IMPROVING STUDENTS' SPEAKING SKILL THROUGH PARTY JOKES AT THE TENTH GRADE OF MAN 2 MODEL MEDAN IN 2017/2018 ACADEMIC YEAR

SKRIPSI

Submitted to the Tarbiyah Faculty and Teachers Training State University for Islamic Studies (UIN) North Sumatera Medan as a Partial Fulfilment of the Requirement for S-1 Program

By:

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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

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MEDAN

2018

Nomor   : Istimewa

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Medan,   Juni 2018

Kepada Yth,

Bapak Dekan Fakultas

Ilmu Tarbiyah dan Keguruan

UIN Sumatera Utara

di

Medan

Assalamu'alaikum Wr.Wb

Dengan Hormat,

Setelah membaca, meneliti, dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa a.n **Jogi Zulfadli Lubis** yang berjudul **"Improving Students' Speaking Skill through Party Jokes at the Tenth Grade of MAN 2 Model Medan in 2017/2018 Academic Year"**, maka kami berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

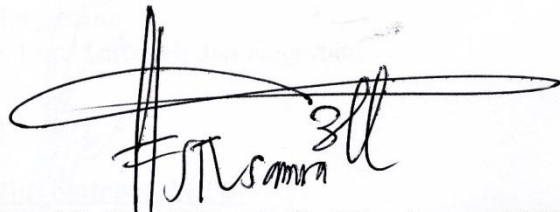Demikian kami sampaikan, atas perhatian saudara kami ucapkan terima kasih.

Wassalam,

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SURAT PENGESAHAN

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dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

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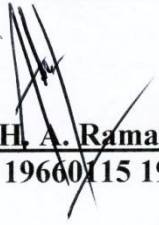**Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan**

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Judul Skripsi :"IMPROVING STUDENTS' SPEAKING SKILL THROUGH PARTY JOKES AT THE TENTH GRADE OF MAN 2 MODEL MEDAN IN 2017/2018 ACADEMIC YEAR"

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila dikemdian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

Medan, 08 Juni 2018

Yang membuat pernyataan

Jogi Zulfadli Lubis

NIM: 34143003

ABSTRACT

IMPROVING STUDENTS' SPEAKING SKILL THROUGH PARTY JOKES AT THE TENTH GRADE OF MAN 2 MODEL MEDAN IN 2017/2018 ACADEMIC YEAR

JOGI ZULFADLI LUBIS
34.14.3.003

Keyword: Party Jokes Technique, Students' Speaking Skill

This research aimed to improve the students' speaking skill in English by applying Party Jokes technique. This research was conducted by using Classroom Action Research (CAR). The objective of this research was to improve students' speaking skill by applying Party Jokes technique at the tenth grade MAN 2 Model Medan. The subject of this research was X-IPS 5 MAN 2 Model Medan in 2017/2018 academic year which consists of 42 students. This research was conducted in two cycles which each consists of planning, action, observation, and reflection. The technique of analyzing data of this study was applied by using qualitative and quantitative data. The qualitative data were taken from interview and observation. The quantitative data were taken from the test.

Based on quantitative data, the result of this research showed that there was improvement of students in speaking skill. The mean of pre-test was 58.8 and the students who got point ≥ 75 were 14 students (33.33%). The mean of post-test I was 73.08 and the students who got point ≥ 75 were 24 students (57.14%). The mean of post-test II was 79.2 and the students who got point ≥ 75 were 36 students (85.71%).

Based on qualitative data, it was found that the students were active, enthusiastic, and interested in teaching learning process. It can be concluded there was significant improvement of the students ability in speaking through Party Jokes technique at the tenth grade of MAN 2 Model Medan.

ACKNOWLEDGEMENT

In the name of Allah, the beneficent, and the Merciful. Praise and gratitude be to Allah for giving the strength and guidance for the writer, so that this skripsi can be finished. Peace and blessing be upon Prophet Muhammad SAW, his family, his relatives, and all his followers.

The written of this skripsi entitled "Improving Students' Speaking Skill through Party Jokes at the Tenth Grade of MAN 2 Model Medan in 2017/2018 Academic Year". This skripsi is written to fulfill one of requirement to obtain the *Sarjana Degree* at Department of English Education of Faculty Tarbiyah Science and Teachers Training State Islamic University of North Sumatera.

Finishing of writing this skripsi is actually a miracle for me since it was firstly regarded as a task would be very hard to do. However, it has now been denied since this skripsi has finally been written. Then, I would like to thank Allah Subhanahu Wa Ta'ala for the blessing given to me so that the writing of this skripsi had been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps.

1. A profound gratitude is directed to my beloved parents, **Zulkifli Lubis** and **Dwi Ramlah Khairani Pohan,** who always give me support, advice, motivation, help, goodness, care, and all of things that I need to finish my study.

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9. My special and best friend **Kiki Amalia Lubis** who always pray, support, and entertain me when I felt down.

10. All of my family in PBI, especially PBI-I 2014, thank you so much for your motivation until the end of present day.

11. All of the people that contributed in conducting this skripsi which can not mention one by one.

Finally, it is obviously that this skripsi is not perfect yet, either in content or grammar, etc. So, the suggestion or critical from the reader is needed to make the skripsi be better. I hope this skripsi can be useful for everyone.

Medan, 06 Juni 2018

JOGI ZULFADLI LUBIS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURE

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. The Background of Study

Language is one of our identities as human beings, because only human beings who use language to interact and communicate. Nowadays, English is the most important international language, because it is used by million people all over the world to communicate. English is the common language that used as the second language beside England and America as the native countries. English has contributed a lot to the development of human civilization and also become the language for education, commerce, technology, politic, etc.

The development of English affects Indonesia in learning English. In Indonesia, English is the foreign language that taught from kindergarten until university. English has considered as an important subject to acquire the knowledge. Based on the school curriculum for English, English is a subject that is consists of four skills such as listening, speaking, reading, and writing. Moreover, there are some elements of language that should be taught to develop these four skills, they are: grammar, vocabulary, pronunciation, and spelling.

One of language skills that must be mastered by any foreign language learners is the ability to speak or communicate in the target language. Actually, all of English skills and English elements are important, but speaking skill is the most important skill that should be mastered by English learners. Maxom states that speaking is the most important skill in English language teaching to master in the

school.[1] Christopher Turk states that spoken language was the first form of communication between human being.[2] From the statement above, the researcher concludes that speaking is the first skill that should taught first when someone learns about a language in the school.

Nowadays, most students at senior high school in Indonesia are familiar with English as the second language. In fact, students' disabilities of the four skills are still weak, especially in speaking. Turk states that most people think a decent standard of competence in speaking to group is a part of the basic professionalism of any job; but too many professional are nervous about speaking, and they are afraid to do not speak well.[3] Ur also states some problems that may prohibit the students to develop their speaking skill, which are inhibition, lack of ideas to say, low participation, and students preference to use their mother tounge.[4]

Dealing with the statements above, the researcher concludes that there are several problems found in speaking skill. It may come from the students or the English language teachers. In some cases for the students, they know about the vocabulary that match to express their feelings, but they are afraid of making mistakes in pronunciation or structure. In the other cases, they know about structure, but they have limited vocabulary. Students' self-confidence is also a common problem that found in students to speak. The students also feel bored with the teacher's method. On the other hand, the teacher may dominate the

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[1] Michelle Maxom, *Teaching English as a Foreign Language for Dummies*, (West Sussex: John Willey & Sons, 2009), p. 183.

[2] C. Turk, *Effective Speaking: Communicating in Speech*, (London: Spon Press, 2003), p. 20.

[3] *Ibid*., p. 2.

[4] Penny Ur, *A Course in Language Learning: Practice and Theory*. (Cambridge: Cambrige University Press, 1996), p. 121

learning activity by using Indonesian, so it can not increase students' speaking skill.

The researcher also found these problems at the students of MAN 2 Model Medan after observing the learning process. The students can not speak eventhough the teacher push them to speak in English. Some of the students are passive in the class that may caused by the problems mentioned above.

