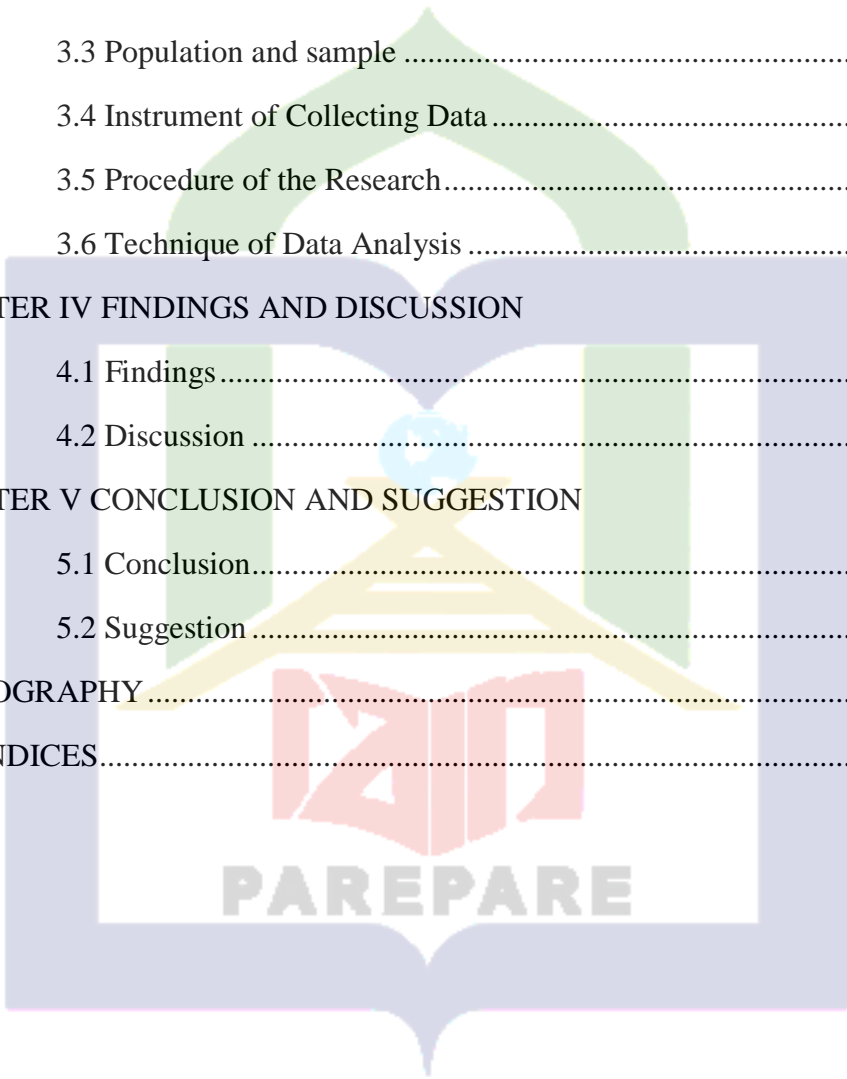
Based on the calculation, the result of the data analysis by using t-test showed the value of  $t_{test} (t_o)$  was higher than  $t_{table} (t_t)$ ,  $t_o > t_t = 3.673 > 1.699$ , in significant degree of 0.05 (5%). As the statistical hypotheses show, if  $t_{test} (t_o) > t_{table} (t_t)$  in significant degree of 0.05 (5%), it means that the whole brain teaching ( $H_a$ ) is accepted and the Null Hypothesis ( $H_o$ ) is rejected. In conclusion, humor story can improve students' confidence in speaking.

**Keywords:** Enhance students' Speaking, Humor Story.

**LIST OF CONTENTS**

COVER .....	i
COVER OF TITLE .....	ii
SUBMISSION PAGE .....	iii
APPROVAL OF CONSULTANT COMMISSIONS .....	iv
APROVED OF CONSULTANT COMMISSIONS .....	v
ENDORSEMENT OF EXAMINER OF COMMISSIONS .....	vi
ACKNOWLEDGEMENT .....	vii
DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI .....	ix
ABSTRACT .....	x
LIST OF CONTENTS .....	xi
LIST OF TABLES .....	xiii
LIST OF FIGURES .....	xv
LIST OF APPENDICES .....	xvi
<b>CHAPTER I INTRODUCTION</b>	
1.1 Background .....	1
1.2 Problem Statement .....	3
1.3 The Objective of the Research .....	3
1.4 Significance of the research .....	3
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
2.1 Some Pertinent Ideas .....	5
2.2 Previous Findings .....	17
2.3 The Conceptual Framework .....	19
2.4 Hypothesis .....	19

2.5 Variable and Operational' Definition of the Research.....	20
<b>CHAPTER III METHODOLOGY OF THE RESEARCH</b>	
3.1 Research Design.....	21
3.2 Location and Duration of the Research.....	21
3.3 Population and sample .....	21
3.4 Instrument of Collecting Data .....	22
3.5 Procedure of the Research.....	23
3.6 Technique of Data Analysis .....	25
<b>CHAPTER IV FINDINGS AND DISCUSSION</b>	
4.1 Findings.....	32
4.2 Discussion .....	44
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
5.1 Conclusion.....	51
5.2 Suggestion .....	52
<b>BIBLIOGRAPHY</b> .....	53
<b>APPENDICES</b> .....	55



## LIST OF TABLES

Number	The Title of Tables	Pages
3.1	The Total the of the tenth grade Students of SMA Negeri 7 Pinrang	22
3.2	The likert scale rating	28
3.3	Tendeny category of the students' confidence in speaking	30
3.4	Assessment the indicator of confidene	30
3.5	Scoring classification of confidence in speaking	31
4.1	Students' pre-test score based on confidence in speaking	32
4.2	The students' score in pre-test	32
4.3	Students' classification score in pre-test	34
4.4	Students' Score in post-test	36
4.5	The students' score in post-test	36
4.6	Students' classification score in post-test	37
4.7	The Mean Score and Standard Deviation of The Pre-Test and Post-Test	39
4.8	The Rate Percentage of The Frequency of The Pre-Test and Post-Test	39
4.9	The worksheet of the calculation of the score on pre-test and post-test on the students' speaking in speaking paragraph.	40
4.10	The test of signficance	42
4.11	The result questionnaire of experimental class	42
4.12	The percentage of tendency category	43

4.13	The item is valid if the result of test validity is bigger than $R_{table}$	44
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## LIST OF FIGURES

Number	The Title of Figures	Page
2.3	Conceptual framework	19



## LIST OF APPENDICES

<b>Number</b>	<b>The Title of Appendices</b>	<b>Page</b>
1	The Lesson Plan	55
2	The Students' Pre-test	66
3	The Students' Post-test	69
4	Questionnaire	72
5	The material of humor story	84
6	The Material of Speaking Test	86
7	The Documentation	87
8	Research permission	91
9	Curriculum Vitae	94



# CHAPTER I

## INTRODUCTION

### 1.1 Background

Speaking is one of the four skills in English that have to be mastery by the students. The students can access information from other students though speaking. Speaking in English not only using by officer, businessman, sailor, but also the students they are need speaking in English for talk experience with other people. “Speaking is almost the same as the word with conversation. However, the theories of speaking proposed by linguists and language practitioners describe different thing”<sup>1</sup> Speaking can give information, specially for person who can speak well will get information as soon as possible and fast with interlocutor.

In abroad with speaking you can know the new away, the new place, the new knowledge about something you don't know before. “The function of speaking as a medium for transacting message in social life”<sup>2</sup> Speaking English is the second language and with speaking English is how to communication with other people. Speaking English can make someone interacting with participants in all the people in world because English language is the International language.

Confidence is the nature possessed by humans and is the ability to do something to what is expected. Confidence is useful for their activity at school and also out of school because confidence is one of away to speak in front of many people “Self confidence is the existence of an individual attitude that he is sure of his

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<sup>1</sup>Burhanuddin Arafah and Kaharuddin Bahar, *The Art of Developing Speaking as a Performance* (Yogyakarta: CV Orbitrust Corp, 2015), p. xi.

<sup>2</sup>A. Kaharuddin Bahar, *Transactional Speaking: A guide to Improve Transactional Exchange Skills in English for Group Discussions (GD ) and Interviews* (Samta Gowa: Gunadarma Ilmu, 2014), p. 3.

own ability to behave according to that he expected, responsible towards his action”<sup>3</sup> Confidence is humans’ ability that can be very useful and is one of the achievements and not everyone has confidence.

The students in speaking learning are less interested because of lack of confidence and willingness. The students’ problem in speaking is too hard to speak they are thinking before speak, do not have the courage, do not have many vocabulary, and have not habits in environment, the students should be have a habits speaking English in environment or making English area with other friend to practice speaking and if always practice speaking it will be fluent to speak English well.

Humor story is the away to make someone laugh and relax and so that is will so it will invite communication on sensitive issues, sources of insight into a conflict. “Humor story is part of human experience expressed thought language. Second language learning offers great benefits for languages’ teacher and learners.”<sup>4</sup> Humor story can makes the classroom more active, the class does not get stiff and the students’ will make interested.

Therefore, the researcher conducted the research entitled “Using Humor Story To Enhance Students’ Speaking Skill at the tenth Grade of SMA Negeri 7 Pinrang” by focusing at the tenth grade of SMA Negeri 7 Pinrang, because the tenth grade students are freshmen who have just learned speaking class. Moreover, if their abilities are known early on then the lecturers can evaluate and provide options to

---

<sup>3</sup>Iswahyudi, “Pengaruh Percaya Diri dan Pengendalian Emosi Diri Terhadap Efikasi Guru dimoderasi Idealisasi Pengaruh di SMP Negeri Kecamatan Juwana Kabupaten Pati” Program Pasca Sarjana Universitas Stikubank Semarang (September 2016), p. 5.

<sup>4</sup>Suryani Eryana, Syamsiarna Nappu and Nurdewi Bte Abdul “Enhancing Students’ Achievement And Motivation Toward Reading Comprehension By Using Humor Story At The 11<sup>th</sup> Grade Of SMK Negeri 6 Bulukumba,” journal keguruan dan ilmu pendidikan 5, no. 1 (1 June 2018), p. 62.

improve the ability. It is different the junior students who are already willing to graduate, it will certainly be difficult for improving their skill.

### **1.2 Problem statement**

Based on the background of the research previously covered, the researcher formulated the problem statement as follow:

1. How were the speaking skills of students at SMA Negeri 7 Pinrang before and after being taught using humor story strategy?
2. How confident students are in learning speaking at SMA Negeri 7 Pinrang using humor story strategy?
3. Is there a significant difference in the students' speaking at SMA Negeri 7 Pinrang before and after being taught the humor story strategy?

### **1.3 Objective of the Research**

1. To know the students speaking skill at SMA Negeri Pinrang before and after being taught using humor story strategy.
2. To know the confidence of students in learning speaking at SMA Negeri Pinrang before and after being taught using humor story strategy.
3. To know the significant difference of students speaking at SMA Negeri 7 Pinrang before and after being taught using humor story strategy.

### **1.4 The significance of the Research**

1. Teacher

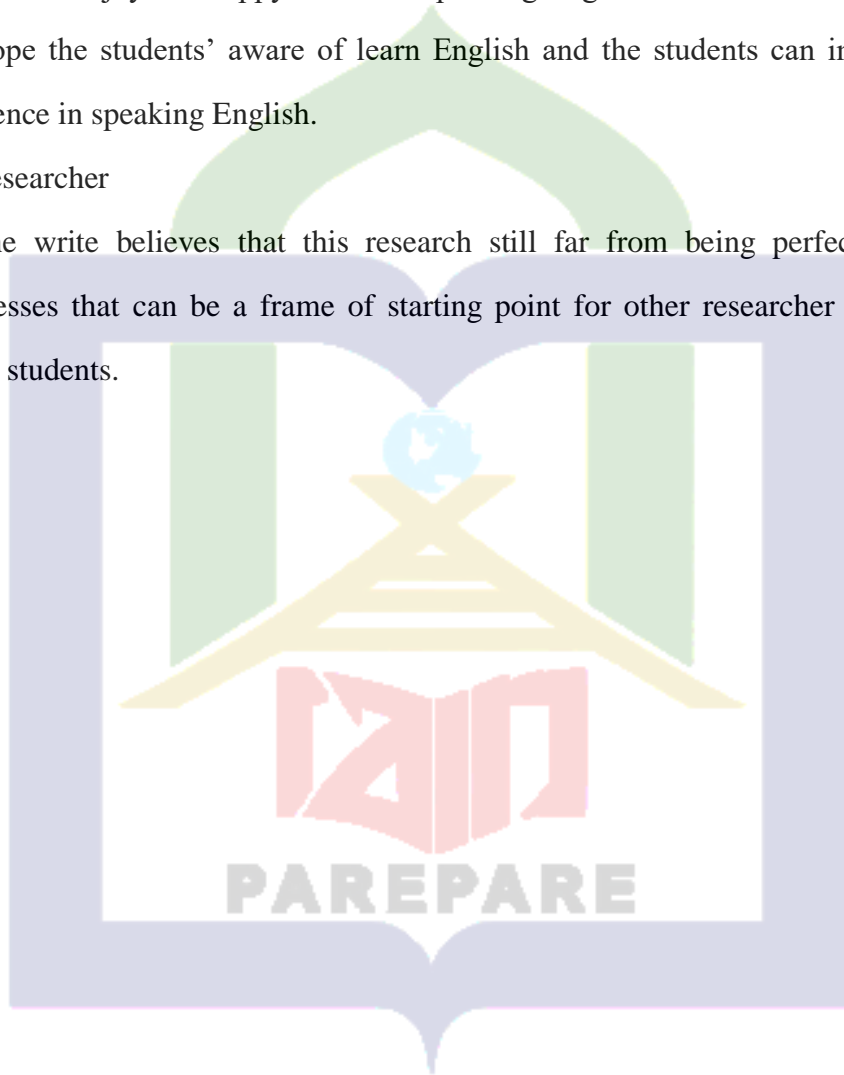
This researcher hope can give information to the teacher in teaching speaking English, so the teacher can help their students' about their problem to speak English and improve their confidence for speak English well than before, the researcher hope the teacher will give support and solution for theirs' student and make all of theirs' students can speak in front of theirs' friends.

## 2. Students

This researcher hope can improve the students' confidence to speak in the classroom, and the students can change their-self for like speaking class and also the students' be enjoy and happy learn and speaking English in the class. The researcher also hope the students' aware of learn English and the students can improve their confidence in speaking English.

## 3. Researcher

The write believes that this research still far from being perfect, there are weaknesses that can be a frame of starting point for other researcher to carry out similar students.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Some Pertinent Ideas

##### 2.1.1 The Definition of Confidence

Confidence is the ability somebody is achievement and not everyone has self-confidence. “Confidence is good qualities of somebody, own ability to do things and be successful, feeling that certain about something.”<sup>5</sup> “Confidence is perfectly willing to admit wrong, Confidence person focuses on being the best and doing the best.”<sup>6</sup> Confidence in own ability to able to achieve targets, desires, and goals to be resolved though facing various challenges and problem and carried out with full responsibility.<sup>7</sup> Confidence is not about feeling good inside, although it’s a bonus if you do.<sup>8</sup>

According to the definition of confidence above the writer can conclude that confidence is somebody can do something without feel shy and also confidence is not belief your own ability to do things is successful and a good quality of someone has. Somebody how has confidence does not arrogant but they will focuses on being the best do the best and a confidence willing to admit when they are wrong.

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<sup>5</sup>Victoria Bull, *Oxford: Learner’s Pocket Dictionary, fourth edition* (Oxford University Press: 2008), p. 89.

<sup>6</sup>Sean Mcpeat, *Personal Confidence & Motivation* (Training & Ventus Publishing ApS: 2010), p. 12.

<sup>7</sup>Asrullah Syam, “Pengaruh Kepercayaan Diri (Selfe Confidence) Berbasis Kaderisasi IMM Terhadap Prestasi Belajar Mahasiswa:Studi Kasus di Program Studi Pendidikan Biologi Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Parepare”, *Jurnal Biotek* 5, no.1 (2017), p. 92.

<sup>8</sup>Kate Burton and Brinley platts, *Building Confidence for Dummies* (England: British library, 2006), p. 10.

