

USING HUMOR STORY TO ENHANCE STUDENTS' CONFIDENCE IN SPEAKING

Nisra¹, Mujahidah²

English Education program, Tarbiyah Faculty, IAIN Parepare¹²

Nisraaicha96@gmail.co.id

Abstract

This research was aimed to see the enhancing students' speaking skill at the tenth grade of SMA Negeri 07 Pinrang. the aim 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 comprises 271 students is and the sample of the research X IPS as the experimental class comprises 29 students and X MIPA as the control class comprise 33 students. The research method used in this research was quasi-experimental, with a 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 (to) was higher than t-table (tt), $t_o > t_t = 3.673 > 1.699$, in a significant degree of 0.05 (5%). As the statistical hypotheses show, if t-test (to) > t-table (tt) in a significant degree of 0.05 (5%), it means that the whole brain teaching (Ha) is accepted and the Null Hypothesis (Ho) is rejected. In conclusion, humor story can improve students' confidence in speaking.

Keywords: *Speaking, Students' Speaking, Humor Story*

Introduction

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 is not only used by officer, entrepreneur, sailor but also the students they are need speaking in English to 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" Speaking can give information, especially for person who can speak well will get information as soon as possible and fast with interlocutor.

In broach 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" Speaking English is the second language and with speaking English is

how to communicate 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 own ability to behave according to that he expected, responsible towards his action” Confidence is humans’ ability that can be very useful and is the achievement 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 a good deal of vocabulary, and have not habits in environment, the students should have 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 way 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 in thought and language. Second language learning offers great benefits for languages’ teacher and learners.” Humor story can make the classroom more active; the class does not get stiff and the students will make interested.

Method

This research is pre-experimental. This research involves an experimental class that is taught through humor story strategy in enhancing students’ speaking skill at SMA Negeri 07 Pinrang. The location of the research took a place at SMA Negeri 07 Pinrang. Quantitative research is used to collect and analyze data. The researcher did the research almost two months for collecting data from pre-test, treatment, post-test and questionnaire.

The population of the research is all students of the tenth-grade students of SMAN 7 PINRANG which comprise eight classes to make it clear the population of the research. It can be seen in the table below:

Table 1. The Total the of the tenth grade Students of SMA Negeri 7 Pinrang:

No.	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
Total		271

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

The instrument of this research used speaking test as a telling story. The students speak about 3 minutes, then the researcher recorded the speaking test from the students. The student are given 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 at comparing the level of confidence of students have after treatment.

The data this research collected is by using the following procedure:

1. Pre-test

The research gave pre-test to the students. The pre-test intends to know and check the preceding confidence in speaking of the students before treatment to speak. In the first meeting, the students received the pre-test. 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 comprises four meetings. Each meeting runs for 90 minutes and each meeting has different material. The procedure in teaching and learning process of every meeting is:

In the first meeting, the researcher gave greeting to the students and checks attendance list. After that, the researcher gave motivation to them about 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 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 the researcher, and explain about what they have discussed. Last, 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 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 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 the researcher, and explain about what they have discussed. Last, 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 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 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 the researcher, and explain about what they have discussed. Last, 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 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 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 the researcher, and explain about what they have discussed. Last, 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 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 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 the researcher, and explain about what they have discussed. Last, 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 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 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 the researcher, and explain about what they have discussed. Last, 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 as pre-test.

Discussion

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 and the alternative hypothesis (H_a) is accepted. It should be concluded that using humor story to enhance students’ speaking skill at the tenth grade of SMA Negeri 07 Pinrang. The students’ score got enhancement in pre-test between post-test.

1. Students’ Speaking skill Before and After Being Taught by Using Humor Story Strategy

Measuring the students’ speaking skill 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 can enhance students' confidence in speaking. And then, to make a conclusion about the enhancement of the students of SMA Negeri 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' speaking skill at the tenth-grade students' of SMA Negeri 7 Pinrang.

2. 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.

In 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 the speaking test.

The second meeting, this meeting was a first treatment after giving the pre-test. The material was given about telling a story with the topic "animals". Before giving the material about telling a 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 the researcher, and explain about what they have discussed.

In the third meeting, the researcher gave material about telling a 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.

In the fourth meeting, this meeting the researcher gave material about telling a 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 asks the students to make a group, then the students were asked to discuss the material and after discussing the students were asked to present the telling story which they have made it on their group.

The fifth meeting researcher gave material about telling a 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 asks the students to make a group, then the students were asked to discuss the material and after discussing the students were asked to present the telling story which they have made it on their group.

The sixth meeting researcher gave material about telling a 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 asks the students to make a group, then the students were asked to discuss the material and after discussing the students were asked to present the telling story which they have made it on their group.

In the seventh meeting, the researcher gave material about telling a 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 asks the students to make a group, then the students were asked to discuss the material and after discussing the students were asked to present the telling story which they have made it on their group.

After giving treatment to the students, the researcher gave a post-test meeting. 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. 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 giving the students speaking test. After getting all the data, the researcher closed the class by greeting to the students.

Discussion

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' speaking skill at the tenth grade of SMA Negeri 07 Pinrang the student's 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 to find ideas. It made the students more enjoy in learning by listen humor story. In addition, the students not only hearing the present, but are 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 it should make the student's enjoyment in the class. The research used the indicator of students' confidence in speaking if in learning outcomes (posttest) the score of post-tests is higher than pre-test.

This finding by katy that humor story serves not only for social purpose but also strangles our abilities in coping with stress. 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. Besides, the researcher also referred to what Darmansyah proposed: that humor story builds relationships and enhances communication, it a stress reduction tool, it makes learning to interest and strengthens memory. As the researcher consistently applying thematic progression pattern every meeting during the data collection period, the mean score of posttests enhanced to a large extent.

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 giving 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 can enhance students' speaking skill at the tenth grade of SMA Negeri 07 Pinrang.

Conclusion

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 a t-test. As the analysis of the data in the previous chapter, $t_o(3.673) > t_t(1.699)$, in a significant degree of 0.05 (5%). As the statistical hypotheses in chapter III, if t-test (t_o) > t-table (t_t) in a 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.

References

- Arafah, Burhanuddin and Kaharuddin Bahar. 2015. *The Art of Developing Speaking As a Performance*. Yogyakarta: CV Orbitrust Corp.
- Bahar, A.Kaharuddin. 2014. *Transactional Speaking: A guide to Improve Transactional Exchange Skills in English for Group Discussions (GD) and Interviews*. Samta Gowa: Gunadarma Ilmu.
- Iswahyudi. 2016. *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.

- Liu, Katy W.Y. 2012. *Humor styles, self-esteem and subjective Happiness*. SS student E-Journal, 1.
- Sugiono. 2014 *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*, Bandung: Alfabeta.
- Suryani Eryana. Syamsiarna Nappu and Nurdewi Bte Abdul. 2018. *Enhancing Students' Achievement And Motivation Toward Reading Comprehension By Using Humor Story At The 11th Grade Of SMK Negerii 6 Bulukumba*. journal keguruan dan ilmu pendidikan 5,no.1.