Based on the researcher's interview with a teacher in MAN 2 Model Medan, the students are not able to speak in English. Speaking is the most difficult skill to master for the students. The teacher said that students are nervous to deliver their ideas or speeches in English in front of the class. The students also get the problems in grammar, pronunciation, and vocabulary. The students' participations in learning speaking was low.

In MAN 2 Model Medan, there are four majors; science, social, language, and religion. The teacher told that the students in Language Major also have the problems which exlained in previous paragraph. It caused the researcher interested in conducting the research for the students in Social Major who dont't focus on learning language.

The researcher considered that it is necessary to find out an alternative way to create suitable and interesting technique to the students' condition. They need any practices to assist them in developing their speaking ability. Many activities can be done including storytelling-based activities, such as guess the lie, insert the word, chain story, and party jokes.

Here, the researcher chose Party Jokes as the technique that will be applied because it can make the students enjoy and easy to express when using their own

word. Through their stories, students not only practise an essential skill, but they can also get to know one another: we are our stories.

Futhermore, a party, standing up and milling, and exchanging jokes in pairs or groups of Thornbury explains in Party Jokes, the students learn and rehearse a joke. Then, the students simulate three. The repeated practice that they get telling their jokes fulfils an important function of good speaking tasks. At the end of activity the class can vote on the best joke. More recently, the value of encouraging students to tell their own stories has been recognized, and coursebooks now include personalized narrating tasks, whether monologic or dialogic, as a matter of course. [5]

Based on the statement above, the researcher assumed that Party Jokes seems to be good alternative way for teaching English speaking skill in MAN 2 Model Medan. Because this activity can make students active in teaching learning process, it also allows the students to be creative and to put themselves in enjoyment. In addition, this activity gives students opportunity to speak in the target language for an extended period of time and students might naturally produce more speech than they would otherwise.

So, in presenting this paper the researcher decided to apply Party Jokes in teaching speaking and want to measure the success of using Party Jokes in the speaking class. Therefore the researcher would like to take a research under the title: **"Improving Students' Speaking Skill through Party Jokes at the Tenth Grade of MAN 2 Model Medan in 2017/2018 Academic Year".**

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[5] Scott Thornbury, *How to Teach Speaking,* (UK: Pearson Education, 2005), p. 96.

B. The Identification of Study

Based on the background of the study, it can be identified problems related to this research:

1. The students have low ablity in speaking skill.

2. The students lack of vocabularies and grammar.

3. The students have low confidences.

4. The English teacher does not have various techniques.

5. The English teacher dominates the learning process by using Indonesia language.

C. The Limitation of Study

The problem that will be discussed is limited only on the implimentation of Party Jokes to develop the students' speaking skill at the tenth grade students of MAN 2 Model Medan in the 2017/2018 academic year.

D. The Formulation of Study

Based on limitation of study mentioned above, the problem of the research can be formulated as follows; "Does Party Jokes improve the students' speaking skill at the Tenth Grade of MAN 2 Model Medan?"

E. The Objective of Study

The objective of the study is to improve the students speaking skill after being taught by implementing Party Jokes at the Tenth Grade of MAN 2 Model Medan.

F. The Significance of Research

The result of this study are expected to provide useful information and suggestions for five people, they are:

1. The Headmaster

To encourage headmaster in order that the English teachers use Party Jokes in teaching English speaking.

2. The English Teachers

The result of this study is expected to be useful input for English teachers to get alternative solution in teaching speaking.

3. The Students

The result of this study will help and give an opportunity for students to solve their problems in mastery speaking skills.

4. The Researcher

This research adds the researcher's knowledge and experience in teaching speaking.

5. Further Researcher

The researcher hope the study can be used by other researchers who are interested in English to get useful information.

CHAPTER II

THEORETICAL REVIEW

A. Theoritical Framework

In conducting the research, theories are needed to explain some concepts applies concerning into the research. Theoritical framework will make the researcher easy in conducting the research and give understanding about the theories to the students, English teachers, and further researcher. The term must be clarified to avoid misunderstanding. The following terms are used in this study are:

A. 1. The Definition of Speaking Skill

Speaking is an activity when people use their voice to deliver their opinion, suggestion, information even critic, but speaking is not just making sound. Birds, animals, babies make sound and though it may be communication of sorts, it is not speaking.[6] Without speaking, people can not interact with the others, and they must remain in almost total isolation from any kind of society.

Allah SWT said in Al-Quran, surah Ar-Rahman 1-4:

الرَّحْمَنُ (١) عَلَّمَ الْقُرْآنَ (٢) خَلَقَ الْإِنسَانَ (٣) عَلَّمَهُ الْبَيَانَ (٤)

Meaning:

The Most Merciful, Taught the Qur'an, Created man, (And) taught him eloquence.

In verse four, we can see that Allah taught human beings to speak. It is appropriate with previous explanation by Cornbleet and Carter. In education, the

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[6] Sandra Cornbleet and Ronald Carter, *The Language of Speech and Writing,* (London: Routledge Publisher, 2001), p. 17.

verse four guides us as the teachers to deliver the materials as clear as possible. Of course, the teachers need to speak clearly in order to make the students understand well about the materials.

In the other surah, Allah said in An-Naml verse 16:

وَوَرِثَ سُلَيْمٰنُ دَاوٗدَ وَقَالَ يٰٓاَيُّهَا النَّاسُ عُلِّمْنَا مَنْطِقَ الطَّيْرِ وَأُوْتِيْنَا مِنْ كُلِّ

شَيْءٍﵟ اِنَّ هٰذَا لَهُوَ الْفَضْلُ الْمُبِيْنُ(١٦)

Meaning:

And Solomon inherited David. He said, "O people, we have been taught the language of birds, and we have been given from all things. Indeed, this is evident bounty."

In fact, there is a human that can talk to birds with the permission of Allah. In this verse, we can see the power of Allah SWT, He taught Sulaiman a.s. the language of birds. So, muslim and muslimah who believe in Quran, they must believe that the ability of human to communicate with the other people and animals were came from Allah SWT.

Bygate says, "Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is the skill which the students are frequently judged. It is also the vehicle par excellent of social solidarity, of social ranking, of professional advancement and of business".[7] As known that language ability can measured from four languages skill, however now days people usually judge the language skill from how well someone able to

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[7] Martyn Bygate, *Language Teaching: A Scheme for Teacher Education; Speaking,* (Oxford: Oxford University Press, 1997), p. 8.

speak in language itself. It indicates that speaking is an important role in society and language learning that should get attention from teachers and learners.

Fulcher states that speaking is the verbal use of language to communicate with others.[8] Dobson says that speaking is the informal interchange of thoughts and information by spoken words.[9] It means that speaking is a tool to transfer information to others.

عَنْ أبِي هُرَيْرَةَ رَضِيَ اللهُ عَنْهُ أنَّ رَسُوْلَ اللهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ قَالَ : مَنْ كَانَ يُؤْمِنُ بِاللهِ وَالْيَوْمِ الآخِرِ فَلْيَقُلْ خَيْراً أوْ لِيَصْمُتْ، وَمَنْ كَانَ يُؤْمِنُ بِاللهِ وَالْيَوْمِ الآخِرِ فَلْيُكْرِمْ جَارَهُ، وَمَنْ كَانَ يُؤْمِنُ بِاللهِ وَالْيَوْمِ الآخِرِ فَلْيُكْرِمْ ضَيْفَهُ .   [رواه البخاري ومسلم]

Meaning:

From Abu Hurairah radhiallahuanhu, Rasulullah (peace and blessings of Allah be upon him) said: Who believes in Allah and the Last Day should he say good or silent, whoever believes in Allah and the Last Day should honor his neighbor and anyone who believes in Allah and the Last Day so he should glorify his guest (Bukhari No. 6018, Muslim No. 47)

In this Hadis, we can learn that we have to speak in good way or if we can not do that, silent is the best way. It is appropriate with Dobson's explanation that speaking is interchange information which has meaning for the others. So, as the muslim and muslimah, we have to realize that the best speaking is speak full of meaning or be silent.