### 2.1.1.1 The Indicators of Confidence

There are three indicators of confidence:

1. Cognitive, the person's knowledge of their abilities.
2. Performance, the person's ability to do something.
3. Emotional, the learners' comfortable feeling about the former two aspects.<sup>9</sup>

### 2.1.1.2 Building of Confidence

Confidence does not come from sitting on hands and waiting for something to happen. It is about throwing everything you have against the wall and waiting for something to stick. Try using these tools to help the low confidence in below:

1. Realize that self-confidence is not difficult to acquire.
2. Do something for someone else, and helping other lets.
3. Find the confidence that lies somewhere within.
4. Acting as though life is already going away can be a great psychological tool for building confidence.
5. Find a tutor.
6. Stay healthy, exercise, keep energy high.
7. Experience.
8. Keep a confidence journal.
9. Build a support structure. Support groups have been around much longer than psychotherapy.
10. Monitor thinking<sup>10</sup>:

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<sup>9</sup>Marie Norman and Teryy Hyland, *The Role of Confidence in Lifelong Learning*, Education: Journal Article (University of Bolton: 2003), p. 8-9.

<sup>10</sup>Barton Goldsmith, *100 ways to boost your self-confidence* (The career press, 2010), p. 214.

There are ten daily habits to raise your confidence in below:

1. Start each day alert and ready for action.
2. Concentrate on the page.
3. Put the best sunglasses on
4. Track the moods and emotions.
5. Exercise for know the confidence.
6. Take quiet moments alone.
7. Go outside.
8. Operate from a position of generosity
9. Review today and create the best act for tomorrow
10. Connect with life purpose<sup>11</sup>

Realizing that confidence not difficult, even if it has been hiding for a while, is the first step in reinforcing it. Deciding that the confidence can build when someone want to change the habit. Taking a good confidence when always evaluation about the skill of confidence.

### **2.1.2 Concept of Speaking**

#### **2.1.2.1 The Definition of Speaking**

Speaking is one of language skills will make our activity be easy to communication with each other “Talk to somebody about something; use your voice to say something”<sup>12</sup> “Speaking as one of language skills which construct the meaning and need certain grammar and vocabulary use to make communication with other”.<sup>13</sup> Speaking without vocabulary and grammar is cannot useful, there are many

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<sup>11</sup>Kate Burton and Brinley platts, *Building Confidence for Dummies* (England: British library, 2006), p. 237-241.

<sup>12</sup>Victoria Bull, *Oxford: Learner’s Pocket Dictionary, fourth edition*, p. 426.

<sup>13</sup>Meta Nur Utaminingsih, *improving students’ speaking ability through story board game*, Journal of English Language Teaching 2, no. 2 (2013), p. 2.



students' cannot speak English because of lack of confidence and vocabulary and it is main factor in speaking difficulties.

#### 2.1.2.2 The Function of Speaking

##### a. Speaking as interaction

Speaking as interaction is need two people or many people for greeting recount experience, interactional speaking activity is the participants speaking face to face such as conversation discourse and the participants can change their conversation topics whatever they want. Interactional speaking can make the participant know how to choose topics, make small talk and also know how to open and close conversation. "Speaking as interaction is displays interactional function that this kind of speaking is also recognized as interactional speaking."<sup>14</sup> "Speaking as interaction refers normally mean by conversation and describes interaction that serves a primarily social function."<sup>15</sup>

Form the explanation above, it can be concluded that speaking as interactional is conversation which we found our social lives, recount recent experience. Speaking as interactional also can give participants to know about social function and establish a comfortable zone of interaction with others.

##### b. Speaking as Transaction

Speaking as transaction is one of away to conversation how to known about transacting being spoken, to give information with other people. They participants can ask questions, ask for clarification, making suggestion, and making comparisons.

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<sup>14</sup>A. Kaharuddin Bahar, *Interactional Speaking: A Guide to Enhance Natural Communication Skills in English* (Yogyakarta: Trustmedia Publishing, 2014), p. 2.

<sup>15</sup>Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice* (London: Cambridge University Press, 2008), p. 22.

.“Speaking as a medium for maintaining social relationships, need to recognize transactional speaking as a medium for transacting message being spoken.”<sup>16</sup>

Speaking as transaction refers to situations and where the focus on what is said. The message and making someone understood well and the participant how they interact socially with other people.

Examples of speaking as transaction are:

1. Classroom group discussion and problem solving activities
2. A class activity during which students design a poster
3. Discussing needed computer repairs with a technician
4. Discussing sightseeing plans with a hotel clerk or tour guide
5. Making a telephone call to know the schedule of the teacher
6. Asking someone for directions on the street
7. Buying make up in a store
8. Ordering drink from a menu in a cafe

The main features of speaking as transaction are:

1. It function to access information
2. Focus on the message
3. Participants use strategy to make understand each other
4. It needs questions, repetitions, and comprehension check.
5. There are negotiation and digression.<sup>17</sup>

That is explanation from Kaharuddin Bahar and Richards the explanation about speaking as a transactional so the researcher can conclude that speaking as

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<sup>16</sup>A. Kaharuddin Bahar, *Interactional Speaking: A Guide to Enhance Natural Communication Skills in English*, p. 7.

<sup>17</sup>Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice*, p. 26.

transactional is one of away to give information other people through spoken, and make conversation about our situation and discussion problem solving activities. The message and making someone understood well and the participant how they interact socially with other people.

c. Speaking as Performance

Speaking as performance is the students' speaking performance in giving presentation "Speaking as performance is refers to public speaking to share information in front of participants, such as classroom, presentation."<sup>18</sup> Speaking as performance train for students' to speaking in classroom and not only speak but also the students' can give theirs' knowledge through presentation and it will exercise theirs' confidence to speak in front of their friends.

d. The Classroom of Speaking

Teaching speaking should be taught in attractive and communicative activities. There are many six classroom speaking activities. Those can be seen below:

1. Acting From Script

In acting from script, the students will be often acting out dialogues. This frequently involves them in coming out to the front of the class. The teacher needs to give students time to rehearse their dialogues before the students are asked to perform. The class is working on the same dialogue or plays extract, the script as if theatre directors, drawing attention to appropriate stress, intonation, and speed.

2. Communication Games

Games are designed to stimulate communication between students. The games are made base on the principle of the information gap so that one student has to talk

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<sup>18</sup>A. Kaharuddin Bahar, *Interactional Speaking: A Guide to Enhance Natural Communication Skills in English*, p. 9.

to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures.

### 3. Discussion

Discussion is probably the most commonly used activity in oral skill class. In discussions the students are allowed to express their opinions. Some discussions just happen in the middle of lesson they are unprepared for by the teacher, but if encourage can provide some of the most enjoyable and productive speaking in language classes. Their success will depend upon our ability to prompt and encourage and perhaps to change our attitude to errors and mistakes.

### 4. Prepared Talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

### 5. Questionnaires

Questionnaires are very useful because they make sure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do, so the teacher can act as a resource, helping them in the design process. The result obtained from questionnaires then can be formed as the basis for written work, discussions, or prepared talks.

### 6. Simulation and Role play

Simulation and role play can be to encourage oral fluency. Teacher can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when the teacher teaches

expression. In discussion, teacher can use some picture or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.<sup>19</sup>

The classroom of speaking is teaching speaking taught in attentive and communication activities. The teacher give the students time to practice their dialogues before performance, discussion to express their opinion, games are designed to simulate communication between students, they make sure that both questioner and respondents have something to speak to each other.

#### e. The Teaching Speaking

Speaking is viewed as the for the most part looked aptitude for a person to be acknowledged skillful in an unknown dialect. Speaking is more than to frame linguistically address sentences, it rather covers expansive regions of mechanics, function, pragmatics and social collaboration. Therefore, any foreign language teaching methodology used in the classroom throughout the history has always sought to develop ways to improve the competency of learners in these areas.

Richards states that the mastery of speaking skills in English is the learners often evaluate their skill and teaching of oral skill by methodological debate.<sup>20</sup> Teaching speaking need approach and the teacher use books is one of approach with their students, the students always repeat and evaluation about their skill in speaking and their aware of their skills in speaking. The students learn not only alone but they speak with their friends through group work, task work and the students also can speak with their friends out of school to get fluent in speaking.

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<sup>19</sup>Jeremy Harmer, *the Practice of English Language Teaching: Third Edition* (Longman: 2001), p. 271-275.

<sup>20</sup>Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice*, p. 19.

### 2.1.3 The concept of humor story

#### 2.1.3.1 The Definition of Humor Story

Humor story is one of away to make somebody get happiness and enjoyment. Humorists are entertaining, energetic, funny and attractive. “Humor keeps somebody happy by doing what they want.”<sup>21</sup> “Story is description of past or imaginary events, new report.”<sup>22</sup> “Humor does not only serve for social purpose, but also strengthens our abilities in coping with stress.”<sup>23</sup>

Base on sense above, Humor story is can make somebody happy by tell story past event. There are many people like humorous person because humors are entertaining, energetic, funny and attractive but not everyone also knows about the mechanism behind the charm. Humor does not only serve for social purpose, but also strengthens our abilities.

#### 2.1.3.2 The Advantages of Humor Story

##### 1. Humor Builds Relationships and Improves Communication

The learning needs relationships and communication between the teacher and students. Learning effectiveness is often influenced by communication interactions between the teacher and students. The good interaction and communication can make the teacher and students improve the effectiveness of learning. Boring material will be enjoy material if it is communicated it will be easy, interaction with students is one of the psychological approaches between the teacher and students.

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<sup>21</sup>Victoria Bull, *Oxford: Learner’s Pocket Dictionary, fourth edition*, p. 216.

<sup>22</sup>Victoria Bull, *Oxford: Learner’s Pocket Dictionary, fourth edition*, p. 438.

<sup>23</sup>Katy W.Y. Liu *Humor styles, self-esteem and subjective Happiness*, SS student E-Journal 1 (2012), p. 21.

## 2. Humor as a Stress Reduction Tool

The students stress because it is caused by several factors. Stress occurs because of the length of the same lesson, there are many assignments and difficult tasks given by the teacher. Usually stress occurs during the exam and also about the teacher is unfriendly, fierce etc. The best solution to resolve stress the teacher can use humor as a tool to reduce tension, test material or test instruction can be given a touch of humor. The teacher should be given their students material humor or test instruction using humor story for make the students be relax.

## 3. Humor Makes Learning Interesting

Humor can make learning attractive to students because of the interaction between the teacher and students. Humor can improve the presence of students in boring class; with humor the students' will be interested to learn about the material, often the students will feel sleepy in class because the material do not interesting but by using humor story the students will happy and spirit to learn.

## 4. Humors Strengthens Memory

Remembering process in the process of recalling information that has been stored in memory. The process of remembering will be easy if you use emotions. Storing information using humor will involve deep emotions; information that enters deep brain memory will save long enough and it will be easy to remember. Remember without something memorable will make lost in our mind as soon as possible.<sup>24</sup>

Advantages of humor story really need by the students' for making the students' relax and focus in the learning. Without humor the students will sleepy in the classroom because of the students boring about the material flat so the teacher give

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<sup>24</sup>Darmansyah, *Strategi Pembelajaran Menyenangkan dengan Humor* (Jakarta:Bumi Aksara, Oktober 2010), p. 82-91.



humor to make the students be enjoy and make the students difficult to remember about the material has given by the teacher.

#### 2.1.3.3 The strategy of Humor Story

There are three technique of humor story will use by the teacher:

a. The impressive first meeting

The first away the teacher has to do is portraying themselves as people how are not angry, easy to talk, not easily offended and accept suggestion from students. Imagine yourself as a teacher who has high emotional intelligence so that you are able to enter the world of students more deeply. The first meeting when the teacher has been able to conquer the hearts of any students it will be easy.

b. The Pause strategy

The pause strategy is a short break around 3-5 minutes in the learning process after learning runs for a period of 25-30 minutes. Pause strategy is done to control the construction of students when the conditions begin to fall. The pause strategy to avoid the appearance of stress and saturation for students, the pause strategy is needed to restore concentration and memory.

c. at the end of the meeting session

Inserting humor at the end of the lesson will make students smile and when they are smiling the memory brain will be able to store information well. Emotional intractability in remembering information and making it easier for students to recall at the next meeting, the teacher can close learning with humor in many ways such as play words, rhymes, imitating the utterances of the television, radio, presenters to close the learning.<sup>25</sup>

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<sup>25</sup>Darmansyah, *Strategi Pembelajaran Menyenangkan dengan Humor*, p. 180-194.

Based on above the researcher can conclude that the strategy of humor story needs three technique and all the technique are useful for students need. The humor story will make the students' can easily accept the material and remembering the material and it easier for students to recall the material when they need.

#### 2.1.3.4 The Function of Humor Story

Humor story is needed in learning; humor can help melt the atmosphere in the class. " Humor helps increase enjoyment, boost creativity, facilitate coping, and mitigate the perceived intensity of negative life events."<sup>26</sup> The teachers who teach by having a sense of humor can make the students enjoy and do not make bore the students to learn speaking English in the class. There are five the function of humor:

- a. Humor as the attractiveness of students' attention in learning process students' attention to the material being taught tends to fluctuate, so the teacher should take the students' focus with tell something or show the pictures. Most of the students turned out to tend to provide humor insets in conveying messages positively as students' attention. The right insertion of humor from a teacher can further direct students' focus on learning material.
- b. Humor helps reduce boredom in learning. Boredom is an inner atmosphere that is often experienced by students in learning. The emergence of boredom can make students tired because long lessons without variation. Boredom can lead to failure in the success of student learning.
- c. Humor can help create tension in the classroom. Tension can arise at anytime and anywhere including the classroom in a learning environment.

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<sup>26</sup>Caleb Warrer and A. Pater McGraw, *Differentiating What Is Humorous What Is Not*, Journal of Personality and Social Psychology (Desember 2015), p. 1.

- d. Humor helps overcome physical and mental fatigue in learning. The most common symptom found in students experiencing physical and mental fatigue is excessive drowsiness and lack of enthusiasm in learning.
- e. Humor to facilitate communicating and interaction. Communicating and interacting with students is the main capital in learning.<sup>27</sup>

Humor is one of a way to get a students' focus. In learning at the classroom the students need humor to lose their bore, sleepy in lcalebearing speaking. The students enjoy learning if there is variation in the class, and the students more like the teacher who has sense of humor. Teach using humor will make the teacher easy to approach the students so the students' will give their focus on the teacher said.

## 2.2 Previous Research Findings

- a. Asmiati in her research about The correlation between the students' self-confidence and their speaking ability at the second year students of SMP Negeri 7 Salimbongan Kabupaten Pinrang. Based on her research she found that the result of the self-confidence and speaking ability, person product moment value 0. 43, and it is consulted to the table of person product moment with N=25. It is found 0.396 in level significant 5%. This means that is the person product moment value is greater than r-product moment table, and it is consulted to the degree of correlation product moment the coefficient 0. 43-0. 75=substantial. It means that significant the correlation between the students' self-confidence who were thought their speaking ability and those who were.<sup>28</sup>

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<sup>27</sup>Darmansyah, *Strategi Pembelajaran Menyenangkan dengan Humor*, p. 103-106.

<sup>28</sup>Asmiati, "The correlation between the students' self-compidence and their speaking ability at the second year students of SMP Negeri 7 Salimbongan Kabupaten Pinrang" (Parepare, 2015), p. 39.