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[8] Glenn Fulcher, *Testing Second Langue Teaching,* (London: Longman, 2003), p. 23.
[9] S. Greene, *Communicating Naturally in Second Language*, (Cambridge: Cambridge University Press, 1963), p. 91

Jo McDonough and Christopher Shaw states that speaking is not the oral production of written languge, but includes learners in the mastery of a wide range sub skill which added together, then it supports speaking skill.[10] In other words, speaking is not produced without any combination of language skill, but it involved by a numbers of skills.

From all statements above it can be concluded that speaking skill is an important skill to be mastered when someone learn about language. Someone on his or her daily life needs to be able in using English as good as possible in order to make a comprehensible situation in speaking. As human beings, especially as social creature we have a need to make meaning of our surroundings. We have a need to express our thoughts, opinions, or feelings in order to be accepted in social life. Speaking does not only make sound by the speech organs but ideas and emotions.

A.2. The Elements of Speaking Skill

There are five elements of speaking skill that generally recognized in analyzing the speech process:

a. Pronunciation

Pronunciation is manifestation of speech in sound. The speaker must first decide be able to articulate the words, and create the physical sounds of meaning.[11] As stated by Harmer, if students want to be able to speak fluently in English, they need to be able pronounce phonemes

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[10] Jo McDonough and Christopher Shaw, *Materials and Methods in ELT: Second Edition A Teacher's Guide.* (Oxford: Blackwell Publishing, 2003), p. 133.
[11] Gleen Fulcher, *Testing Second Languge...*, p. 25.

correctly, use appropriate stress and intonation patterns, and speak in connected speech.[12]

b. Grammar

Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences.[13] Grammar is the most important thing to determine the student's competence to communicate the language. Therefore, speaker needs to master grammar, so he can speak well.

c. Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms.[14] Vocabulary plays an important role in developing the speaking skill. The more vocabulary learners have, easier for them to develop their speaking skill.

d. Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating.[15] Meanwhile, according to Gower et-al, fluency can be thought of as 'the ability to keep going when speaking

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[12] Jeremy Harmer, *The Practice of English Language Teaching: Fourth Edition,* (Harlow: Pearson Education Limited, 2007), p.343.

[13] Victoria Fromkin and Robert Rodman, *An Introduction to Language,* (New York: Harcourt Brace College Publishers, 1998), p.14.

[14] Keith S. Folse, *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*, (Michigan: University of Michigan, 2004), p.2.

[15] David Riddel, *Teach English as a Second Language*, (Chicago: McGraw – Hill Companies, 2001), p. 118.

spontaneously'.[16] When speaking fluently, students will not say "um..." or "er..." anymore.

e. Comprehension

The last speaking element is comprehension. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like. When we do a conversation, the speaker and the listener must comprehend what they talking about to make a good conversation.

A.3. The Types of Classroom Speaking Performance

Brown offered six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom:

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech. For example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or

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[16] Roger Gower, et-al, *Teaching Practice Handbook*, (Oxford: Heinemann English Language Teaching, 1995), p.100.

it can even form part of some pair activities, where learners are "going over" certain forms of language.

c. Responsive

A good deal of student speech in the classroom is responsive; short replies to teacher or student-initiated questions or comments.

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

e. Interpersonal (dialogue)

Interpersonal dialogue carried out more for the purpose of maintaining social relationships than for the transmission of facts and informations.

f. Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.[17]

A.4. The Classroom Speaking Activity

a. Acting from a Script

There are two kinds of acting scripts that should to be considered by the teacher; playing script and acting out the dialogues. In the playing

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[17] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2001), pp. 271-274.

script, it is important to teach the students as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation and speed. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. We can ask our students to act out scenes from plays and/or their course books, sometimes filming the result.

b. Communication Games

Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures. Television and radio games, imported to into the classroom, often provide good fluency activity.

c. Discussion

One of the reasons that discussions fail (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, anyway, confident of the language they might used to say it. Many students feel extremely exposed in discussion situations.

The 'buzz group' is one way in which a teacher can avoid such difficulties. All it means is that students have a chance for quick discussions in small groups before any of them are asked to speak in public. Because they have a chance to think of ideas and language to

express them with before being asked to talk in front of the whole class, the stress level of that eventual whole-class performance is reduced.

d. Prepared Talks

A popular kind of activity is the prepared talk where a student (or students) makes a presentation on a topic of their own choices. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like'. However, if possible, students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Depending upon tightly designed they are, they may well encourage the natural use of certain repetitive language patterns and thus be situated in the middle of our communications continuum.

f. Simulation and Role Play

Many students derive great benefit from simulation and role play. Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.In a role play we add the element of giving the participants information about who they are, and what they think and feel. Role plays are effective when they are open ended so that different people have

different views of what outcome should be, and a consensus has to be reached.[18]

A.5. The Concept of Party Jokes

Party Jokes is one of the storytelling activity. In this technique, the students simulate a party and exchanging their jokes with their friends. Party Jokes stimulates the students to speak by asking them to convey their jokes. They should used some basic joke-framing expressions, such as *did you hear the joke about...?* and *That reminds me of the joke about....*[19] The joke can be in narrative ,recount or spoof. In the classroom speaking performance, Party Jokes can be categorized as extensive (monologue) speaking performance.

The use of joke in the class can change a boring situation into a pleasant one. It can increase interaction between students and teacher, make class more meaningful and enjoyable. The reason to use joke is the effectiveness and a pleasant way to make students speak in English. It seems like to combine practice with fun. Through jokes they can express their ideas freely, because it is related with their daily activity with their friend.

Party Jokes has some structures which adapted from stand up comedy to convey joke. Greg Dean explaines that traditionally joke contains two parts: setup and punch. The setup and punch are usually defined in this way:[20]

1. The Setup is the first part of joke that sets up the laugh. Before you delivered your joke you have to lead the joke by the set up. It can make

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[18] Jeremy Harmer, *The Practice of English...,* p. 271-276.
[19] Scott Thornbury, *How to Teach...,* p.96.
[20] Greg Dean, *Step by Step to Stand-Up Comedy*, (US: Heinemann Drama, 2000), p. 2.

people who listen your joke will have some curiosity and make them think about your joke. It means that setup is not may funny but it is consist a factual happening or opinion. Based on your setup people who are listen it will have some questions that appear from themselves.

2. The Punch is the second part that makes you laugh. The punch is the part of joke that delivered something funny. It makes people who are listening the joke will surprised. It is because punch is really unexpected with the people mind.

Dean gave an example with diagram[21]:

"I saw my grandmother the other day...probably for the last time.... Oh, she is not sick or anything."
Setup

she just bores to me
Punch
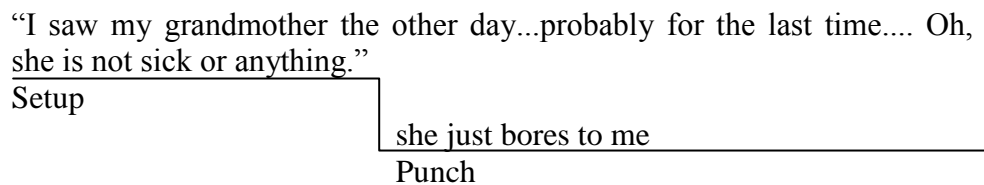
A.6. The Procedures of Party Jokes

There are many steps in using Party Jokes to improve students speaking skill. The steps can be modified from stand up comedy to apply in party jokes. Teacher should consider when using the steps in the learning process because if the steps not suitable with the students' ability, the learning process will not run well. So, there are some steps in applying Party Jokes: they are modeling, select the topic, set the joke, practicing a performance, and practicing a delivery.

1. Modeling

Modeling is the first step in the using of Party Jokes in learning process. Teacher can make the class attention focus on the model that will

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[21] *Ibid.*

be delivered. It will take time around 10 until 15 minutes. It will make students understand about what the student will be learn.

In this process, teacher should guide the students by giving information about Party Jokes. It can be delivered by showing the power point and video. Teacher will explain about definition and joke content in Party Jokes such as: basic joke-framing expressions, setup and punch. Besides the content, students also should focus on performance such as: gesture, body language, body movement, and etc. For example, the teacher plays the video of joke in monologue performance, so the students will see how to perform the jokes in the class.

2. Select the topic

In this step the teacher will recommend the topic to the students because the topic should be appropriate with the curriculum. Then the topic will be discussed together based on the daily activity or their environment problems. The example of the topic can be seemed like: national exam, independent days, tribute to peace and etc.

The teacher will lead the students to choose the best topic that makes them understand and do not face difficulties. Then, the teacher asks the students to gather information about the topic around 10 until 15 minutes. The information can develop into the joke. The information should not difficult for students and can be related to their daily life.

For example: - *topic: national exam*

- *Question: what is the interesting thing that can be discussed from the topic?*

- List of the answer: limit score

Cheat

Answer key

Student

Teacher

School

Rule system

3. Set the joke

Set the joke is the step to determine the joke which is delivering in the performance. In this step, teacher lead the students to set the joke such as: make concept, script of joke, and how to practice the joke. First, teacher asks students make the joke based on the information that discussed before. The teacher guides the students by giving a simple example that easy to understand by the students. For example:

Setup: Susan can answer the entire of the question with the fire in her face.   No, she does not happy

Punch: she choose the wrong key answer

By giving the example in front of the class, the students will understand how to deliver the jokes. In this part, the teacher also explains about the topic to the students. It is will be easy if the teacher has been given the background knowledge to the students before. In this step, the students will use narrative text in writing the jokes.

4. Practicing a performance

 After setting the joke, the teacher gives a few time for the students to practice their performances. The students can practice with their friends in pairs or groups of three. Furthermore, teacher still have to control the students discussion by go around the class. If the students face difficulties in practice, they can ask the teacher to help them.

 There are several things that the students have to consider in performing, such as; gesture, body language and movement. It is really important things when the students deliver their jokes, so they can control themselves. However, in practicing the performance the students have to pay attention to these aspects.

5. Practicing a delivery

 This is the main step of the party jokes. The teacher will ask the students to perform their jokes in front of the class by choosing the students randomly. When the students perform their jokes, teacher will have a rubric to assess. In the rubric, there will be four columns, they are; pronunciation, grammar, vocabulary, and fluency. However, it will be better if the teacher informed about it before the students performed in front of the class.

A.7. The Advantages and Disadvantages of Party Jokes

a. The advantages of party jokes are:

1. Centred on learners.

2. Increase students' confidences

3. Great fun.

4. Empower all learners senses potential.

5. Does not take up a lot of places.

6. Free in expressing ideas.

b. The disadvantages of party jokes are:

1. Need a lot of time.

2. The students' who sit are not focused.

A.8. Approach, Method, and Technique

1. Approach

    Approach is the level of theories. [22] According to Edward Anthony as cited by Richard and Rogers states approach is a set of correlative assumptions dealing with the nature of language teaching and learning, an approach is axiomatic, it describes the nature of the subject matter to be thought.[23] Approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching.[24] Approach is very important in teaching learning process because it has a relationship between the natures of language it self.

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[22] Bambang Setiyadi, *Teaching English as a Foreign Language,* (Yogyakarta: Graha Ilmu, 2006), p. 12.

[23] Jack C. Richard and Rogers Theodores, *Approaches and Methods in Language Teaching: A Description and Analysis,* (London: Cambridge University Press, 1986), p. 15.

[24] *Ibid.,* p.16.

2. Method

Method is an overall plan for the orderly presentation of language material, based on the theoretical approach selected. An approach is axiomatic, a method is procedural.[25] Method is the plan of language teaching that is consistent with the theories. Method should come after approach because the plan of language teaching should be developed from theories on the nature of language and language learning.[26]

3. Technique

A tehnique is implementational – that which actually take place in a classroom.[27] Setiyadi explains that all activities that take place in a language class are techniques. According to Richard and Rogers as cited by Setiyadi, the position of a technique is at the implementation phase and it is often called *procedure* while approach and method are at the level of *design.*[28] There are many techniques that can be used in speaking, namely role play, information gap, problem solving, game communication, simulation, etc. So, the researcher concluded that Party Jokes is a technique as alternative way to improve students' speaking skill.

B. Related Study

1. Adella Purnama Sari, a student from IAIN-SU who researched about " *The Implementation of U-Shape Debate Strategy to Improve Students' Ability at Speaking at MAS Al-Jamiyatul Washliyah 22 Tembung*" in

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[25] *Ibid.*, p.15.
[26] Bambang Setiyadi, *Teaching English...*, p.12.
[27] Jack C. Richard and Rogers Theodores, *Approaches and Methods...*, p. 15.
[28] Bambang Setiyadi, *Teaching English...*, p.15.

2013. The purpose of this research was to know the students' ability at speaking that taught by U-Shape Debate Strategy. The result showed us that there is increasing of the students' ability at speaking if they are taught by using U-Shape debate strategy. It is proven from the mean of the students' scores in three tests: pre-test (38,4), post-test I (50,4), and post-test II (56,1).

2. Yuni Silvina Anggraini Damanik, a student from IAIN-SU, wrote " *The Implementation of Talking Stick Strategy to Improve the Students' Ability at The Second Grade of MTS Darur Rachmad Sibolga*" in 2014. The purpose of this research was to know the improvement of the students' speaking ability by using talking stick strategy. The result of her research showed that the speaking ability improved after they had been taught using this strategy.

3. Rizki Mutiara, a student from UNIMED, who conducted the research in 2011 about "*Improving Students' Speaking Achievement Through Realia*". The purpose of this reserach was to know the improvement of the students' speaking achievement particularly through Realia. The result of this research showed that realia improved students' speaking achievement significantly. In the test I, the meas was 61,47; in the test II, the mean was 67,41; and in the test III, the mean was 78,52.

4. Sopinabila Br. Karo, a students from UIN-SU, in 2016 wrote "*The Implementation of Humor Teaching English Material to Improve Students' Achievement in Speaking at Grade of XI of Madrasah Aliyah Darul Azhar Kutacane*". The purpose of this study was to improve students'

achievement in speaking through Humor English Teaching Material. The result of this research showed that the students' achievement in speaking was improved. In the pre-test, the percentage was 20%. After doing cycle I, the students' percentage was 50% and in cycle II, the students' percentage was 90%.

5. Ade Risma, a student from UIN-SU, conducted a research "*Improving the Students' Speaking Ability through the Implementation of Folktales Storytelling at the Second Grade Students of MAS Al-Jam'iyatul Washliyah Medan in 2015/2016 Academic Year*" in 2016. The result of data analysis showed that the speking ability of the students was improved. The mean score of the students in pre-test I was 42,34, post-test I was 63,32, and the mean score of post-test II was 86.34.

C. Conceptual Framework

Speaking is one of the language skills that people used in their effort to communicate with others. Speaking skills is one skill that is considered difficult as compared to writing. To be able to speak well, students are required to master the grammar, vocabulary, pronunciation and the background of internal and external factors. Because of this, the learners still face some troubles in learning speaking.

Party Jokes can help the students to improve their ability in speaking. Party Jokes is one of storytelling activities. In this study, the teacher is going to ask the students to deliver jokes that have narrative elements. Before starting to write the jokes, the teacher will give the explanation about Party Jokes to make the students

ready with the activity. Then, the students choose the familiar and interesting topics which they like. The students make concept and script of joke based on the choosen topic and how to practice the joke. The students are able to practice their performances before the real show in front of the class. They should pay attention on the other aspects in performing such as: gesture, body language, and movement. Finally, the students will perform in front of the class randomly and the champion will be choosen by the teacher, and the students in the end of this activity.

Party Jokes facilitates the learners to deliver their ideas freely. Party Jokes also able to stimulate learners' speaking, listening, reading, writing and confidence. It makes the classs more interesting and fun with the jokes. So, the researcher will use Party Jokes as a technique in teaching speaking.