- b. Hilmiyah in her research about improving students' skill in performing a speech through contextual teaching and learning at the twelve grade of MAN 2 Parepare (focused on problem-base learning strategy). Base on her research she found that the result of data analysis showed that the students' skill in performing a speech improved significantly. It was showed by the mean score of pre-test was 2. 28 and the post-test were 2.69 in experimental class. While, in control class, the mean score of pre-test was 2, 16 and the post-test were 2. 21. It showed that the students' skill in performing a speech of the twelve grade students of MAN 2 Parepare could be improved through problem-based learning strategy. After analyzing the data by using the test formula, the result of t-test value in post-test was 1. 88 and t-table value was 1.687. It meant that the t-test value (1. 88) was higher than t-table value (1.687). It means that significant improving students' skill in performing speech between contestual teaching and learning.<sup>29</sup>
- c. Emaliana in her research about using fanny story to improve students' reading skill at the second year of MTs. DDI Kanang Polewali Mandar. Base on her research it was proved by mean score of pre-test was 46.05 and the mean score of post-test was 86,05. The data analysis by using T-test was higher than T-table value. The value of T-test was 16.194, while T-test value was 2.724 at the 0.005 level significance. It means that there was significant different of the students' reading skill before and after giving treatment by using funny story.<sup>30</sup>

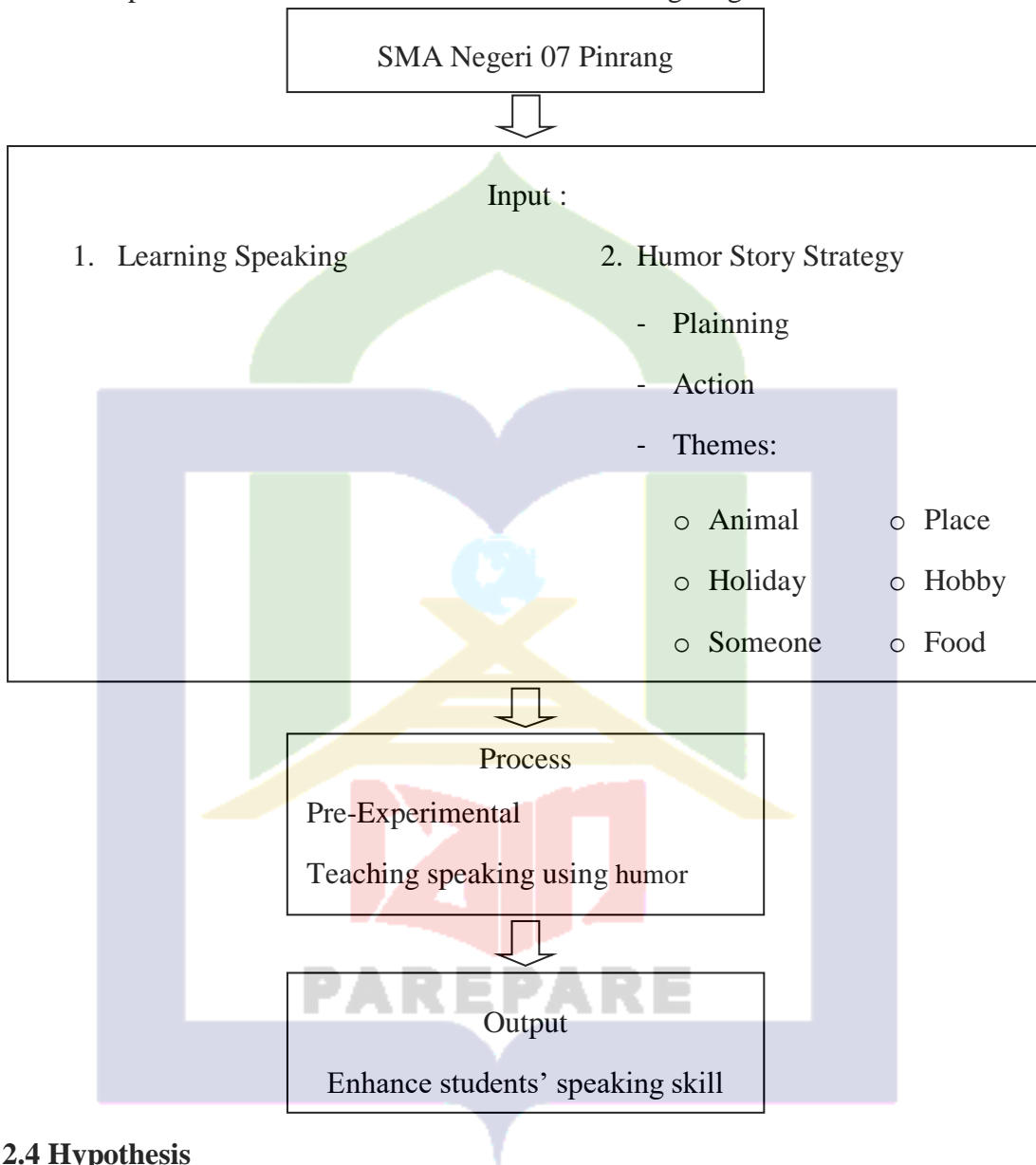
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<sup>29</sup>Hilmiyah, "Improving Students' Skill in Performing a Speech through Contestual Teaching and Learning at the Twelve Grade of MAN 2 Parepare (focused on problem-base learning strategy)" (parepare,2017), p. 46.

<sup>30</sup>Emaliana, *Using Fanny Story to Improve Students' Reading Skill at The Second Year of Mts. DDI Kanang Kab. Polewali Mandar* (Parepare, 2015). p. 40.

### 2.3 Conceptual Framework

The conceptual framework is described in the following diagram:



### 2.4 Hypothesis

Input : Learning speaking, humor story strategy (planning, action and themes; Animal, holiday, someone, place, hobby, food).

Process : Pre-Experimental (Teaching speaking using humor story strategy).

Output : Enhance students' speaking skill.

## **2.5 Research Variabel and Operational Definition**

### **2.5.1 The Research Variabel**

This research consists of two variables, dependent variable (students' confidence in speaking) and independent variable (the use of humor story strategy).

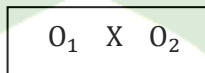
### **2.5.2 The Operational Definition of The Variabels**

1. The students' confidence in speaking skill is the capability of the students to speak English which is stated by their mean score in English speaking test. The term of skill can be determined as capacity or power to do something physical or mental; cleverness, intelligence, special natural power to something well.
2. Humor story strategy in this learning is the learning based on story. Through this strategy, students are given an opportunity to listen the humor story, but they are given instructions to pay attentions and so on firstly because humor story will make they are enjoyment, reduce stress, and easily to remember the Smaterial has be given.

## CHAPTER III RESEARCH METHOD

### 3.1 Research Design

This research is pre-experimental. This research involves experimental class that is taught through humor story strategy in enhancing students' speaking skill at SMA Negeri 07 Pinrang. The scheme of this research describe in following:



*Figure 3.1 Research Design*

Where:

O<sub>1</sub> : Pretest (Experimental Class)

X : Treatment

O<sub>2</sub> : Posttest (Experimental Class)<sup>31</sup>

### 3.2 Location and Duration of the Research

The location of the research took a place at SMA Negeri 07 Pinrang. The research used the quantitative research that has several times to collect and analyze data. The researcher did the research almost two month for collecting data from pre-test, treatment, post-test and questionnaire.

### 3.3 Population and Sample

#### 1. Population

The population of the research is all students of the tenth grade students of SMA Negeri 7 Pinrang which consist of eight classes to make it clear the population of the research, it can be seen in the table below:

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<sup>31</sup>Sugiono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2014), p. 110-111.

Table 3.1 The Total of the tenth grade Students of SMA Negeri 7 Pinrang.

Num	Class	Students
1.	X MIPA 1	33
2.	X MIPA 2	36
3.	X MIPA 3	35
4.	X MIPA 4	36
5.	X MIPA 5	36
6.	X IPS 1	29
7.	X IPS 2	34
8.	X IPS 3	32
	<b>Total</b>	271

*Data Source: Documentation of SMA Negeri 7 Pinrang*

## 2. Sample

In this research, the researcher took the sample from the tenth year students of SMA Negeri 7 Pinrang which consist of eight classes. Since the number of population is 271, so the researcher took X IPS 1 which consists of 29 students to be sample.

### 3.4 Instrument of Collecting Data

The instrument of this research used speaking test in the form of telling story. The students speak about 3 minutes then the researcher recorded the speaking test from the students. The student are given a pictures of animals, holiday, someone, hobby, place, food. Then the students described about the picture which they took and in post-test students are given the same picture. The collecting data is applied in three steps as followed:



1. Pre-test gave before treatment to find out extant of students' confidence.
2. Post-test gave after treatment. This test is aimed to compare the level of confidence of students after treatment.

### **3.5 Procedure of the Research**

The data this research collected by using the following procedure:

1. Pre-test

The research gave pre-test to the students. The pre-test intend to know and check the preceding confidence in speaking of the students before treatment to speak. The pre-test gave for the students in the first meeting. The test is controlled by researcher.

2. Treatment

After giving pre-test, the research gave the treatment. The research applied humor story in teaching speaking which consists of four meetings, each meeting run for 90 minutes and each meeting has different material. The procedure in teaching and learning process of every meeting as follows:

In the first meeting, The researcher gave greeting to the students and checks attendance list. After that, the researcher gave motivation to them about the importance of learning English. Next, the researcher explains about speaking text and gives one topic about "Animals" then the researcher presents material through humor story strategy with appropriate theme related to material and asks them to note the important information during the presents though humor story Before presents the material, the researcher wants them to discuss critically the presents from researcher, and explain about what they have discussed. Lastly, The researcher gave corrections

and directions if they make any mistake then The researcher suggests to them to study hard and tells the material next meeting.

In the second meeting, The researcher gave greeting to the students and checks attendance list. After that, the researcher gave motivation to them about the importance of learning English. Next, the researcher explains about speaking text and gives one topic about “Holiday” then the researcher presents material through humor story strategy with appropriate theme related to material and asks them to note the important information during the presents though humor story Before presents the material, the researcher wants them to discuss critically the presents from researcher, and explain about what they have discussed. Lastly, The researcher gave corrections and directions if they make any mistake then The researcher suggests to them to study hard and tells the material next meeting.

In the third meeting, The researcher gave greeting to the students and checks attendance list. After that, the researcher gave motivation to them about the importance of learning English. Next, the researcher explains about speaking text and gives one topic about “Someone” then the researcher presents material through humor story strategy with appropriate theme related to material and asks them to note the important information during the presents though humor story Before presents the material, the researcher wants them to discuss critically the presents from researcher, and explain about what they have discussed. Lastly, The researcher gave corrections and directions if they make any mistake then The researcher suggests to them to study hard and tells the material next meeting.

In the fourth meeting, The researcher gave greeting to the students and checks attendance list. After that, the researcher gave motivation to them about the importance of learning English. Next, the researcher explains about speaking text and

gives one topic about “Place” then the researcher presents material through humor story strategy with appropriate theme related to material and asks them to note the important information during the presents though humor story Before presents the material, the researcher wants them to discuss critically the presents from researcher, and explain about what they have discussed. Lastly, The researcher gave corrections and directions if they make any mistake then The researcher suggests to them to study hard and tells the material next meeting.

In the fifth meeting, The researcher gave greeting to the students and checks attendance list. After that, the researcher gave motivation to them about the importance of learning English. Next, the researcher explains about speaking text and gives one topic about “Hobby” then the researcher presents material through humor story strategy with appropriate theme related to material and asks them to note the important information during the presents though humor story Before presents the material, the researcher wants them to discuss critically the presents from researcher, and explain about what they have discussed. Lastly, The researcher gave corrections and directions if they make any mistake then The researcher suggests to them to study hard and tells the material next meeting.

In the sixth meeting, The researcher gave greeting to the students and checks attendance list. After that, the researcher gave motivation to them about the importance of learning English. Next, the researcher explains about speaking text and gives one topic about “Food” then the researcher presents material through humor story strategy with appropriate theme related to material and asks them to note the important information during the presents though humor story Before presents the material, the researcher wants them to discuss critically the presents from researcher, and explain about what they have discussed. Lastly, The researcher gave corrections

and directions if they make any mistake then The researcher suggests to them to study hard and tells the material next meeting.

### 3. Post-test

The researcher gives post-test in the last meeting or after treatment to know the students' result. It is aimed to compare the different results of students test. In post-test, the test form and time allocation are same with pre-test.

### 3.6 Technique of Data Analysis

The data collected through the test that has been analyzed by using quantitative analysis as follows:

#### 1. The Scoring Data of Pre-test and Post-test

The Data is analyzed using inferential statical analysis to test hypothesis by using t-test with following steps:

##### a. Mean

$$\bar{x} = \frac{\sum x}{n}$$

Where:

M : Mean

$\sum X$ : X Score total

n : A number of X scores<sup>32</sup>

##### b. Standard deviation

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{n - 1}}$$

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<sup>32</sup>Rusydi Ananda and Muhammad Fadhli, *Statistik Pendidikan: Teori dan Praktik dalam Pendidikan* (Medan: CV Widya Puspita, 2018), p. 62.

Where:

SD : Standard deviation

X :  $X - M_x$ ; Deviation

$\sum x^2$  : Deviation total

n : A number of X score<sup>33</sup>

c. Scoring students'

Scoring the students' speaking of pre-test and post-test.

$$\text{Score} = \frac{\text{Students' Correct}}{\text{The Total Item}} \times 100$$

d. Calculating the rate percentage of the students' score by using the following formula:

$$P = \frac{F}{n} \times 100\%$$

Where:

P = Percentage

F = frequency

n = total of number of sample

e. T-test for Hypothesis

T-test is conducted to test the hypothesis and to compare with the distribution T-table to determine  $H_0$  rejected and  $H_1$  accepted or vice verse.

$$Df = n - 1$$

Where:

Df : Degree of freedom

n : total of number of sample

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<sup>33</sup>Rusydi Ananda and Muhammad Fadhli, *Statistik Pendidikan: Teori dan Praktik dalam Pendidikan*, p. 77.

- f. Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

Where:

T : test of significant

D : the mean score of difference (X1-X2)

$\sum D$  : the sum of the total score

$\sum D^2$  : the square of the sum score of difference

n : the total sample.

The way humor story to increase students' confidence in speaking will be analyzed using appropriate with procedure of collecting data are pre-test, treatment, post test and questionnaire.

## 2. Likert Scala Formula

Every question or statement in the questionnaire has five answer choices. In the questionnaire students was checklist the statement based on their confidence in speaking. The percentage of the students answer by using the formula of the Likert scale as followed:

Table 3.2 The Likert scale rating

Classification	Scale (+)	Scale (-)
Strongly Agree	5	1
Agree	4	2
Doubtful	3	3

Disagree	2	4
Strongly Disagree	1	5

(Soure: Sugiono. *Metode penelitian pendidikan*, 2014)

a. Percentage

$$P = \frac{f}{N} \times 100\%$$

Where:

P: Percentage

f =: Frequency

N: The Total Respondent

b. Mean Score

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\bar{x}$  : Mean score

$\sum x$  : Sum of all Scores

N : Total Number of Subject

This formula has been used by the researcher to analyze the question include in the questionnaire to find out the average count of all numbers of the questions.

According to Syofian Siregar, the calculation of tendency categories was:

ST : Score Total

Total Item : 20

Smin : Score minimal

$$: 1 \times 20 = 20$$

Smax : Score maksimal

$$: 5 \times 20 = 100$$

Rentang (R) :  $100 - 20 = 80$

Panjang kelas (P) :  $\frac{R}{\text{Jumlah Kategori}}$   
 :  $\frac{80}{5}$   
 : 16

Very low :  $S_{min} \leq ST < S_{min} + P$   
 :  $20 \leq ST < 20 + 16$   
 :  $20 \leq ST < 36$

Low :  $S_{min} + p \leq ST < S_{min} + 2P$   
 :  $20 + 16 \leq ST < 20 + 32$   
 :  $36 \leq ST < 52$

Enough :  $S_{min} + 2P \leq ST < S_{min} + 3P$   
 :  $20 + 32 \leq ST < 20 + 48$   
 :  $52 \leq ST < 68$

High :  $S_{min} + 3P \leq ST < S_{min} + 4P$   
 :  $20 + 48 \leq ST < 20 + 64$   
 :  $68 \leq ST < 84$

Very High :  $S_{min} + 4P \leq ST < S_{min} + 5P$   
 :  $20 + 64 \leq ST < 20 + 80$   
 :  $84 \leq ST < 100$ <sup>34</sup>

Table 3.3 Tendency category of the Students' confidence in speaking

NO.	SCORE	CATEGORY	F	PERCENTAGE
1.	20 – 36	Very Low		
2.	37 – 53	Low		
3.	54 – 70	Enough		

<sup>34</sup>Syofian Siregar, *Metode Penelitian Kualitatif: Dilengkapi dengan Perbandingan Perhitungan Manual Dan SPSS* (Jakarta: Kencana, 2013), p. 252.



- 4. 71 – 87 High
- 5. 88 – 104 Very High

3.6.1 Scoring classification

As for the assessment, an indicator that is used by researcher is confidence assessment indicators based on the aspects of confidence in speaking by following indicators:

Table 3.4 Assessment the indicators of confidence.