D.   Hypothesis

To answer of the problem of research that has been described can put forward hypothesis as follow: Party Jokes can improve students' speaking skill at the tenth grade of MAN 2 Model Medan in 2017/2018 academic year.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Setting

The researcher held at the tenth grade of MAN 2 Model Medan, which is located at Jl. William Iskandar No.7A, Bantan Tim., Medan Tembung, Medan. The researcher conducted in the second semester of 2017/2018.

B. The Research Design

The Classroom Action Research (CAR) procedure is applied in this research. Wallace states that action research refers to classroom investigation initiate by researchers, perhaps teachers, who looked critically at their own practice with the purpose of understanding and improving their teaching and the quality of education. Action research involves the collection and analysis of data relate to aspect of professional practice. It is a loop, in the sense that the process can be repeated (reframing the problem, collection fresh data, rethinking the analysis, etc.) until find the satisfied solution.[29]

Classroom action research consists of two cycles in which each cycle contains of four phases; planning, action, observation, and reflection. Arikunto states that "Classroom action research should be implemented at least two cycles continuously".[30] It means a classroom action research should be conducted at least in two cycles. If the results are less satisfactory, researchers can perform the cycle

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[29] J. Michael Wallace, *Action Research for Language Teachers*, (New York: Cambridge University Press, 1998), p.16-17.
[30] Suharsimi Arikunto, *Penelitian Tindakan Kelas,* (Jakarta: Bumi Aksara, 2009), p.23.

once again in order to achieve the criteria that have been determined. In order to be clear, the researcher would like to present a model of Action Research stated by Kemmis and Mc. Taggart[31]:
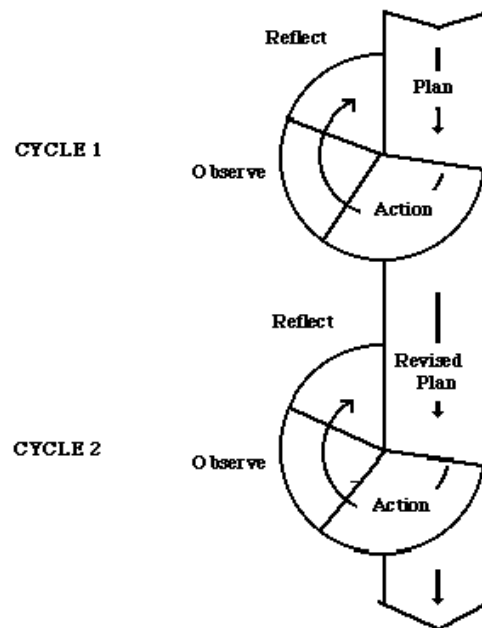
Figure 3.1
Kemmis and Mc. Taggart's Action Research Design

C. The Procedures of Research

The procedures of research are administrated in two cycles. Each cycle contains of four steps; 1) planning, 2) action, 3) observation, and 4) reflection.

1. Pre-test

    Before the cycle I begins, pre-test is administrated to identify the basic knowledge of the students about speaking skill, the students' problem in speaking, and students attitude toward English lesson. The pre-

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[31] *Ibid.,* p. 6

test is given to find out the problems of the students in the class during the study. In this pre-test, the students asked to tell the story in recount text.

2. Cycle I

a. Planning

Planning is an arrangement for doing something. In planning the researcher prepared everything that needed in learning process. The following points are the specification of the planning in the first cycle:

- Deciding the appropriate material and topic.

- Developing the lesson plan.

- Preparing the observation sheet for the teacher and the students.

- Preparing post-test I.

b. Action

Action is process of doing things. It is the implementation of planning. In this step, the students taught of how to improve their speaking skill by applying Party Jokes technique.

- Presenting some expressions and vocabularies needed.

- Explaining the instruction for practicing.

- Applying Party Jokes.

- Students perform Party Jokes in the front of the class.

- Evaluating and giving general conclusion.

c. Observation

In this stage the researcher observe the students' participation and the students' achievement. The observer discovers the problem during the teaching and learning process by filling the observation sheet and find

out the problems, answering the difficulties of the students in performing the activity.

d. Reflection

Reflection is implemented based on the analysis of data from observation and evaluation activities. Reflection is conducted to determine the extent to which media can enhance students speaking skills and to know the advantages and disadvantages of the implementation of learning process which has been implemented in order to avoid recurrence on the second cycle and overcome obstacles that may be encountered on the second cycle.

3. Cycle II

a. Planning

Activity of which is in the planning cycle II is the same as planning to cycle I. The planning stages on the second cycle based on the result of reflection of the activity in cycle I. Planning is conducted to avoid the shortages and obstacles that occur in the first cycle both on students, and on the implementation process of learning to improve students speaking skill.

b. Action

Activities undertaken in this phase is to implement the lesson plans that have been planned and developed from the implementation of the first cycle of the learning process, and in an accordance with the lesson plans that have been previously design to improve students speaking skill and the learning process.

c. Observation

     As in cycle I, observation and evaluation activities are carried out to determine the improvement of students speaking skill.

d. Reflection

     At the end of the second cycle, the reseacher discussed about the result of the implementation of the modified action. If the Classroom Action Research target could not be achieved yet, the action would be continued (moved to cycle 3), but the students' test result has completed the criterion, so the researcher stopped the research in this cycle.

D. The Subject of the Study

     In MAN 2 Model Medan, there are five class in Social Major at the tenth grade, but the subject of this study is the students of X-IPS 5 of MAN 2 Model Medan, academic year 2017/2018. There are 42 students in this class that consists of 16 male and 26 female students.

Table 3.1. Subject of Study

Class	Students		Total
	Male	Female	
X-IPS 5	16	26	42

E. The Criteria of Successful Action

     Classroom Action Research (CAR) is successful if it can exceed the criteria which has been determined. In this study, the research will succeed when there is 75% of students could pass the assessment score $\geq$ 75 based on *Kriteria Ketuntasan Minimal* (KKM) which is adapted from the school agreement (MAN 2 Model Medan). It means that during CAR students have to achieve the target

score of KKM 75 of speaking test started from the pre-test until the second post-test in cycle two. Moreover, if the criterion of successful action achieved, the next action of the Classroom Action Research (CAR) will be stopped. CAR is able to be called fail if it cannot exceed the criteria that have been determained. Then, the alternative action would be done in the next cycle.

F. The Technique of Collecting Data

1. The Quantitative Data

In collecting the data, the researcher tested the students by asking them to tell the stories orally (retelling story) in individual test based on the topic given. According to Brown, in retelling story, the test takers hear or read a story or news event that they are asked to retell.[32] The time given was ninety minutes. In scoring the data of speaking test, the researcher used the category that evaluates the criterion. There are some criterias that must be consider to assess the students' speaking skill. The researcher used David Harris speaking skill assessment with some modifications which related with the test administrator need.

Table 3.2. English Language Speaking Skills Assessment[33]

Rated Qualities	Points	Behavioral Statements
Pronunciation	5	Has few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.

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[32] Brown, H. Douglas, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, 2004), p. 182.

[33] Harris, David P., *Testing English as Second Language*, (New York: Georgetown University, 1997), p. 84.

Rated Qualities	Points	Behavioral Statements
Pronunciation	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (any) noticeable errors of grammar or word order.
	4	Occasionally make grammatical and/or word order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension. Must often rephrase sentences and/or restricts himself to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes use inappropriate terms and/ or must rephrase ideas because of lexical inadequacies.
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of a native speaker.
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.

2. The Qualitative Data

a. Observation

In this case, the researcher uses the unstructured observation to get the real condition in teaching learning process. During the observation, the researcher makes the observation notes about situation in the class, covers teacher's performance in teaching speaking and students' speaking skills

(such as; pronunciation, vocabulary, grammar, and their bravery to speak) and take photograph and video.

b. Interview

Before implementing the research, the researcher interviewed the teacher about students' difficulties in speaking skill, students' condition in speaking activity, and the kinds of strategies usually used by the teacher in teaching speaking. The researcher also carried an interview to know the teacher's response toward the idea of implementing the Party Jokes in improving students' ability in speaking.

c. Diary Note

Diary note is note for the researcher when the researcher was teaching in the class. It contains about researcher feeling, opinion, estimation, reflection, and explanation. All of it was written in diary note.

d. Documentation

The researcher used a camera to collect all the data. Camera were utilized to record the students' performance in the teaching and learning process.

G. Technique of Analysis Data

This study applied the quantitative and qualitative data. The quantitative data was used to analyze the score of students while the qualitative data was used to describe the situation during on the teaching process. By applying this data, it was assumed to get the satisfying result of the improving ability in speaking through Party Jokes. The qualitative data was analyzed from the instrument. The

quantitative data was analyzed to see the students improvement in speaking . The researcher searched the mean of each post test from every cycle. The researcher applied the following formula:

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

Where :

X   = The mean of the students score.

$\sum X$ = The total score.

N   = The member of the students.[34]

In order to agglomerate the member of master students, the researcher used the following formula:

$$P = \frac{R}{T} \text{ x } 100 \text{ \%}$$

Where:

P   = The percentage of students who get the point 75.

R   = The number of students who get point up to 75.

T   = The total of students who do the test.

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[34] Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2014), p. 86.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The data of this study are qualitative and quantitative data. The qualitative data were taken from interviews with teacher and students of MAN 2 Model Medan, observation sheet, and documentation. The quantitative data were taken from students score in some tests. This research was conducted in X-IPS 5 class with 42 students. This research held in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle consisted of three meetings including pre-test, giving material and post test I. The second cycle consisted of two meeting , they were giving material and post-test II. The tests were given to the students were pre-test, post-test I in the first cycle, and post-test II in the second cycle.

A.1. Quantitative Data

1. Pre-Test

The pre-test was conducted at the beginning of the research, on 17 April 2018. The purpose of pre-test was to check the students' ability in speaking. The pre-test was conducted by asking the students to retell story. There were 42 students who followed this test.

Table 4.1 Students' Pre-Test Score

No.	Initial of The Students	Score	Category
1.	AN	75	Passed
2.	AF	80	Passed
3.	AS	55	Failed
4.	ASA	60	Failed
5.	AS	50	Failed
6.	AZ	35	Failed
7.	AD	60	Failed
8.	AA	70	Failed
9.	ARS	75	Passed
10.	BNN	75	Passed
11.	DA	85	Passed
12.	DSF	50	Failed
13.	DDP	65	Failed
14.	DA	90	Passed
15.	EA	85	Passed
16.	FA	40	Failed
17.	GZ	50	Failed
18.	IFA	20	Failed
19.	IB	40	Failed
20.	IK	20	Failed
21.	MA	60	Failed
22.	MIRS	20	Failed
23.	M	75	Passed
24.	MML	40	Failed
25.	MB	70	Failed
26.	MN	50	Failed
27.	MR	20	Failed
28.	MRA	40	Failed
29.	NK	45	Failed
30.	NS	70	Failed
31.	N	75	Passed
32.	NM	20	Failed
33.	PA	80	Passed
34.	PA	55	Failed
35.	PAI	65	Failed
36.	RA	70	Failed
37.	RL	95	Passed
38.	RAP	85	Passed

No.	Initial of The Students	Score	Category
39.	RAH	70	Failed
40.	SRF	90	Passed
41.	WMD	75	Passed
42.	YH	20	Failed
Total			2470
Mean			58.8

In pre-test, the total score of students was 2470, and the number of students who took the test was 42, the mean of the students' score was:

$$X = \frac{2470}{42} = 58.8$$

The percentage of students speaking skill formulated as below:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{28}{42} \times 100 \% = 66,66 \%$$

$$P_2 = \frac{14}{42} \times 100 \% = 33,33 \%$$

Table 4.2 Percentage of Students' Speaking skill for Pre Test

	Category	Number of Students	Percentage
P_1	Failed	28	66,66 %
P_2	Passed	14	33,33 %

Based on the result of pre-test, the data showed that the mean score of pre test was 58,80 and there were only fourteen or 33,33% students who passed the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM). Unfortunately, there were twenty eight students who still got the score under the Minimum Mastery Criterion – *Kriteria Ketuntasan Minimal* (KKM). The highest

score was 95, and the lowest score was 20. The researcher concluded that the students' speaking skill are still low.

2. Post-Test I

The researcher gave test in post-test I, the test was given after applied Party Jokes technique. The researcher found improvement of the students' score in post-test of the first cycle.

Table 4.3. Students' Post-Test I Score

No.	Initial of The Students	Score	Category
1.	AN	80	Passed
2.	AF	75	Passed
3.	AS	70	Failed
4.	ASA	70	Failed
5.	AS	45	Failed
6.	AZ	85	Passed
7.	AD	70	Failed
8.	AA	75	Passed
9.	ARS	75	Passed
10.	BNN	80	Passed
11.	DA	90	Passed
12.	DSF	75	Passed
13.	DDP	75	Passed
14.	DA	100	Passed
15.	EA	90	Passed
16.	FA	65	Failed
17.	GZ	85	Passed
18.	IFA	80	Passed
19.	IB	55	Failed
20.	IK	55	Failed
21.	MA	70	Failed
22.	MIRS	65	Failed
23.	M	75	Passed
24.	MML	40	Failed
25.	MB	90	Passed

No.	Initial of The Students	Score	Category
26.	MN	40	Failed
27.	MR	65	Failed
28.	MRA	50	Failed
29.	NK	65	Failed
30.	NS	85	Passed
31.	N	85	Passed
32.	NM	70	Failed
33.	PA	80	Passed
34.	PA	70	Failed
35.	PAI	65	Failed
36.	RA	75	Passed
37.	RL	100	Passed
38.	RAP	75	Passed
39.	RAH	80	Passed
40.	SRF	95	Passed
41.	WMD	95	Passed
42.	YH	70	Failed
Total			3100
Mean			73,8

In post-test, the total score of students was 3100 and the number of students who took the test was 42, the mean of the students' score was:

$$X = \frac{3100}{42} = 73.8$$

From the table above, it can be seen that students' speaking skill in English lesson was good, but the success criteria still could not reach. The mean of students was 73.8. To know the student' who were competent was calculated by applying the formula below:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{18}{42} \times 100 \% = 42.85 \%$$

$$P_2 = \frac{24}{42} \text{ x } 100 \text{ \% } = 57.14 \text{ \%}$$

Table 4.4. Percentage of Students' Speaking skill for Post Test I

	Category	Number of Students	Percentage
P_1	Failed	18	42.85 %
P_2	Passed	24	57.14 %

The result of the post test of the first cycle, the mean score was 73,80 and there were twenty four students or there were 57,14% of students who passed the KKM. There is students' improvement in speaking skill between pre-test and post-test I.

3. Post-Test II

The researcher choosed to continue the research in cycle two. The aim was to improve the students' score in speaking after doing post-test in the first cycle.

Table 4.5. Students' Post-Test II Score

No.	Initial of The Students	Score	Category
1.	AN	85	Passed
2.	AF	85	Passed
3.	AS	85	Passed
4.	ASA	80	Passed
5.	AS	75	Passed
6.	AZ	85	Passed
7.	AD	75	Passed
8.	AA	75	Passed
9.	ARS	75	Passed
10.	BNN	80	Passed
11.	DA	90	Passed
12.	DSF	75	Passed
13.	DDP	75	Passed
14.	DA	100	Passed
15.	EA	90	Passed
16.	FA	75	Passed

No.	Initial of The Students	Score	Category
17.	GZ	85	Passed
18.	IFA	80	Passed
19.	IB	70	Failed
20.	IK	65	Failed
21.	MA	75	Passed
22.	MIRS	75	Passed
23.	M	75	Passed
24.	MML	70	Failed
25.	MB	90	Passed
26.	MN	65	Failed
27.	MR	65	Failed
28.	MRA	65	Failed
29.	NK	75	Passed
30.	NS	85	Passed
31.	N	85	Passed
32.	NM	75	Passed
33.	PA	80	Passed
34.	PA	75	Passed
35.	PAI	75	Passed
36.	RA	75	Passed
37.	RL	100	Passed
38.	RAP	75	Passed
39.	RAH	80	Passed
40.	SRF	95	Passed
41.	WMD	95	Passed
42.	YH	75	Passed
Total			3330
Mean			79,2

In post-test II, the total score of students was 3330 and the number of students who took the test was 42, the mean of the students' score was:

$$X = \frac{3330}{42} = 79.2$$

From the table above, students' speaking skill in English lesson was good. The mean of students was 79.2. To know the student' who were competent was calculated by applying the formula below:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{6}{42} \times 100 \% = 14.28 \%$$

$$P_2 = \frac{36}{42} \times 100 \% = 85.71 \%$$

Table 4.6. Percentage of Students' Speaking skill for Post Test II

	Category	Number of Students	Percentage
P_1	Failed	6	14.28 %
P_2	Passed	36	85.71 %

The result of the post test of the second cycle, the mean score was 79,2 and there were thirty six students or there were 85.71 % of students who passed the KKM. It is indicated that the research is successful and the researcher stopped the research in this cycle.