Num.	Indicators	Score			
		1	2	3	4
1	Cognitive				
2	Performance				
3	Emotional				

*Data Source: Assessing Confidence*

3.6.2 Scoring Classification of Confidence in Speaking

The data is classified into five classifications by referring the scoring system as follows:

Table 3.5 Scoring classification of confidence in speaking

Mode	Affective		Cognitive		Psychomotor	
	Predicate	Average	Letter	Optimum Achievement	Letter	
4,00	Excellent	3,85-4,00	A	3,85-4,00	A	
		3,51-3,83	A-	3,51-3,83	A-	
3,00	Good	3,18-3,50	B+	3,18-3,83	B+	
		2,52-3,17	B	2,52-3,17	B	

		2,51-2,84	B-	2,51-2,84	B-
		2,18-2,50	C+	2,18-2,50	C+
2,00	Enough	1,18-2,17	C	1,18-2,17	C
		1,51-1,84	C-	1,51-1,84	C-
1,00	Poor	1,18-1,50	D+	1,18-1,50	D+
		1,00-1,17	D	1,00-1,17	D

*Data Source: RPP Bahasa Inggris K13 SMA/SMK/MA Revisi 2017*

The assessment of the 2013 curriculum based on the rule of education and culture minister 104 in 2014 scale assessment for knowledge competence and skill competence using the range of number and letters 4,00 (A) – 1,00 (D) with the detail as following:

4,00 (A) – 1,00 (D) with the following details:

3,85-4,00 with the letter A

3,51-3,83 with the letter A-

3,18-3,50 with the letter B+

2,52-3,17 with the letter B

2,51-2,84 with the letter B-

2,18-2,50 with the letter C+

1,18-2,17 with the letter C

1,51-1,84 with the letter-

1,18-1,50 with the letter D+, and

1s,00-1,17 with the letter D

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### 4.1 Findings

The findings were obtained from the speaking test in the tenth grade students of SMA Negeri 07 Pinrang in academic grade 2019/2020. The researcher applied all the procedures that had been showed in the previous chapter. In addition, the researcher gave the students pre-test, post-test and questionnaire. After that, it was continued by analyzing their score between pre-test, post-test and questionnaire. The researcher collected data from the tests which had been given to the students after analyzing the data which statistically calculation.

##### 4.1.1 Students' Score In Pre-Test and Post-Test

##### 4.1.1.1 Students' Pre-Test

The researcher gave speaking test to the students as the pre-test to know the students' confidence in speaking. Every student got it then the researcher listen the students' answer. After giving the pre-test to the students, the researcher found out the result of the students' writing ability based on the indicators of confidence in speaking which are cognitive, performances, emotional before giving treatment. The result was shown in the following table:

Table 4.1 Students' pre-test score based on confidence in speaking

Pre-test X IPS 1						
No.	Students	C	P	E	TOTAL	SCORE
1.	S1	2	2	2	6	2,00
2.	S2	1	1	1	3	1,00
3.	S3	1	1	1	3	1,00
4.	S4	1	1	2	5	1,67
5.	S5	1	1	1	3	1,00
6.	S6	1	1	1	3	1,00
7.	S7	1	1	1	3	1,00
8.	S8	2	1	1	4	1,33

9.	S9	1	1	2	4	1,33
10.	S10	1	1	1	3	1,00
11.	S11	1	1	1	3	1,00
12.	S12	2	1	2	5	1,67
13.	S13	1	1	1	3	1,00
14.	S14	1	1	2	4	1,33
15.	S15	2	1	2	5	1,67
16.	S16	1	1	1	3	1,00
17.	S17	2	1	2	5	1,67
18.	S18	1	1	1	3	1,00
19.	S19	2	1	2	5	1,67
20.	S20	1	1	1	3	1,00
21.	S21	2	1	1	4	1,33
22.	S22	2	1	2	5	1,67
23.	S23	1	1	1	3	1,00
24.	S24	1	1	1	3	1,00
25.	S25	1	1	1	3	1,00
26.	S26	2	1	2	5	1,67
27.	S27	1	1	1	3	1,00
28.	S28	1	1	1	3	1,00
29.	S29	1	2	1	5	1,67
	<b>Total</b>	<b>38</b>	<b>31</b>	<b>39</b>	<b>110</b>	<b>36</b>

*Data Source: Students' score of pre-test*

Table 4.2 The students' score in pre-test

No.	Students	Pre-test of Students (X1)		X1 <sup>2</sup>	Classification
		Max Score X1	Score X1		
1.	S1	4	2,00	4,00	Enough
2.	S2	4	1,00	1,00	Poor
3.	S3	4	1,00	1,00	Poor
4.	S4	4	1,67	2,78	Enough
5.	S5	4	1,00	1,00	Poor
6.	S6	4	1,00	1,00	Poor
7.	S7	4	1,00	1,00	Poor
8.	S8	4	1,33	1,78	Poor
9.	S9	4	1,33	1,78	Poor
10.	S10	4	1,00	1,00	Poor
11.	S11	4	1,00	1,00	Poor
12.	S12	4	1,67	2,78	Enough
13.	S13	4	1,00	1,00	Poor
14.	S14	4	1,33	1,78	Poor

15.	S15	4	1,67	2,78	Enough
16.	S16	4	1,00	1,00	Poor
17.	S17	4	1,67	2,78	Enough
18.	S18	4	1,00	1,00	Poor
19.	S19	4	1,67	2,78	Enough
20.	S20	4	1,00	1,00	Poor
21.	S21	4	1,33	1,78	Poor
22.	S22	4	1,67	2,78	Enough
23.	S23	4	1,00	1,00	Poor
24.	S24	4	1,00	1,00	Poor
25.	S25	4	1,00	1,00	Poor
26.	S26	4	1,67	2,78	Enough
27.	S27	4	1,00	1,00	Poor
28.	S28	4	1,00	1,00	Poor
29.	S29	4	1,67	2,78	Enough
<b>Total</b>			<b>36</b>	<b>60</b>	-

*Data Source: Students' score of pre-test*

Table 4.3 Students' classification score in pre-test

No.		Score	Frecuency
1	Excellent	3,85-4,00	0
		3,51-3,83	
2	Good	3,18-3,50	0
		2,52-3,17	
		2,51-2,84	
3	Enough	2,18-2,50	9
		1,18-2,17	
		1,51-1,84	
4	Poor	1,18-1,50	20
		1,00-1,17	

*Data Source: Students' score of pre-test*

The data in the table above showed that in pre-test none of the students got excellent and good score, nine got enough score, and twenty got poor score.

## 4.1.1.1.1 Mean score of the post-test

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

$$x = \frac{36}{29}$$

$$x = 1.24$$

Thus, the mean score ( $X_2$ ) of post-test is 1.25

## 4.1.1.1.2 The standard deviation of the pre-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{60 - \frac{(36)^2}{29}}{29 - 1}}$$

$$SD = \sqrt{\frac{60 - \frac{1296}{29}}{28}}$$

$$SD = \sqrt{\frac{60 - 44.6}{28}}$$

$$SD = \sqrt{\frac{15.4}{28}}$$

$$SD = \sqrt{0.55}$$

$$SD = 0.75$$

Thus, the standard deviation of the pre-test is 0.75

## 4.1.1.2 Students' Post-Test

After the researcher gave treatment by using humor story to the students, the researcher gave post-test. The students given the post-test to find out the students' confidence in speaking and their progress, it was used to know the result treatment.

The result was shown in the following table:

Table 4.4 Students' Score in post-test

Post-test X IPS 1						
No.	Students	C	P	E	TOTAL	SCORE
1.	S1	3	2	3	8	2,67
2.	S2	2	1	2	6	2,00
3.	S3	3	2	3	8	2,67
4.	S4	4	3	3	10	3,33
5.	S5	3	2	3	8	2,67
6.	S6	4	3	3	10	3,33
7.	S7	3	2	3	8	2,67
8.	S8	2	2	3	7	2,33
9.	S9	3	2	2	7	2,33
10.	S10	3	2	3	8	2,67
11.	S11	3	2	3	8	2,67
12.	S12	3	2	3	8	2,67
13.	S13	2	2	2	6	2,00
14.	S14	3	3	3	9	3,00
15.	S15	3	3	3	9	3,00
16.	S16	2	2	2	6	2,00
17.	S17	3	2	3	8	2,67
18.	S18	2	2	3	7	2,33
19.	S19	3	2	3	8	2,67
20.	S20	2	1	2	5	1,67
21.	S21	4	3	3	10	3,33
22.	S22	3	3	3	9	3,00
23.	S23	3	2	3	8	2,67
24.	S24	3	2	3	8	2,67
25.	S25	3	2	2	7	2,33
26.	S26	2	2	2	6	2,00
27.	S27	2	1	2	5	1,67
28.	S28	3	2	2	7	2,33
29.	S29	2	2	2	6	2,00
	<b>Total</b>	<b>81</b>	<b>62</b>	<b>77</b>	<b>220</b>	<b>73.33</b>

Data Source: Students' score of post-test

Table 4.5 The students' score in post-test

No.	Students	Pre-test of Students (X2)		X2 <sup>2</sup>	Classification
		Max Score X2	Score X2		
1.	S1	4	2,67	7,11	Good
2.	S2	4	2,00	4,00	Enough
3.	S3	4	2,67	7,11	Good
4.	S4	4	3,33	11,11	Good
5.	S5	4	2,67	7,11	Good
6.	S6	4	3,33	11,11	Good
7.	S7	4	2,67	7,11	Good
8.	S8	4	2,33	5,44	Enough
9.	S9	4	2,33	5,44	Enough
10.	S10	4	2,67	7,11	Good
11.	S11	4	2,67	7,11	Good
12.	S12	4	2,67	7,11	Good
13.	S13	4	2,00	4,00	Enough
14.	S14	4	3,00	9,00	Good
15.	S15	4	3,00	9,00	Good
16.	S16	4	2,00	4,00	Enough
17.	S17	4	2,67	7,11	Good
18.	S18	4	2,33	5,44	Enough
19.	S19	4	2,67	7,11	Good
20.	S20	4	1,67	2,78	Enough
21.	S21	4	3,33	11,11	Good
22.	S22	4	3,00	9,00	Good
23.	S23	4	2,67	7,11	Good
24.	S24	4	2,67	7,11	Good
25.	S25	4	2,33	5,44	Enough
26.	S26	4	2,00	4,00	Enough
27.	S27	4	1,67	2,78	Enough
28.	S28	4	2,33	5,44	Enough
29.	S29	4	2,00	4,00	Enough
<b>Total</b>			<b>73,35</b>	<b>191,3</b>	-

*Data Source: Students' score of post-test*

Table 4.6 Students' classification score in post-test

No.		Score	Frecuency
1	Excellent	3,85-4,00	0
		3,51-3,83	



2	Good	3,18-3,50	17
		2,52-3,17	
		2,51-2,84	
3	Enough	2,18-2,50	12
		1,18-2,17	
		1,51-1,84	
4	Poor	1,18-1,50	0
		1,00-1,17	

*Data Source: Students' score of post-test*

The data in the table above showed that in pre-test none of the students got excellent score, fifteen of the students got good score, fourteen the students got enough score and none of the students got poor score.

#### 4.1.1.2.1 Mean score of the post-test

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

$$x = \frac{73.33}{29}$$

$$x = 2.52$$

Thus, the mean score ( $X_2$ ) of post-test is 2.52

#### 4.1.1.2.2 The standard deviation of the pre-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{191.3 - \frac{(73.33)^2}{29}}{29 - 1}}$$

$$SD = \sqrt{\frac{191.3 - \frac{5,377}{29}}{28}}$$

$$SD = \sqrt{\frac{191.3 - 185.41}{28}}$$

$$SD = \sqrt{\frac{5.89}{28}}$$

$$SD = \sqrt{0.46}$$

$$SD = 0.68$$

Thus, the SD of the post-test is 0.68

4.1.1.3 The result of the pre-test and post-test were presented in the following:

The result of the pre-test and post-test showing in the following table.

Table 4.7 The Mean Score and Standard Deviation of The Pre-Test and Post-Test.

Test	Mean Score	Standard Deviation (SD)
Pre-test	1.24	0.75
Post-test	2.52	0.68

The data in table 4.7 shows that the mean score of the pre-test was 1.24 ( $X_1$ ) while the mean score of the post-test increased 2.52 ( $X_2$ ). The standard deviation of pre-test was 0.75 (SD) while the standard deviation of the post-test was 0.68 (SD).

4.1.1.4 The rate percentage of the frequency of the pre-test and post-test

The following table shows the percentage of the frequency in pre-test and post-test.

Table 4.8 The Rate Percentage of The Frequency of The Pre-Test and Post-Test

No.	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1.	Excellent	3.51 – 4.00	0	0	0%	0%
2.	Good	2.51 – 3.50	0	17	0%	58.62%
3.	Enough	1.51 – 2.50	9	12	31.04%	41.38%
4.	Poor	1.00 – 1.50	20	0	68.96%	0%
	Total		29	29	100 %	100 %

The data of the table above indicated that the rate percentage of the pre-test nine (37.4%) students got enough score and twenty (68.96%) students got poor score while the rate percentage of the post-test, seventeen (58.62%) students got good score and twelve (41.38%) students got enough. The percentage in post-test that students got good score was higher than percentage in pre-test. It shows that students were able to enhance students' confidence in after did the treatment that using humor story.

#### 4.1.1.5 T-Test Value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.9 The worksheet of the calculation of the score on pre-test and post-test on the students' speaking in speaking paragraph.

No	$X_1$	$X_2$	$(X_1)^2$	$(X_2)^2$	$D(X_2 - X_1)$	$D(X_2 - X_1)^2$
1.	2,00	2,67	4,00	7,11	0,67	3,11
2.	1,00	2,00	1,00	4,00	1	3
3.	1,00	2,67	1,00	7,11	1,67	6,11
4.	1,67	3,33	2,78	11,11	1,66	8,33
5.	1,00	2,67	1,00	7,11	1,67	6,11
6.	1,00	3,33	1,00	11,11	2,33	10,11
7.	1,00	2,67	1,00	7,11	1,67	6,11
8.	1,33	2,33	1,78	5,44	1	3,66
9.	1,33	2,33	1,78	5,44	1	3,66
10.	1,00	2,67	1,00	7,11	1,67	6,11
11.	1,00	2,67	1,00	7,11	1,67	6,11

12.	1,67	2,67	2,78	7,11	1	4,33
13.	1,00	2,00	1,00	4,00	1	3
14.	1,33	3,00	1,78	9,00	1,67	7,22
15.	1,67	3,00	2,78	9,00	1,33	6,22
16.	1,00	2,00	1,00	4,00	1	3
17.	1,67	2,67	2,78	7,11	1	4,33
18.	1,00	2,33	1,00	5,44	1,33	4,44
19.	1,67	2,67	2,78	7,11	1	4,33
20.	1,00	1,67	1,00	2,78	0,67	1,78
21.	1,33	3,33	1,78	11,11	2	9,33
22.	1,67	3,00	2,78	9,00	1,33	6,22
23.	1,00	2,67	1,00	7,11	1,67	6,11
24.	1,00	2,67	1,00	7,11	1,67	6,11
25.	1,00	2,33	1,00	5,44	1,33	4,44
26.	1,67	2,00	2,78	4,00	0,33	1,22
27.	1,00	1,67	1,00	2,78	0,67	1,78
28.	1,00	2,33	1,00	5,44	1,33	4,44
29.	1,67	2,00	2,78	4,00	0,33	1,22
	<b>36</b>	<b>220</b>	<b>60</b>	<b>191,33</b>	<b>36,67</b>	<b>141,94</b>

In the other to see the students' score, the following is t-test was statistically applied:

Find out D

$$D = \frac{\sum D}{N} = \frac{36,67}{29} = 1.26$$

4.1.1.6 The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{1.26}{\sqrt{\frac{141.94 - \frac{(36.67)^2}{29}}{29(29-1)}}$$

$$t = \frac{1.26}{\sqrt{\frac{141.94 - \frac{1344.69}{29}}{29(28)}}$$

$$t = \frac{1.26}{\sqrt{\frac{141.94 - 46.37}{812}}}$$

$$t = \frac{1.26}{\sqrt{\frac{95.57}{812}}}$$

$$t = \frac{1.26}{\sqrt{0.118}}$$

$$t = \frac{1.26}{0.343}$$

$$t = 3.673$$

Thus, the t-test value is 3.673

#### 4.1.1.7 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

$$\begin{aligned} Df &= N-1 \\ &= 29-1 \\ &= 28 \end{aligned}$$

For the level, significant (p) 5% and df = 34, and the value of the table is 1.701 While the value of t-test is 3.673.

Table 4.10 The test of significance

Variable	T-test	T-table value
Pre-test – post-test	3.673	1.701

The data above showed that t-test is higher than t-table ( $3.673 \geq 1.701$ ). thus, it can be concluded that the students' confidence in speaking through humor story strategy in significant 5% is better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted.