A.2. The Qualitative Data

1. Cycle I

a.   Planning

In this phase, the researcher and the teacher made a planning based on the problems faced by students in speaking skill. In this case, the researcher arranged a lesson plan based on the teaching material. Beside of making the lesson plan, the researcher also prepared observation sheet to observe the students and teacher's performances during the teaching learning process. The researcher also prepared the post-test I to collect the data in order to know the students' improvement after the application of the technique.

b.   Action

The action of the cycle I was done on 18 April 2018. In action phase, the teacher implemented a lesson plan that had been made before. In this phase, the researcher implemented Party Jokes as the technique to teach. First, the researcher introduced the material by giving example of recount text. Second, the researcher explained to the students about the structure of recount text. Third, the researcher demonstrated how to deliver recount text in front of the class. Fourth, the researcher divided students into pairs and asked them to make the story in recount text. Next, the students practiced and memorized the story, and performed in the front of the class to deliver the story. Then, researcher gave feedback to students after finishing their performance. At last, the researcher gave general conclusion which is about material.

In the second meeting, the researcher gave the post-test I in the end of cycle I. The test was about retelling story. The post-test I was held to measure the improvement of students' speaking ability.

c.   Observation

The observer tried to notice all activities in the physical classroom activity. It might be about the teachers' performance, students' response and students' participations during teaching and learning process using Party Jokes as technique.

In this phase, related to the observation sheet for the teacher, the teacher delivered the material by combine the native and target language. Moreover, the teacher responded the students' participation in a form reaction.

Second, related to the students' response, some students still did not pay attention to the teacher's explanation. Some of them also did not practice with their group. Moreover, they made some noise while the other students performed in the front of the class. However, the teaching and learning activity happened enthusiastically, even some students seen did not pay attention.

Third, related to the students' participation, it showed some progress than before implementing Party Jokes as technique. Some students participated in class conversations, discussions, and giving oral presentations (perform). Their pronunciation, grammar, vocabulary, and fluency were better than before. The observation sheet can be seen in Appendix IX (page 83-84).

d.   Reflection

The researcher and the teacher evaluated the conclusion of implementing the action based on the result of post-test I. Then, the researcher and the teacher tried to modify the action in order 75% of students in the class could pass the KKM. Instead, the researcher and the teacher felt satisfied enough because their efforts to improve students' speaking skill had been improved and it was proven by the scores they get, although not all the targets accomplished yet. Beside of that, the students seemed to accept the material easily by implementing Party

Jokes as technique. From the reflecting phase above, there were some improvement that would be implement in the cycle II.

2. Cycle II

a.   Planning

After finding the fact that the students' speaking mastery was good, but could not reach the success criteria which was proven by their post-test 1 scores. Then, the researcher and the teacher rearranged the lesson plan which was used in the previous cycle with some modifications. To stimulate the students, the researcher showed video that related with the material. The teacher and the researcher hoped that it can stimulate students to be more creative. Beside of that, the researcher also prepared the observation sheet to note the classroom activities and the post-test 2 to collect the data.

b.   Action

The action of cycle two was done on 25 April 2018. In this meeting, the teacher asked the students about their difficulties in implementing Party Jokes as technique in learning speaking and try to emphasize some aspects that have not been done yet in first cycle. Here, the researcher made some modifications in conducted speaking skill. The researcher showed video that related with the material and devided a group of four students. Then, the researcher asked students to discuss and help each other. They arranged their stories and practiced to deliver the story in their groups. Finally, they performed in front of the class to deliver

their story. After finishing the performance, each students has been given feedback.

In the second meeting, the researcher gave the post-test 2. It was oral test, retelling story. The students read the stories and retell the stories in front of the class.

c.   Observation

The observer tried to notice all activities in the physical classroom activity. It might be about the teachers' performance, students' response and students' participations during teaching and learning process using Party Jokes as technique.

In this phase, related to the observation sheet for the teacher, the teacher delivered the material by combine the native and target language. Moreover, the teacher responded the students' participation in a form reaction.

Second, related to the students' response during teaching and learning activity, most of students paid attenttion to the teacher explanation and practice with their pairs enthusiastically.

Third, related to the students' participation, it showed some progress than in the cycle I. Most students participated in class conversations, discussions, and performances. Their pronunciation, grammar, vocabulary, and fluency were better than before. The observation sheet can be seen in Appendix X (page 85-86).

d.   Reflection

The teacher and the researcher analyzed the result of cycle II. Most of the students responded the teacher actively. Furthermore, the teaching learning process was done very well. The researcher and the teacher were satisfied because the students had significant improvement from the score get from pre-test, post-test I and post-test II. After achieving the target research, 75% students passed the KKM, the researcher and the teacher decided to stop the Classroom Action Research.

B. Discussion

This research was conducted to find out the improving of the students' speaking skill by applying Party Jokes. The Party Jokes is one of the technique that could be used by the teacher in teaching English to improve the students' ability in speaking.

The research that had been done by the researcher indicated that Party Jokes was effective or could be used in teaching speaking. It could be seen from the tables that showed the increasing of students' score from pre-test, post test I, and post test II. The improvement of the students ability was the teacher could control the class and created the active class. The technique also helped the students be more active to practice their speaking and indirectly, increase the students ability.

Table 4.7. Percentage of Students' Speaking Skill

Name of Test	Number of the Students who Got the Score ≥75	Percentage
Pre test	14	33.33%
Post test I	24	57.14%
Post test II	36	85.71%

Based on the data above, the result showed the improvement of the students' scores from the pre-test to the post-test of cycle I. In the pre-test, the students who got the score 75 or more were fourteen of forty two students (33.33%). In the post-test I, students who got the score 75 or more were twenty four of forty two students students (57.14%). In the post-test II, students who got the score 75 or more were thirty six of forty two students (85.71%).

The quantitative data above was also strengthened by the qualitative data taken through interview. Interview was also done when the researcher implementing the technique to the students. The students interested in the way of learning speaking. They felt more enthusiastic and enjoy because they could interact with their friends in the learning process. On the other hand, Party Jokes contains of jokes made the students enjoy because they think, it is funny even they need to understand the meaning of the stories. The transcript of interview can be seen in Appendix VIII (page 82).

So, it can be concluded that the result of the research showed that the implementation of Party Jokes improved the students' ability in speaking. It can be seen from the quantitative data proven by the students' score got better in the post test I than the pre-test, and the post-test II got better than the post-test I. Based on qualitative data, it was found that the class ran effectively.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis, the researcher concluded that teaching English by applying Party Jokes can improve students' speaking ability. It can be proved through several data such as; pre-test and post-test. The result of pre-test shows that the students' mean score is only 58.8, and in post-test I, the students' mean score is 73.8, and in post-test II the students' mean score is 79.2 with 85.71% students who passed the KKM, so it was shows the significant improvement in teaching speaking by Party Jokes technique. Moreover by implementing Party Jokes in teaching speaking the students have chance to be active and cooperative in speaking activity.

B. Suggestion

Based on the result of this research, the researcher give suggestions:

1. For the Headmaster

   The headmaster can suggest to their English teacher to use this technique in teaching speaking because the result of this research show that Party Jokes technique can improve students' ability in speaking.