#### 4.1.2 The Score of Students' Confidence in Speaking

The researcher had known the students' confidence in speaking by looking the scores of the questionnaire. The researcher had given questionnaire at the sample which consists of the students' twenty nine and the students answer the questionnaire. In analyze the questionnaires; the researcher used the formula as follow:

Table 4.11 The result questionnaire of experimental class

No.	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1	S1	5	4	3	5	3	5	2	4	4	5	3	4	5	4	4	5	4	5	4	4	82
2	S2	2	4	3	4	5	2	2	2	4	4	2	3	2	2	2	2	2	2	2	3	54
3	S3	3	5	4	1	4	3	5	5	4	3	4	5	5	5	2	3	5	3	5	4	78
4	S4	4	4	3	4	5	5	3	3	4	4	5	2	4	3	4	4	4	5	4	3	77
5	S5	3	5	5	3	4	3	3	3	3	3	4	3	4	3	2	3	5	3	5	5	72
6	S6	1	3	3	3	2	3	2	2	3	1	4	2	4	3	2	3	2	3	5	3	54
7	S7	5	5	2	2	5	5	1	1	2	5	5	3	4	1	3	5	5	5	5	2	71
8	S8	3	4	3	5	3	3	4	4	5	3	3	5	5	2	2	1	4	3	4	3	69
9	S9	4	4	2	3	3	2	4	4	3	4	3	4	2	4	3	4	4	4	2	4	65
10	S10	1	4	3	4	4	3	3	3	4	4	3	4	3	3	5	4	4	3	4	3	69

11	S11	2 5 4 2 4 5 5 5 4 2 4 3 5 5 4 2 5 5 5 4	80
12	S12	2 4 3 4 3 3 3 3 4 2 3 4 5 3 3 2 4 3 4 3	65
13	S13	4 3 5 3 4 2 4 4 3 4 4 3 4 4 4 4 3 2 3 5	72
14	S14	5 2 3 4 1 3 2 2 4 5 3 4 5 2 3 5 2 3 2 3	63
15	S15	4 2 3 2 4 1 3 3 2 3 4 2 3 3 2 3 2 1 4 3	54
16	S16	3 4 5 2 5 3 5 5 2 3 5 5 3 5 4 3 4 3 4 3	76
17	S17	2 2 2 3 3 5 3 3 3 2 3 4 3 3 4 2 2 5 5 2	61
18	S18	3 4 5 2 4 3 2 2 2 3 4 3 2 2 4 3 4 3 4 1	60
19	S19	3 3 4 2 3 4 3 3 2 3 3 2 2 3 2 3 3 4 3 4	59
20	S20	5 4 4 4 3 5 2 2 4 5 3 4 3 2 4 5 2 5 4 4	74
21	S21	3 5 5 5 4 4 3 3 5 3 4 5 4 3 1 3 5 4 5 3	77
22	S22	4 4 2 3 3 2 4 4 3 4 3 4 2 4 2 4 4 2 4 2	64
23	S23	3 3 3 2 4 5 3 3 2 3 4 3 3 3 2 3 3 5 3 3	63
24	S24	5 4 5 5 5 3 5 4 5 5 5 4 3 4 4 5 5 3 5 5	89
25	S25	5 4 3 4 3 4 4 4 4 5 3 4 2 4 3 5 1 4 2 5	73
26	S26	3 4 4 2 2 2 3 4 2 2 2 3 2 2 2 2 5 2 2 4	54
27	S27	4 4 5 4 4 2 2 2 4 4 4 5 3 2 3 4 4 5 4 5	74
28	S28	5 3 2 3 3 3 4 3 3 5 3 2 3 4 4 5 3 3 3 2	66
29	S29	5 5 4 4 4 5 3 3 2 2 3 5 3 3 5 2 3 5 2 4	72
<b>TOTAL</b>			<b>1987</b>

4.1.2.1 Calculating the mean score of the students by using the formula.

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\bar{x}$  : Mean Score

$\sum x$  : Sum of all scores

$N$  : Total number of subject

$$\bar{x} = \frac{1987}{29}$$

$$\bar{x} = \mathbf{68.51}$$

Based on the mean score about students' confidence were 68.51

#### 4.1.2.2 The percentage of tendency category

Table 4.12 the percentage of tendency category

No.	Score Interval	Category	F	Percentage
1.	20-36	Very Low	0	0%
2.	37-53	Low	0	0%
3.	54-70	Enough	15	51.72%
4.	71-87	High	14	48.28%
5.	88-104	Very Low	0	0%

Based on the percentage about students' confidence in speaking were 51.72% including enough category and 48.28% including High category.

#### 4.1.2.3 Test of validity

Table 4.13 The item is valid if the result of test validity is bigger than  $R_{table}$

Item	R-Hitung	R-Tabel	Category
1.	0,381	0,367	Valid
2.	0,541	0,367	Valid
3.	0,380	0,367	Valid
4.	0,585	0,367	Valid
5.	0,424	0,367	Valid
6.	0,404	0,367	Valid



7.	0,401	0,367	Valid
8.	0,402	0,367	Valid
9.	0,521	0,367	Valid
10.	0,501	0,367	Valid
11.	0,471	0,367	Valid
12.	0,414	0,367	Valid
13.	0,440	0,367	Valid
14.	0,393	0,367	Valid
15.	0,368	0,367	Valid
16.	0,467	0,367	Valid
17.	0,455	0,367	Valid
18.	0,378	0,367	Valid
19.	0,461	0,367	Valid

Based on the result of the validity test, it showed that the items of the questionnaire is valid, the research used the SPSS standard 2.1.

## 4.2 Discussion

### 4.2.1 Data Interpretation

Based on data analysis, if  $t_o$  (*t-observation*) is higher than  $T_t$  (*T-table*), ( $3.673 > 1.699$ ), the null hypothesis ( $H_0$ ) is rejected. It should be concluded that using humor story to enhance students' speaking skill at the tenth grade of SMAN 07 Pinrang. The students' score got enhancement in pre-test between post-test

#### 4.2.2 Students' Confidence in Speaking Before and After Being Taught by Using Humor Story Strategy

Measuring the students' confidence in speaking before and after being taught by using humor story strategy can be seen at the students' score in pre-test and post-test. It can be said that using humor story strategy able to enhance students' confidence in speaking if the post test score is higher than pre-test score. By looking at the research finding, Found the mean score is 1.24 and the mean score in posttest is 2.52.

From that finding, it can be interpreted that students' confidence in speaking before being taught by using humor strategy story is lower if the compares with the students after being taught it. It is implicated that using humor story strategy is able to enhance students' confidence in speaking. And then, to make a conclusion about the enhancement of the students of SMAN 07 Pinrang, it can be done by analyzing showed that  $t_o (3.673) > t_t (1.699)$ . It means that the humor story can enhance students' confidence in speaking at the tenth grade students' of SMAN 7 Pinrang.

#### 4.2.3 The Implementation of humor story and direct Instruction in enhancing students' confidence in speaking

In the treatment process, the researcher took eight meeting include pre-test, post-test and questionnaire in teaching by humor story strategy in enhancing students' confidence in speaking. As the theory in chapter II, the researcher did the treatment by following the step in teaching humor story strategy and direct instruction

The first meeting, before the researcher gave treatment, the students were given in the pre-test to measure students' confidence in speaking. The researcher opened

the meeting and gave some test to the students' as the pre-test to know the students confidence in speaking. The type of the test is speaking test.

The second meeting, this meeting was a first treatment after giving the pre-test. The material was given about telling story with the topic "animals". Before gave the material about telling story. The researcher informed about humor story and then explained about the definition of the humor story. The researcher told them to pay attention and note the important information during the present telling story with humor story. The students' were asked to discuss critically the presents from researcher, and explain about what they have discussed.

The third meeting the researcher gave material about telling story with the topic "Holiday" The researcher told them to pay attention to the material and note the important information that the students need. the researcher gave material taught humor story.

The fourth meeting, this meeting the researcher gave material about telling story with the topic "Someone" researcher told them to pay attention to the material and note the important information that the students need. The researcher ask the students' to make a group, then the students were asked to discuss about the material and after discussed the students were asked to present the telling story which they have make it on their group.

The fifth meeting researcher gave material about telling story with the topic "Place" researcher told them to pay attention to the material and note the important information that the students need. The researcher ask the students' to make a group, then the students were asked to discuss about the material and after discussed the students were asked to present the telling story which they have make it on their group.

The sixth meeting researcher gave material about telling story with the topic “Hobby” researcher told them to pay attention to the material and note the important information that the students need. The researcher ask the students’ to make a group, then the students were asked to discuss about the material and after discussed the students were asked to present the telling story which they have make it on their group.

The seventh meeting the researcher gave material about telling story with the topic “Food” researcher told them to pay attention to the material and note the important information that the students need. The researcher ask the students’ to make a group, then the students were asked to discuss about the material and after discussed the students were asked to present the telling story which they have make it on their group.

The last meeting after the researcher gave treatment to the students, the researcher gave post-test. The students were given the post-test to find out the result and their progress. It was also used to know whether there is an enhancement or not. After the researcher opened the meeting, the researcher gave some test to the students` as the post-test to know the students’ confidence in speaking. Every student got the topic. And also the researcher gave questionnaire to the students’ after gave the students speaking test, after getting all the data, the researcher closed the class by greeting to the students.

#### 4.2.4 The Discussion of Finding through Speaking Test

Based on data analysis, if  $t_o$  (*t-observation*) is higher than  $t_t$  (*t-table*),  $t_o(3.673) > t_t(1.699)$ , the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. It should be concluded that using humor story to

enhance students' confidence in speaking at the tenth grade of SMAN 07 pinrang the students got enhancement in post-test.

After conducting the research, the researcher found that the students really looked excited with the humor story strategy to be used in the class. The researcher as facilitator helped the students during process of finding ideas. It made the students more enjoy in learning by listen humor story. In addition the students not only hearing the present, but is also hearing the new words from the present. Humor story strategy will provide some ideas to help the students in looking for some ideas. The theory of humor story strategy in chapter II explained that humor story strategy is should make the student's enjoyment at the class. The research used the indicator of students' confidence in speaking if in learning outcomes (posttest) the score of post-test is higher than pre-test.

This finding by katy that humor story does not only serve for social purpose, but also strangles our abilities in copying with stress.<sup>35</sup> Along with assumption the researcher tried to make a match between what problems of the students really encountered and humor story strategy that katy proposed. Beside, the researcher also referred to what Darmansyah proposed that humor story builds relationships and enhance communication, it a stress reduction tool, it makes learning interesting and strengthens memory.<sup>36</sup> Furthermore, as the researcher consistently applying thematic progression pattern every meeting during the data collection period, the mean score of posttest enhanced to a large extent.

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<sup>35</sup>Katy W.Y. Liu *Humor styles, self-esteem and subjective Happiness*, SS student E-Journal, 1 (2012), p. 21.

<sup>36</sup>Darmansyah, *Strategi Pembelajaran Menyenangkan dengan Humor* (Jakarta: Bumi Aksara, Oktober 2010), p. 82-91.

The data is found that the mean score of pre-test score was 1.24, while the mean score of posttest score was 2.52. It can be seen that the students' learning is higher after gave treatment. The data t-test is higher than t-table ( $3.673 \geq 1.701$ ). thus, it can be concluded that the students' speaking skill through humor story strategy in significant 5% is better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. So according to the theory of humor story strategy is able to enhance students' confidence in speaking at the tenth grade of SMA Negeri 07 Pinrang.

#### 4.2.5 The Discussion of Finding through Questionnaire

Based on the description of the data through the questionnaire, each item of the questionnaire are analyzed from the item number one until the last item. The analysis of each item is based on the result of questionnaire was 68.51 while the percentage of the result was 51.72% percentage enough category, and the result high category was 48.28%.

This finding by katy that humor humor story can make boring tasks interesting the participants reported higher level of energy and happiness.<sup>37</sup> Along with assumption the researcher tried to make a match between problems of the students really encountered and humor story strategy that katy proposed. Beside, the researcher also referred to what warren proposed that humor helps increase enjoyment, boot creativity, facilitate copying, and mitigate the perceived instensity of negative life events.<sup>38</sup>

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<sup>37</sup>Katy W.Y. Liu *Humor styles, self-esteem and subjective Happiness*, SS student E-Journal, 1 (2012), p. 24.

<sup>38</sup>Warren *Differentiating what is humor from what is not*, journal of personality and social psychology (2015, December 21<sup>th</sup>), p. 1.

Based on the finding through the questionnaire, it has been fifteen students got enough score in confidence, and fifteen students' got high score in confidence. Then, the researcher concluded that the students' interested by using humor story strategy in speaking. Then, the students got the progress and it helped the students to enhance their confidence in speaking.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

Confidence in speaking is one of the most important skills in English language that needs many steps to do it, like decoding the topic, enhance idea, etc. Confidence in speaking is a process to give the information or how to give opinions about something to persuade someone. The confidence in speaking. There is a strategy that the researcher used to enhance students' confidence in speaking namely is humor story strategy. Humor story strategy is an activity by listen about story that present by the teacher to get a particular educational goal by making the students pay attention, hearing, and taking notes during the present. It could stimulate students to get some ideas about the topic because the difficult one in speaking is to start what the someone wants to speak.

In conducting this research, it was using humor story to enhance students' confidence in speaking at the tenth grade of SMA Negeri 07 Pinrang. The research design of this research is pre-experimental. It can be achieved by analyzing the Data. The data were analyzed by using t-test. As the analysis of the data in the previous chapter,  $t_o(3.673) > t_t(1.699)$ , in significant degree of 0.05 (5%). As the statistical hypotheses in chapter III, if t-test ( $t_o$ ) > t-table ( $t_t$ ) in significant degree of 0.05 (5%), it means that  $H_a$  is accepted and  $H_o$  is rejected. In conclusion, humor story could enhance students' confidence in speaking at the tenth grade of SMA Negeri 07 Pinrang.



## 5.2 Suggestion

Based on the conclusions above and based on the research that had been done, the researcher would like to offer some suggestions to English teachers, the students of SMA Negeri 07 Pinrang and for other researchers.

### 5.2.1 for English Teachers

English teacher should be able to enhance strategy, method, or media as teaching aid to intrigue the students' willingness to study English, especially speaking. English teachers of SMA Negeri 07 Pinrang can use humor story strategy as an alternative strategy to enhance students' confidence in speaking. In teaching speaking, students are difficult to start speaking because the lack of ideas about the topic so the teachers need to stimulate them to get some ideas by using creativity in teaching.

### 5.2.2 for Students

The researcher suggests the students to be more active to express their ideas to be more interested in speaking English. By practicing, it will can enhance your skill. There are many ways to enhance your ideas by watching video, reading book or listening radio.

### 5.2.3 for other writers

It is advisable for other researchers who are interested in conducting the same research by using humor story strategy to read more book, articles, and journal about humor story. The researcher suggests to the other researchers not only focus on

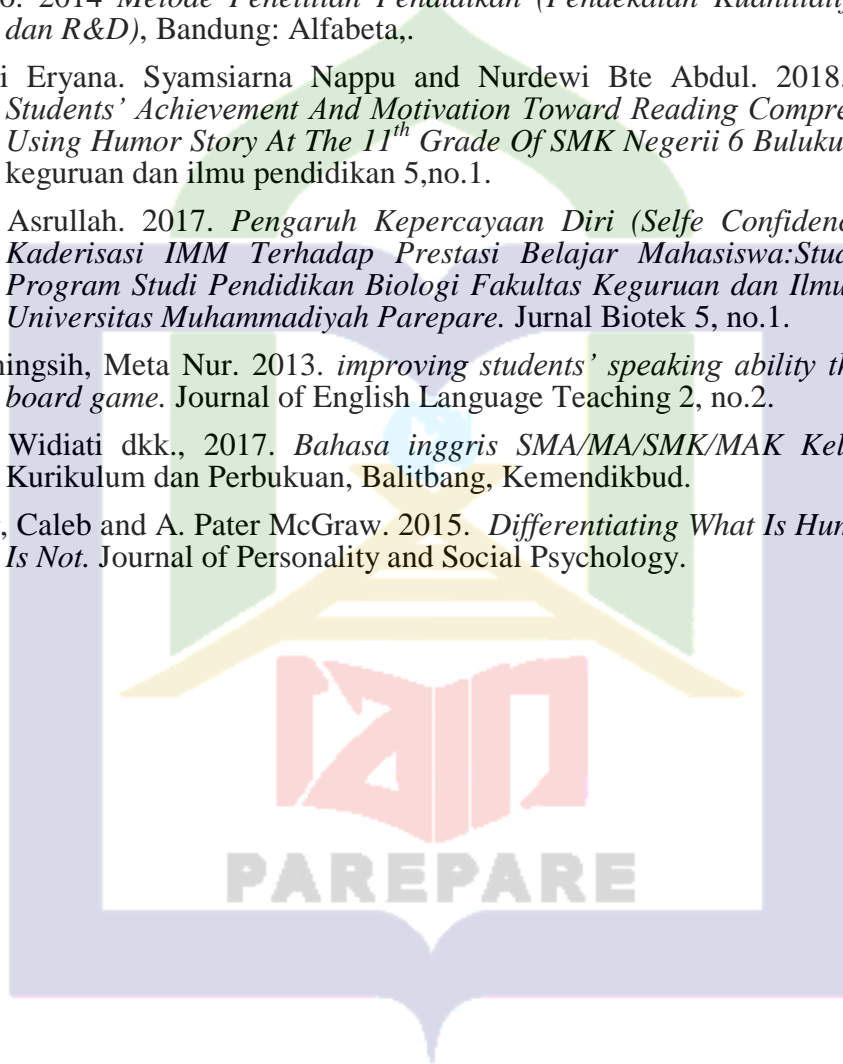
speaking ability but they can use humor story strategy in other skills such as reading. Furthermore, the result can be used as the reference for further research in another topic discussion, in different English language skills by the deeper investigation.



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## Appendix 1. The Lesson Plan

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### LESSON PLAN EXPERIMENTAL CLASS

#### 1. Subject Identity

School : SMAN 7 PINRANG

Subject : English

Class/Semester : X/1

Time Allocation : 2 x 45 Minutes

Main Competency :

- 1.1 KI-1 and KI-2: Spiritual Attitude Competence that is cultivated through exemplary, habituation, and school culture by paying attention to the characteristics of the subjects, as well as the needs and conditions of the students, which are related to the ability to live and practice the teachings of the religion they adhere to. Whereas in Social Attitude Competence related to honest behavior, discipline, responsibility, cooperation, responsive (critical), pro-active (creative) and confident, and can communicate well.
- 1.2 KI3: Understanding, applying, and analyzing factual, conceptual, procedural, and metacognitive knowledge based on his curiosity about science, technology, art, culture, and humanities with humanity, nationality, state, and civilization insights regarding the causes of phenomena and events, and applying procedural knowledge in a specific field of study according to their talents and interests to solve problems
- 1.3 KI4: Processing, reasoning, and presenting in a concrete and abstract realm related to the development of what he learned in school independently, acting

effectively and creatively, and being able to use methods according to scientific rules

Standard Competency	Indicator
<p>1.1 Grateful for the opportunity can learn languages introduction to communication international manifested in the spirit of learning.</p> <p>2.3 Respect for behavior responsibility, care, cooperation, and peace-loving, in implementing.</p> <p>3.6 Analyzing social function, text structure, and elements the language of the recount text in the form of a work report and decription of historical events, according to context its use.</p> <p>4.7 Compose oral recount text and write in the form of a report work and description of events hictoric, with pay attention to social functions linguistic, correct and in context.</p>	<p>Observe</p> <ul style="list-style-type: none"> <li>• Students pay attention to social functions, text structure, linguistic, elements, and format delivery/writing.</li> </ul> <p>Asking</p> <ul style="list-style-type: none"> <li>• With the guide and direction teacher, students question among others differences between work report and description of existing historical events in English, text differences in English with existing in Indonesian.</li> </ul> <p>Associate</p> <ul style="list-style-type: none"> <li>• The students' got feedback from the teacher and friends about results analysis presented in the work group.</li> </ul> <p>Communicating</p> <ul style="list-style-type: none"> <li>• Students submit work reports and a description of historical events to friend and teacher.</li> <li>• Students make work report and a description of historical events through 5 writing stage.</li> </ul>

## 2. Objectives

Observe

- Students pay attention to social functions, text structure, linguistic, elements, and format delivery/writing.

Asking

- With the guide and direction teacher, students question among others differences between work report and description of existing historical events in English, text differences in English with existing in Indonesian.

Associate

- The students' got feedback from the teacher and friends about results analysis presented in the work group.

Communicating

- Students submit work reports and a description of historical events to friend and teacher.

Students make work report and a description of historical events through 5 writing stage.

### **3. Materials**

- 3.1.1 The first meeting = Story telling about Animals.
- 3.1.2 The second meeting = Story telling about Holiday.
- 3.1.3 The third meeting = Story telling about Someone.
- 3.1.4 The fourth meeting = Story telling about Place.
- 3.1.5 The fifth meeting = Story telling about Hobby.
- 3.1.6 The sixth meeting = Story telling about Food.

### **4 Method**

- 4.1 First Meeting : Humor Story/ technique observe, imitate, modify.
- 4.2 Second Meeting : Humor story/ technique observe, imitate, modify.
- 4.3 Third Meeting : Humor story/ technique observe, imitate, modify.
- 4.4 Fourth Meeting : Humor story/ technique observe, imitate, modify.
- 4.5 Fifth Meeting : Humor story/ technique observe, imitate, modify.
- 4.6 Sixth Meeting : Humor story/ technique observe, imitate, modify.



## 5 Learning Activities

Meeting	Activity	Description	Time Allocation
First	Pre Activity	<ul style="list-style-type: none"> <li>The researcher gives greeting to the students.</li> <li>The researcher introduce herself</li> <li>The researcher checks attendance list.</li> </ul>	10 minutes
	While Activity	<ul style="list-style-type: none"> <li>The researcher explain about speaking test will apply.</li> <li>The researcher mentions the name one by one according to attendance list to come forward to start the speaking test.</li> </ul>	70 minutes
	Post Activity	<ul style="list-style-type: none"> <li>The researcher gives corrections and directions if they make any mistake</li> <li>The researcher gives the students motivation to study hard and also the researcher give information to the students if next week the treatment will be starting.</li> </ul>	10 minutes
Second	Pre Activity	<ul style="list-style-type: none"> <li>The researcher gives greeting to the students.</li> <li>The researcher checks attendance list.</li> <li>The researcher gives motivation to them.</li> </ul>	10 minutes
		<ul style="list-style-type: none"> <li>The researcher explains about telling story</li> <li>The researcher gives one topic about “Animals”.</li> <li>The researcher presents material through humor story strategy with appropriate theme related to material</li> <li>The researcher Asks them to note the important information during the presents though humor story Before presents</li> </ul>	

	While Activity	<p>the material</p> <ul style="list-style-type: none"> <li>• The researcher wants them to discuss critically the presents from researcher, and explain about what they have discussed</li> <li>• Lastly, The researcher gives corrections and directions if they make any mistake then The researcher suggests to them to study hard and tells the material next meeting</li> </ul>	70 minutes
	Post Activity	<ul style="list-style-type: none"> <li>• The researcher gives corrections and directions if they make any mistake</li> <li>• The researcher suggests to them to study hard and tells the material next meeting</li> </ul>	10 minutes
	Pre Activity	<ul style="list-style-type: none"> <li>• The researcher gives greeting to the students.</li> <li>• The researcher checks attendance list.</li> <li>• The researcher gives motivation to them.</li> </ul>	10 minutes
Third	While Activity	<ul style="list-style-type: none"> <li>• The researcher explains about descriptive text</li> <li>• The researcher gives one topic about "Holiday".</li> <li>• The researcher presents material through humor story strategy with appropriate theme related to material</li> <li>• The researcher Asks them to note the important information during the presents though humor story Before presents the material</li> <li>• The researcher wants them to discuss critically the presents from researcher, and explain about what they have discussed</li> </ul>	70 minutes

		<ul style="list-style-type: none"> <li>• Lastly, The researcher gives corrections and directions if they make any mistake then The researcher suggests to them to study hard and tells the material next meeting</li> </ul>	
	Post Activity	<ul style="list-style-type: none"> <li>• The researcher gives corrections and directions if they make any mistake</li> <li>• The researcher suggests to them to study hard and tells the material next meeting</li> </ul>	10 minutes
Fourth	Pre Activity	<ul style="list-style-type: none"> <li>• The researcher gives greeting to the students.</li> <li>• The researcher checks attendance list.</li> <li>• The researcher gives motivation to them.</li> </ul>	10 minutes
	While Activity	<ul style="list-style-type: none"> <li>• The researcher explains about descriptive text</li> <li>• The researcher gives one topic about “Someone”.</li> <li>• The researcher presents material through humor story strategy with appropriate theme related to material</li> <li>• The researcher Asks them to note the important information during the presents though humor story Before presents the material</li> <li>• The researcher wants them to discuss critically the presents from researcher, and explain about what they have discussed</li> <li>• Lastly, The researcher gives corrections and directions if they make any mistake then The researcher suggests to them to study hard and tells</li> </ul>	70 minutes

		the material next meeting	
	Post Activity	<ul style="list-style-type: none"> <li>• The researcher gives corrections and directions if they make any mistake</li> <li>• The researcher suggests to them to study hard and tells the material next meeting</li> </ul>	10 minutes
fifth	Pre Activity	<ul style="list-style-type: none"> <li>• The researcher gives greeting to the students.</li> <li>• The researcher checks attendance list.</li> <li>• The researcher gives motivation to them.</li> </ul>	10 minutes
	While Activity	<ul style="list-style-type: none"> <li>• The researcher explains about descriptive text</li> <li>• The researcher gives one topic about "Place".</li> <li>• The researcher presents material through humor story strategy with appropriate theme related to material</li> <li>• The researcher Asks them to note the important information during the presents though humor story Before presents the material</li> <li>• The researcher wants them to discuss critically the presents from researcher, and explain about what they have discussed</li> <li>• Lastly, The researcher gives corrections and directions if they make any mistake then The researcher suggests to them to study hard and tells</li> </ul>	70 minutes

		the material next meeting	
	Post Activity	<ul style="list-style-type: none"> <li>• The researcher gives corrections and directions if they make any mistake</li> <li>• The researcher suggests to them to study hard and tells the material next meeting</li> </ul>	10 minutes
Sixth	Pre Activity	<ul style="list-style-type: none"> <li>• The researcher gives greeting to the students.</li> <li>• The researcher checks attendance list.</li> <li>• The researcher gives motivation to them.</li> </ul>	10 minutes
	While Activity	<ul style="list-style-type: none"> <li>• The researcher explains about descriptive text</li> <li>• The researcher gives one topic about "Hobby".</li> <li>• The researcher presents material through humor story strategy with appropriate theme related to material</li> <li>• The researcher Asks them to note the important information during the presents though humor story Before presents the material</li> <li>• The researcher wants them to discuss critically the presents from researcher, and explain about what they have discussed</li> <li>• Lastly, The researcher gives corrections and directions if they make any mistake then The researcher suggests to them to study hard and tells the material next meeting</li> </ul>	70 minutes

	Post Activity	<ul style="list-style-type: none"> <li>• The researcher gives corrections and directions if they make any mistake</li> <li>• The researcher suggests to them to study hard and tells the material next meeting</li> </ul>	10 minutes
	Pre Activity	<ul style="list-style-type: none"> <li>• The researcher gives greeting to the students.</li> <li>• The researcher checks attendance list.</li> <li>• The researcher gives motivation to them.</li> </ul>	10 minutes
Seventh	While Activity	<ul style="list-style-type: none"> <li>• The researcher explains about descriptive text</li> <li>• The researcher gives one topic about "Food".</li> <li>• The researcher presents material through humor story strategy with appropriate theme related to material</li> <li>• The researcher Asks them to note the important information during the presents though humor story Before presents the material</li> <li>• The researcher wants them to discuss critically the presents from researcher, and explain about what they have discussed</li> <li>• Lastly, The researcher gives corrections and directions if they make any mistake then The researcher suggests to them to study hard and tells the material next meeting</li> </ul>	70 minutes

	Post Activity	<ul style="list-style-type: none"> <li>• The researcher gives corrections and directions if they make any mistake</li> <li>• The researcher give information if next meeting is post test and giving the students questionnaire.</li> <li>• The researcher suggests to them to study hard and tells the material next meeting</li> </ul>	10 minutes
Eight	Pre Activity	<ul style="list-style-type: none"> <li>• The researcher gives greeting to the students.</li> <li>• The researcher checks attendance list.</li> <li>• The researcher gives motivation to them.</li> </ul>	10 minutes
	While Activity	<ul style="list-style-type: none"> <li>• The research invites the students for speaking test, after the students has speaking test the researcher give the students questionnaire.</li> <li>• The researcher check again the students which one not yet speaking test.</li> </ul>	70 minutes
	Post Activity	<ul style="list-style-type: none"> <li>• The researcher be thankful to the all the students.</li> <li>• The researcher apologize to the all the students if the researcher has many mistakes.</li> <li>• The researcher closes the meeting.</li> </ul>	10 minutes

## 6 Learning Sources

6.1 Sources :

6.1.1 Dictionary

6.1.2 Book of English language

6.1.3 Internet

6.1.4 Student and Teacher's Experience

6.2 Media :

6.2.1 Laptop

6.2.2 LCD

## 7 Evaluation

7.1 Technique : Speaking Text and questionnaire

7.2 Kind of Instrument: Test and questionnaire

7.3 Score Rubric :

Num.	Indicators	Score			
		1	2	3	4
1	Cognitive				
2	Performance				
3	Emotional				

The data will classify into five classifications by referring the scoring system as follows:

Affective		Cognitive		Psychomotor	
Mode	Predicate	Average	Letter	Optimum Achievement	Letter
4,00	Excellent	3,85-4,00	A	3,85-4,00	A
		3,51-3,83	A-	3,51-3,83	A-
3,00	Good	3,18-3,50	B+	3,18-3,83	B+
		2,52-3,17	B	2,52-3,17	B
		2,51-2,84	B-	2,51-2,84	B-
2,00	Enough	2,18-2,50	C+	2,18-2,50	C+
		1,18-2,17	C	1,18-2,17	C
		1,51-1,84	C-	1,51-1,84	C-
1,00	Poor	1,18-1,50	D+	1,18-1,50	D+
		1,00-1,17	D	1,00-1,17	D



## Appendix 2. The Students' Pre Test

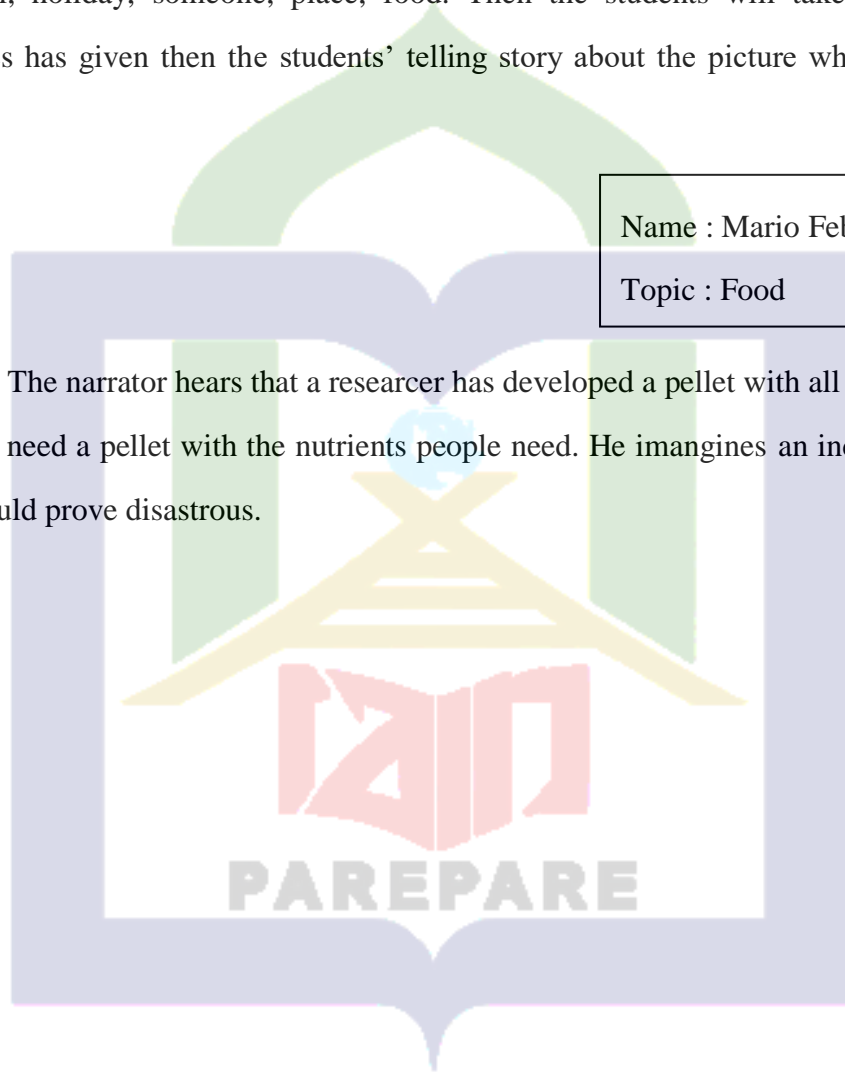
## INSTRUMENT OF THE RESEARCH

The students speak about 3 minutes. The students are given pictures' of Animal, holiday, someone, place, food. Then the students will take one of the pictures has given then the students' telling story about the picture which they has taken.

Name : Mario Febrian S

Topic : Food

The narrator hears that a researcher has developed a pellet with all the nutrients people need a pellet with the nutrients people need. He imangines an incident where this could prove disastrous.



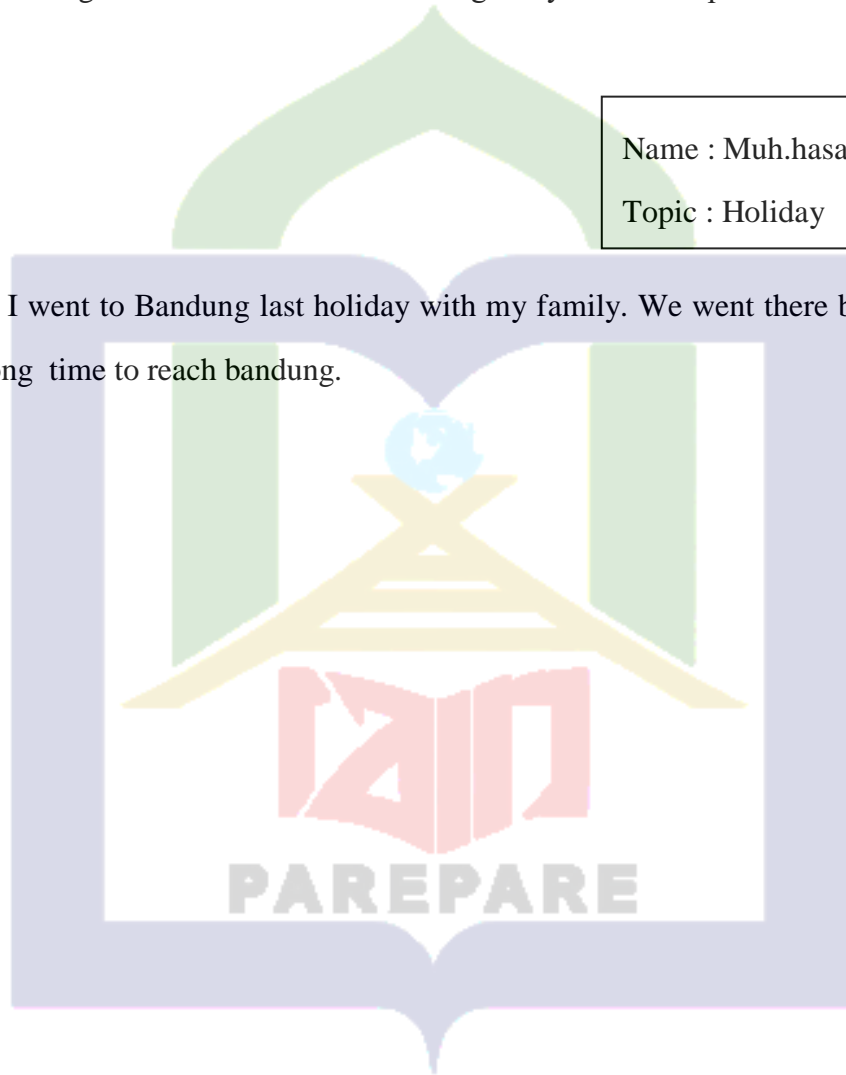
### INSTRUMENT OF THE RESEARCH

The students speak about 3 minutes. The students are given pictures' of Animal, holiday, someone, place, food. Then the students will take one of the pictures has given then the students' telling story about the picture which they has taken.

Name : Muh.hasan basri

Topic : Holiday

I went to Bandung last holiday with my family. We went there by my car. It took long time to reach bandung.



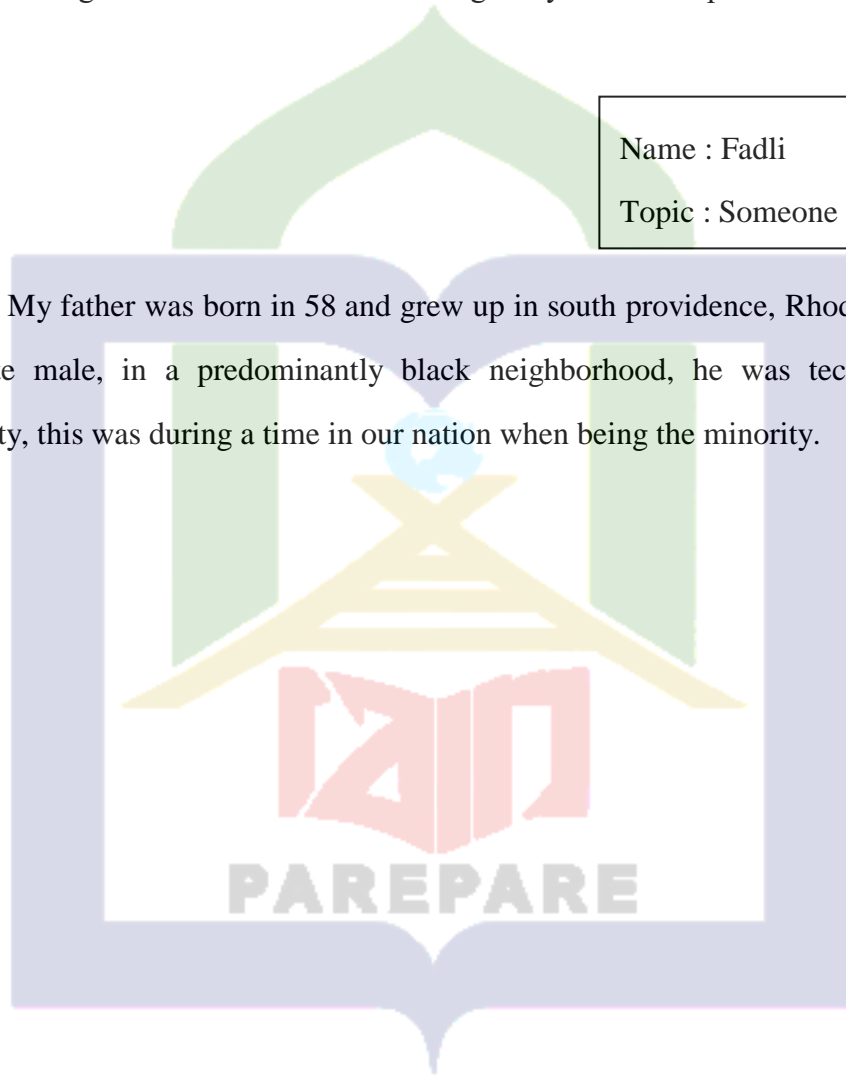
### INSTRUMENT OF THE RESEARCH

The students speak about 3 minutes. The students are given pictures' of Animal, holiday, someone, place, food. Then the students will take one of the pictures has given then the students' telling story about the picture which they has taken.

Name : Fadli

Topic : Someone

My father was born in 58 and grew up in south providence, Rhode Island. As a white male, in a predominantly black neighborhood, he was technically the minority, this was during a time in our nation when being the minority.



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Appendix 3. The Students' Post test

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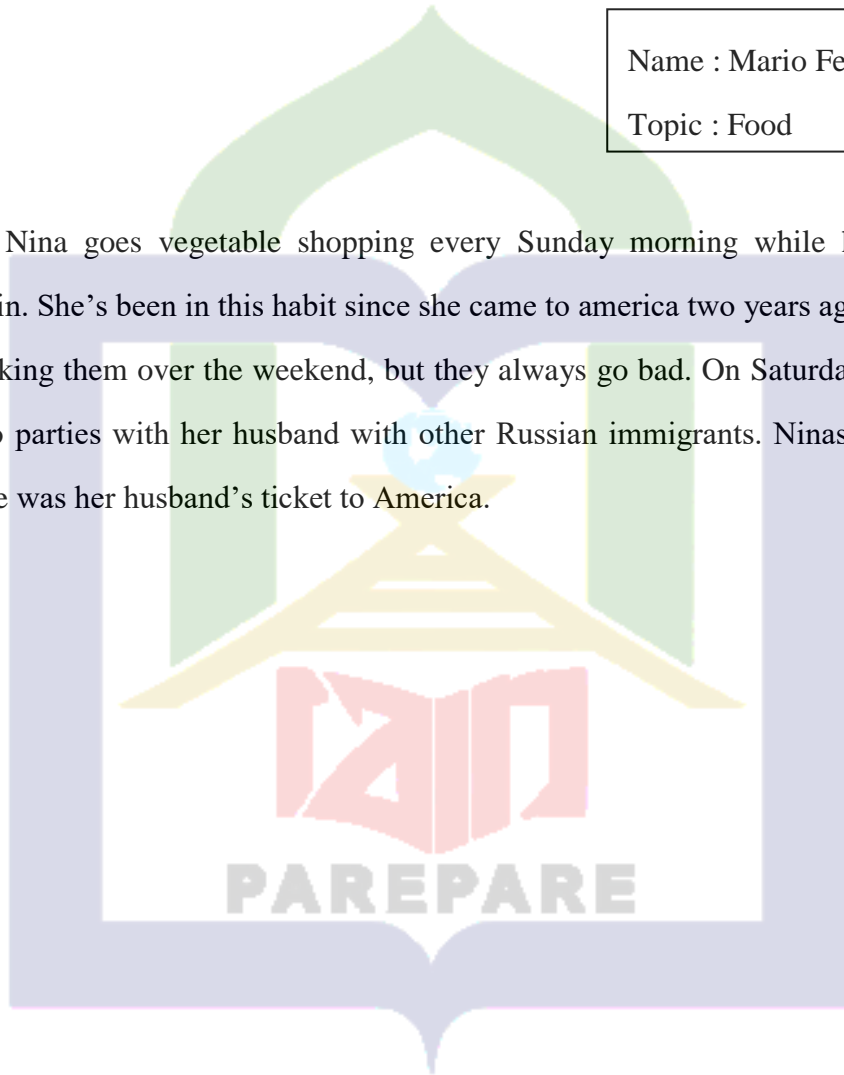
INSTRUMENT OF THE RESEARCH

The students speak about 3 minutes. The students are given a same topic with pre-test.

Name : Mario Febrian S

Topic : Food

Nina goes vegetable shopping every Sunday morning while her husband sleeps in. She's been in this habit since she came to America two years ago. She plans on cooking them over the weekend, but they always go bad. On Saturday nights she goes to parties with her husband with other Russian immigrants. Nina's sister says that she was her husband's ticket to America.



## INSTRUMENT OF THE RESEARCH

The students speak about 3 minutes. The students are given a same topic with pre-test.

Name : Muh.hasan basri

Topic : Holiday

At the time we arrived in Bandung city, we had a look at another places like ITB, UNPAD etc. Then we had a lunch on a small restaurant. After lunch, we continued our way to Ciater. Hope less, it had a big traffic in the way to Ciater. So we stopped in a café until evening. Then we continued our way. It was so dark and it was scary on the left or right side. Only trees that we could see because we took pick the way to the higher place. Finally we arrived in Ciater.

PAREPARE

## INSTRUMENT OF THE RESEARCH

The students speak about 3 minutes. The students are given a same topic with pre-test.

Name : Fadli

Topic : Someone

Every one has his own hero addressing great and famous men as heroes is a frequent preference. Nevertheless from my point of view, a hero shouldn't have to be a sacrosanct person. Above all a hero is he who enlightens others to be their better selves. For me my hero is not far away, my father, who has inspired me very much in many ways, first and foremost, he taught me about hard work. Before retiring he used to teach at elementary schools, with a family consisting of seven children and a housewife, you can imagine how hard life could be, nonetheless, he could successfully raise all his children.

**PAREPARE**

## Appendix 4. Questionnaire

	<b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b> <b>INSTITUT AGAMA ISLAM NEGERI (IAIN)</b> <b>PAREPARE</b> <b>FAKULTAS TARBIYAH</b> Jl. Amal Bakti No. 8 Soreang 911331 Telepon (0421)21307, Faksimile (0421) 2404	
	<b>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</b>	

NAMA MAHASISWA : NISRA  
 NIM/JURUSAN : 15 1300 105/PBI  
 FAKULTAS : TARBIYAH  
 JUDUL : USING HUMOR STORY TO ENHANCE STUDENTS' CONFIDENCE IN SPEAKING AT THE TENTH GRADE OF SMAN 7 PINRANG

**Instrumen Penelitian**  
 Dalam penelitian ini, peneliti akan menggunakan angket yang dilengkapi dengan instruksi dan instrumen sebagai berikut.

I. Identitas Responden  
 Nama : Natasyah  
 Kelas : X IPS 1

II. Petunjuk Pengisian  
 Pilihlah jawaban yang tepat dengan mencentok (X) salah satu kolom jawaban yang telah disediakan

III. Keterangan Jawaban

Sangat setuju	SS	Ragu-Ragu	RG
Setuju	S	Tidak Setuju	ST
		Sangat Tidak Setuju	STS

## IV. Pernyataan-pernyataan

No.	Statement	The Answer				
		SS	S	RG	ST	STS
1.	Saya melibatkan diri saya dalam berbicara menggunakan bahasa inggris selama ada diskusi kelompok.	✓				
2.	Ketika ada penjelasan yang saya tidak mengerti saya mencoba berani untuk bertanya.		✓			
3.	Saya merasa percaya diri jika saya harus presentasi menggunakan bahasa inggris di kelas.		✓			
4.	Saya percaya kemampuan saya dalam berbicara menggunakan bahasa inggris dan saya selalu melakukan yang terbaik.		✓			
5.	Saya selalu merasa bahwa saya selalu menampilkan yang terbaik.			✓		
6.	Ketika saya presentasi menggunakan bahasa inggris saya merasa saya lebih baik dari teman saya dikelas.		✓			
7.	Saya selalu menjawab pertanyaan dari guru saya.					✓
8.	Saya tidak pernah merasa bahwa saya tidak mampu melakukan yang saya mau khususnya					✓



	dalam berbicara menggunakan bahasa inggris.						
9.	Saya aktif berbicara ketika diskusi menggunakan bahasa inggris.	✓					
10.	Saya lebih menyukai berbicara menggunakan bahasa inggris daripada harus menulis jawaban-jawabanku di kelas.	✓					
11.	Ketika saya berbicara menggunakan bahasa inggris saya merasa malu dan canggung untuk berbicara.			✓			
12.	Jika saya berbicara menggunakan bahasa inggris di depan orang banyak saya akan merasa gemetar.					✓	
13.	Saya akan memilih diam meskipun saya tahu jawabannya.			✓			
14.	Saya merasa malu ketika hendak bertanya kepada guru dan teman.	✓					
15.	Hati saya berdebar-debar jika berbicara menggunakan bahasa inggris didepan kelas.					✓	
16.	Saya selalu merasa cemas ketika guru akan memberikan pertanyaan.						✓

17.	Jika saya menggunakan bahasa inggris kemudian guruku memberikan perbaikan kesalahan ku saya akan merasa kurang percaya diri untuk melanjutkan presentasi dikelas.							✓
18.	Saya lebih bisa menulis jawaban daripada berbicara menggunakan bahasa inggris.							✓
19.	Saya bisa mengerti ketika seseorang berbicara menggunakan bahasa inggris sesuatu tetapi saya tidak bisa bicara seperti mereka.							✓
20.	Sebenarnya saya sangat memahami bahasa inggris namun saya tidak percaya diri untuk berbicara menggunakan bahasa inggris							✓


**PAREPARE**

	<b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b> <b>INSTITUT AGAMA ISLAM NEGERI (IAIN)</b> <b>PAREPARE</b> <b>FAKULTAS TARBIYAH</b> Jl. Amal Bakti No. 8 Soreang 911331 Telepon (0421)21307, Faksimile (0421) 2404		
	<b>VALIDASI INSTRUMEN PENELITIAN PENULISAN</b> <b>SKRIPSI</b>		
NAMA MAHASISWA	:	NISRA	
NIM/JURUSAN	:	15.1300.105/PBI	
FAKULTAS	:	TARBIYAH	
JUDUL	:	USING HUMOR STORY TO ENHANCE STUDENTS' CONFIDENCE IN SPEAKING AT THE TENTH GRADE OF SMAN 7 PINRANG	
<i>Instrumen Penelitian</i>			
Dalam penelitian ini, peneliti akan menggunakan angket yang dilengkapi dengan instruksi dan instrumen sebagai berikut.			
I. Identitas Responden			
Nama	:	ASRA AISYA	
Kelas	:	X IPS I	
II. Petunjuk Pengisian			
Pilihlah jawaban yang tepat dengan menceklis (✓) salah satu kolom jawaban yang telah disediakan.			
III. Keterangan Jawaban			
Sangat setuju	SS	Ragu-Ragu	RG
Setuju	S	Tidak Setuju	ST
		Sangat Tidak Setuju	STS

## IV. Pernyataan-pernyataan

No.	Statement	The Answer				
		SS	S	RG	ST	STS
1.	Saya melibatkan diri saya dalam berbicara menggunakan bahasa inggris selama ada diskusksi kelompok.	✓				
2.	Ketika ada penjelasan yang saya tidak mengerti saya mencoba berani untuk bertanya.	✓				
3.	Saya merasa percaya diri jika saya harus persentasi menggunakan bahasa inggris di kelas.				✓	
4.	Saya percaya kemampuan saya dalam berbicara menggunakan bahasa inggris dan saya selalu melakukan yang terbaik.				✓	
5.	Saya selalu merasa bahwa saya selalu menampilkan yang terbaik.	✓				
6.	Ketika saya presentasi menggunakan bahasa inggris saya merasa saya lebih baik dari teman saya dikelas.	✓				
7.	Saya selalu menjawab pertanyaan dari guru saya.					✓
8.	Saya tidak pernah merasa bahwa saya tidak mampu melakukan yang saya mau khususnya					✓



	KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE FAKULTAS TARBIYAH Jl. Amal Bakti No. 8 Soreang 911331 Telepon (0421)21307, Faksimile (0421) 2404
	<b>VALIDASI INSTRUMEN PENELITIAN PENULISAN                  SKRIPSI</b>

NAMA MAHASISWA : NISRA  
 NIM/JURUSAN : 15.1300.105/PBI  
 FAKULTAS : TARBIYAH  
 JUDUL : USING HUMOR STORY TO ENHANCE STUDENTS' CONFIDENCE IN SPEAKING AT THE TENTH GRADE OF SMAN 7 PINRANG

**Instrumen Penelitian**

Dalam penelitian ini, peneliti akan menggunakan angket yang dilengkapi dengan instruksi dan instrumen sebagai berikut:

I. Identitas Responden

Nama : IDA NURGADILLAH  
 Kelas : X IPS I

II. Petunjuk Pengisian

Pilihlah jawaban yang tepat dengan menceklis (✓) salah satu kolom jawaban yang telah disediakan

III. Keterangan Jawaban

Sangat setuju	SS	Ragu-Ragu	RG
Setuju	S	Tidak Setuju	ST
		Sangat Tidak Setuju	STS



## IV. Pernyataan-pernyataan

No.	Statement	The Answer				
		SS	S	RG	ST	STS
1.	Saya melibatkan diri saya dalam berbicara menggunakan bahasa inggris selama ada diskusi kelompok.				✓	
2.	Ketika ada penjelasan yang saya tidak mengerti saya mencoba berani untuk bertanya.	✓				
3.	Saya merasa percaya diri jika saya harus presentasi menggunakan bahasa inggris di kelas.		✓			
4.	Saya percaya kemampuan saya dalam berbicara menggunakan bahasa inggris dan saya selalu melakukan yang terbaik.				✓	
5.	Saya selalu merasa bahwa saya selalu menampilkan yang terbaik.		✓			
6.	Ketika saya presentasi menggunakan bahasa inggris saya merasa saya lebih baik dari teman saya dikelas.					✓
7.	Saya selalu menjawab pertanyaan dari guru saya.				✓	
8.	Saya tidak pernah merasa bahwa saya tidak mampu melakukan yang saya mau khususnya				✓	

	dalam berbicara menggunakan bahasa inggris.				
9.	Saya aktif berbicara ketika diskusi menggunakan bahasa inggris.	✓			
10.	Saya lebih menyukai berbicara menggunakan bahasa inggris daripada harus menulis jawaban-jawabanku di kelas.			✓	
11.	Ketika saya berbicara menggunakan bahasa inggris saya merasa malu dan canggung untuk berbicara.			✓	
12.	Jika saya berbicara menggunakan bahasa inggris di depan orang banyak saya akan merasa gemeteran.	✓			
13.	Saya akan memilih diam meskipun saya tahu jawabannya.				✓
14.	Saya merasa malu ketika hendak bertanya kepada guru dan teman				✓
15.	Hati saya berdebar-debar jika berbicara menggunakan bahasa inggris didepan kelas.			✓	
16.	Saya selalu merasa cemas ketika guru akan memberikan pertanyaan.	✓			



17.	Jika saya menggunakan bahasa inggris kemudian guruku memberikan perbaikan kesalahan ku saya akan merasa kurang percaya diri untuk melanjutkan presentasi dikelas.								✓
18.	Saya lebih bisa menulis jawaban daripada berbicara menggunakan bahasa inggris.								✓
19.	Saya bisa mengerti ketika seseorang berbicara menggunakan bahasa inggris sesuatu tetapi saya tidak bisa bicara seperti mereka.								✓
20.	Sebenarnya saya sangat memahami bahasa inggris namun saya tidak percaya diri untuk berbicara menggunakan bahasa inggris.								✓

**PAJID**  
**PAREPARE**

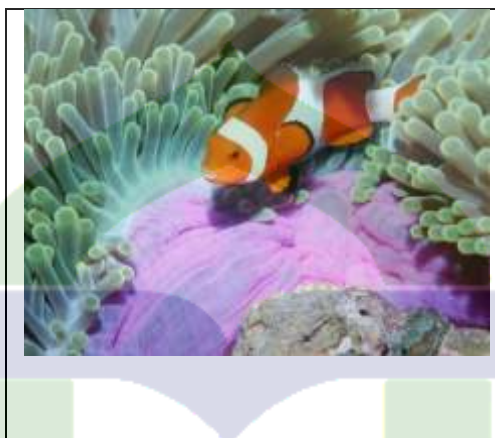
17.	Jika saya menggunakan bahasa inggris kemudian guruku memberikan perbaikan kesalahan ku saya akan merasa kurang percaya diri untuk melanjutkan presentasi dikelas.								✓
18.	Saya lebih bisa menulis jawaban daripada berbicara menggunakan bahasa inggris.								✓
19.	Saya bisa mengerti ketika seseorang berbicara menggunakan bahasa inggris sesuatu tetapi saya tidak bisa bicara seperti mereka.								✓
20.	Sebenarnya saya sangat memahami bahasa inggris namun saya tidak percaya diri untuk berbicara menggunakan bahasa inggris.						✓		

**IAIN**  
**PAREPARE**

## Appendix 5. The Material of Humor Story

### The material of humor story

#### Fish



Buton people are unique in the pronunciation of words that have the suffix “n” they usually do not mention in full the word to become then. Meanwhile the people of Makassar also have their own uniqueness. They add to the words that end in “n” with “g” like *makan* (eat) into be *makang* (eat).

Once, a fisherman from Buton Island sold his fish on an island where traders from various regions gathered. While shouting “*ika ika ika!*” he offered his wares. at that time, the people of Makassar were going to buy fish. He approached the fishmonger and asked, “*ikangnya berapa, pak?/ how many thr fish, sir?*”.

Buton people who are looking at being upset because his merchandise has not been sold behavior felt ridiculed. But patiently he said. “*we sell ika, sir not ikang*”. Now it is Makassar’s turn to feel ridiculed. “I am indeed a new person here, but I now this *ikang/fish*, not *ika* like you mentioned before,” said the Makassar people. But the stubborn buton says *ika*, not *ikang*. Because they feel are being mocked to each other, the two eventually fight and are separated by the

local community. They both agreed that this case should be brought to the leadership of the country which he said was wise and prudent. Arriving at the state palace, the Butonese people said to the president directly. “This president, I brought *ika*, but that person said *ikang*.”

In front of the president the two took turns shouting fish with different words

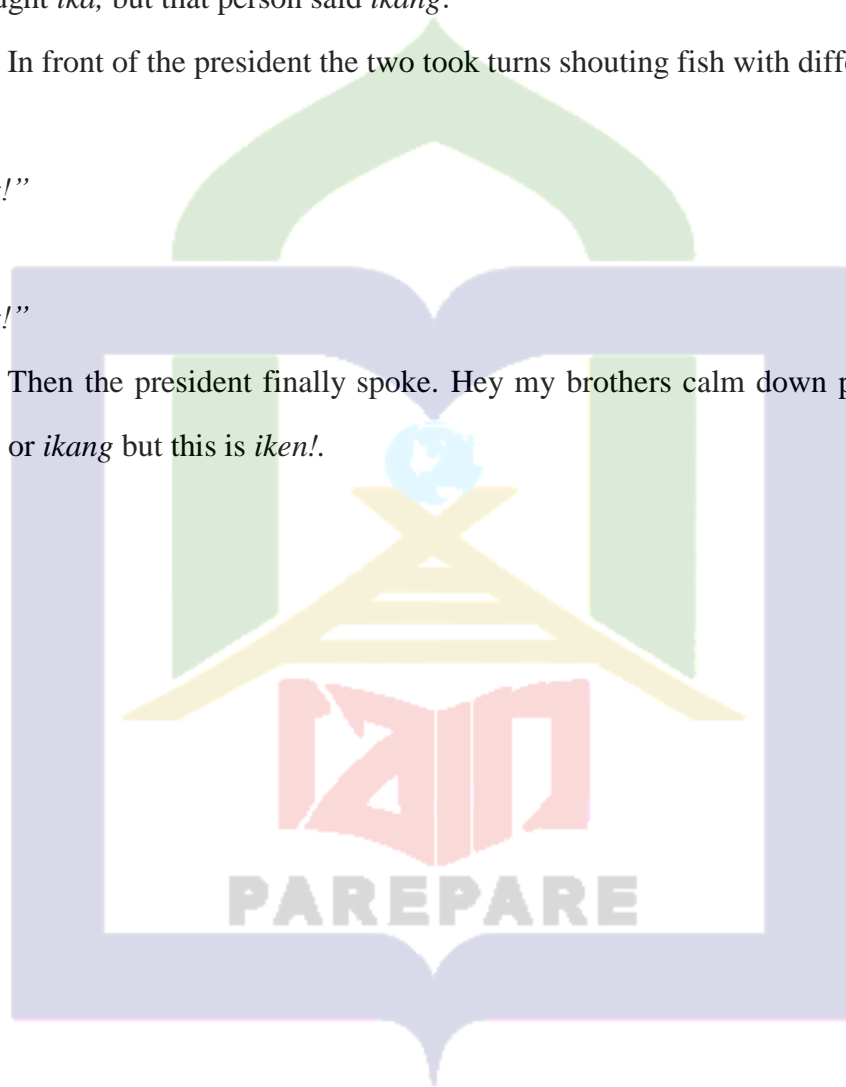
“*ika!*”

“*ikang!*”

“*ika!*”

“*ikang!*”

Then the president finally spoke. Hey my brothers calm down please this is not *ika* or *ikang* but this is *iken!*



**The material of speaking test**  
**Taj mahal**



Taj mahal represents the finest architectural and artistic achievement. The mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise) that form the intricate design. Its central dome reaches a height of 240 feet (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an octagonal marble chamber adorned with carvings and semi-precious stones house the false tomb of Mumtaz Mahal. Her actual remains lie below, at garden level.

Taj mahal shows shades of magnificent beauty at different times during the day. At dawn when the first rays of the sun hit the dome of this epic monument, it radiates like a heavenly pinkish palace. At daytime, when the sky is bright and clear, the Taj looks milky white. At the moonlit night when the full moon rays fall on the glistening white marble, the cool moon rays reflect back from the white marble and give the Taj Mahal a tinge of blue color. It's simply breathtaking! With such beauty, no wonder that Taj Mahal becomes one of the seven wonders of the World.

Appendix 7. The Documentation

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Appendix 7. Documentation



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Appendix 8. Research permission

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**  
**FAKULTAS TARBİYAH**  
Jl. Amal Bakti No. 8 Suroang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404  
PO Box 809 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.179/In.39.5.1/PP.00.9/10/2019  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Pendidikan Provinsi Sulawesi Selatan  
C.q. Kepala UPT Dinas Pendidikan Wilayah X  
Di-  
Kabupaten Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Nisra  
Tempat/Tgl. Lahir : Pinrang, 27 Desember 1996  
NIM : 15.1300.105  
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Semester : IX (Sembilan)  
Alamat : Paero, Desa Padaelo, Kec. Mattirobulu Kab. Pinrang


Bermaksud akan mengadakan penelitian di wilayah KABUPATEN PINRANG dalam rangka penyusunan skripsi yang berjudul :

***"Using Humor Story To Enhance Students' Confidence In Speaking At The Tenth Grade Of Sman 7 Pinrang"***

Pelaksanaan penelitian ini direncanakan pada bulan Oktober sampai selesai.  
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

11 Oktober 2019  
Wakil Dekan I.



Tembusan :  
1. Rektor IAIN Parepare



**PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
CABANG DINAS PENDIDIKAN WILAYAH X  
(Kab. Pinrang, Enrekang, Tana Toraja)**

*Jl. Hasanudin Rahmat No.32, Watang Sawitto, Pinrang, Kode Pos 91213*

**SURAT IZIN PENELITIAN**

Nomor **867/ 992 -CD.WIL.X/DISDIK**  
Tanggal **14** Oktober 2019

Berdasarkan Surat Institut Agama Islam Negeri Parepare Fakultas Tarbiyah Nomor B.1760/In.39.5.1/PP.00.9/10/2019 tanggal 07 Oktober 2019 perihal Permohonan Rekomendasi Izin Penelitian, maka Kepala Cabang Dinas Pendidikan Wilayah X memberikan izin penelitian kepada :

Nama **NISRA**  
Nomor Induk Mahasiswa **15 1300.105**  
Jurusan **Tarbiyah**  
Jenjang/Program Studi **S.1 / Pendidikan Bahasa Inggris**  
Lokasi Penelitian **UPT SMAN 7 Pinrang**  
Judul

***"USING HUMOR STORY TO ENHANCE STUDENTS' CONFIDENCE IN SPEAKING AT TENTH GRADE OF SMAN 7 PINRANG"***

Dengan Ketentuan

1. Mendapat Persetujuan Kepala Sekolah,
2. Tidak mengganggu proses belajar mengajar,
3. Pengambilan data penelitian berlaku maksimal 3 bulan sejak tanggal surat ini diterbitkan.

Demikian surat rekomendasi ini diberikan, untuk dipergunakan sebagaimana mestinya.



Kepala Cabang Dinas Pendidikan Wilayah X,

**BAJARRUDDIN ISKANDAR, S.Pd, M.Pd**

NIP. 19750604 200502 1 004

Tembusan

1. Kepala Dinas Pendidikan Prov.SulSel (sebagai Laporan)
2. Pertinggal





PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
CABANG DINAS PENDIDIKAN WILAYAH X  
UPT SMAN 7 PINRANG

Alamat: Jln. Poros Pinrang Pare Km.8, Bua, Kec. Mattirobulu, Kab. Pinrang.  
Kode Pos: 91271, Email: sman7pinrang@gmail.com/sman7pinrang@yahoo.com

SURAT KETERANGAN PENELITIAN  
No: 421.3 / 186 - UPT SMA 7 PRG/ DISDIK

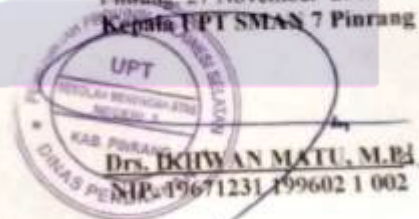
Yang bertandatangan di bawah ini Kepala UPT SMAN 7 Pinrang menerangkan bahwa :

**N A M A** : NISRA  
**N I M** : 15.1300.105  
**JENIS KELAMIN** : PEREMPUAN  
**PROGRAM STUDI** : PENDIDIKAN BAHASA INGGRIS

Benar telah melakukan penelitian dengan judul *"Using Humor Story To Enhance Students' Confidence in Speaking At Tenth Grade of SMAN 7 Pinrang"* yang pelaksanaannya dari tanggal 17 Oktober s/d 27 November 2019.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Pinrang, 27 November 2019  
Kepala UPT SMAN 7 Pinrang





## **CURRICULUM VITAE**

**NISRA**, the writer was born on december 27<sup>th</sup>, 1996 in Pinrang. She is second child from two children in her family, from couple H.Hamma and Hj.Hasanah. She has one brother and no sister. She began her study at SD Negeri 01 Porara, and graduated on 2008. In the same year, she countinued her study at SMP Negeri 01 ATAP 1 Bondoala, and graduated on 2011. In the same year she continued her study at SMK Negeri 01 Pinrang, focused on office administration, and graduated on 2014. After graduated, she decided to continue her study on next year at state Islamic Collage (SAIN) Parepare, but now became State Islamic Institute (IAIN) Parepare. She took Tarbiyah Faculty and focusing on English Education Program. She compled her skripsi on 2020 with the title “Using Humor Story to Enhance Students’ Speaking skill at The Tenth Grade of SMA Negeri 07 Pinrang”.