2. For the English Teacher

   It is better for the English teacher to apply Party Jokes technique in teaching speaking because it can improve the students' speaking skill and this technique suitable for senior high school students.

3. For the Students

    The students are expected to improve their speaking because speaking is the most important skill.

4. For the Researchers

    For the futher researcher can consider Party Jokes technique to conduct the research.

5. For the Readers

    For the reader, this research can be a reference for the new research or it can be an idea to apply Party Jokes technique in teaching learning process.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : **MAN 2 Model Medan**
Mata Pelajaran : **Bahasa Inggris (Wajib)**
Kelas/ Semester : **X/2**
Tahun Pelajaran : **2017/2018**
Alokasi Waktu :**2 x 45**

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	
2.	2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	

2.	2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	
3.	3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/ kejadian/ peristiwa, sesuai dengan konteks penggunaannya.	3.9.1. Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks *recount* sederhana tentang kegiatan/ kejadian/ peristiwa dengan penuh percaya diri dan bertanggung jawab. 3.9.2. Mengurai gambaran umum dan informasi tertentu dari teks *recount* sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab. 3.9.3. Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks *recount* sederhana.
4.	4.13. Menangkap makna dalam teks *recount* lisan dan tulis sederhana, tentang pengalaman, kegiatan, kejadian, dan peristiwa. 4.14. Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/ kegiatan/ kejadian/ peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	4.13.1. Mencermati teks *recount* terkait peristiwa bersejarah. 4.14.1. Membuat teks *recount* tentang kegiatan/ kejadian/ peristiwa dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Tujuan pembelajaran
1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks recount sederhana tentang pengalaman/ kejadian/ peristiwa.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks recount sederhana tentang pengalaman/ kejadian/ peristiwa.
3. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount sederhana tentang pengalaman/ kejadian/ peristiwa.
4. Merespon makna teks recount sederhana tentang pengalaman/ kejadian/ peristiwa.

5. Menyusun teks recount sederhana tentang pengalaman/ kejadian/ peristiwa.
6. Menyampaikan teks recount sederhana tentang pengalaman/ kejadian/ peristiwa.

D. Materi Pembelajaran
1. Materi pembelajaran regular
   Teks *recount* lisan dan tulis sederhana tentang pengalaman/ kegiatan/ kejadian/ peristiwa.

   - Fungsi Sosial
     - Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.
   - Struktur Teks
     - Dapat mencakup:
     - orientasi
     - urutan kejadian/kegiatan
     - orientasi ulang
   - Unsur Kebahasaan
     - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan.
     - Adverbia penghubung waktu: first, then, after that, before, when, at last, finally, dsb.
     - Adverbia dan frasa preposisional penujuk waktu
     - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.

Our trip to the Blue Mountain

Orientation

On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colourful flowers and a tennis court.

(*Pada hari jumat kami pergi ke Blue Mountains. Kami menginap di rumah David dan Della. Rumah tersebut mempunyai sebuah taman yang besar dengan banyak bunga warna warni dan sebuah lapangan tenis.*)

Events

On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

(*Pada hari sabtu kami melihat Three Sister dan pergi ke pemandangan jalan kereta api yang indah. Sangat menakutkan. Kemudian ibu dan saya pergi berbelanja dengan Della. Kita pergi ke toko-toko antik dan mencoba mendapatkan beberapa topi tua. Pada hari minggu kami pergi ke pemandangan Skyway dan berbatu. Kami melihat burung kakatua sedang mandi.*)

Reorientation

In the afternoon we went home. That was very pleasent moment with my family that I ever got.

(*Di sore hari kami pulang ke rumah. Itu merupakan momen paling menyenangkan bersama keluarga yang saya pernah dapatkan.*)

2. Materi pembelajaran pengayaan
   Memahami unsur kebahasaan adverbia penghubung waktu: first, then, after that, before, when, at last, finally, dsb.
3. Materi pembelajaran remedial
   Fungsi sosial teks tentang teks *recount.*

E. Metode Pembelajaran
Pendekatan   : Scientific Learning
Model Pembelajaran   : Discovery Learning

F. Media Alat dan Bahan Pembelajaran
❖ **Media** :
  ⌃ Vidio yang relevan
  ⌃ Teks *recount*
  ⌃ PPT
❖ **Alat/Bahan** :
  ⌃ Penggaris, spidol, papan tulis
  ⌃ Laptop & proyektor
G. **Sumber Belajar**:
❖ Buku teks pelajaran yang relevan
❖ http://learnenglish.britishcouncil.org/en/
❖ www.dailyenglish.com
❖ http://americanenglish.state.gov/files/ae/resource_files

E. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	• Guru memberi salam (greeting). • Guru memeriksa kehadiran siswa. • Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran. • Memberi motivasi belajar. • Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari. • Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.	10 menit

	Mengamati • Siswa menyimak contoh teks recount tentang pengalaman/ kegiatan/ kejadian/ peristiwa yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur, dan unsur kebahasaannya. • Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount. **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan teks *recount* tentang pengalaman/ kejadian/ peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan mengenai gagasan pokok, informasi rinci, dan informasi tertentu dalam recount. **Mengeksplorasi**	
Inti	• Siswa mencari beberapa teks *recount* dari berbagai sumber. • Siswa berlatih menemukan gagasan pokok, informasi rinci, dan informasi tertentu dari teks *recount.* • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat. • Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi teks *recount*. • Siswa secara berkelompok menuliskan/ menyalin teks *recount* lisan dan tulis, sederhana, tentang pengalaman/ kegiatan/ kejadian/ peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut **Mengasosiasi** • Secara berpasangan siswa saling menganalisis teks *recount* tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. • Siswa mendiskusikan gagasan pokok, informasi rinci, dan informasi tertentu dari teks. • Siswa memperoleh balikan (*feedback*) dari guru	70 menit

	dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa membuat teks recount sederhana tentang pengalaman/ kejadian/ peristiwa dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa berlatih menyampaikan teks recount dengan teman kelompok. • Siswa mempresentasikannya di depan kelas.	
Penutup	• Memberikan umpan balik terhadap proses dan hasil pembelajaran; Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class? • Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual. • Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.	10 menit

F. Penilaian
1. Teknik Penilaian   : Tes Lisan
2. Instrumen Penilaian   : *Retelling story*
3. Rubrik Peniaian   :

Rated Qualities	Points	Behavioral Statements
Pronunciation	5	Has few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (any) noticeable errors of grammar or word order.
	4	Occasionally make grammatical and/or word order errors which do not, however, obscure meaning.

Rated Qualities	Points	Behavioral Statements
Grammar	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension. Must often rephrase sentences and/or restricts himself to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes use inappropriate terms and/ or must rephrase ideas because of lexical inadequacies.
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of a native speaker.
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.

Total skor: **4 x 5= 20**

Nilai: **Total skor x 5 = 100**

Medan,   April 2018

Mengetahui
Kepala Madrasah   Guru Mata Pelajaran   Mahasiswa

Jogi Zulfadli Lubis

_____   _____
NIP.   NIP.   NIM. 34.14.3.003

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : **MAN 2 Model Medan**
Mata Pelajaran : **Bahasa Inggris (Wajib)**
Kelas/ Semester : **X/2**
Tahun Pelajaran : **2017/2018**
Alokasi Waktu : **2 x 45**

H. Kompetensi Inti

5. Menghayati dan mengamalkan ajaran agama yang dianutnya.
6. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif, dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
7. Memahami, menerapkan, menganalisis, dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
8. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret, dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

I. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	
2.	2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	

	2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	
3.	3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	3.10.1 Mengidentifikasi fungsi sosial, struktur teks, unsur kebahasaan dalam teks naratif sederhana berbentuk legenda. 3.10.2. Mengidentifikasi gambaran umum dalam teks naratif berbentuk legenda.
4.	4.15. Menangkap makna teks naratif lisan dan tulis sederhana berbentuk legenda rakyat .	4.15.1. Mencermati teks naratif terkait legenda rakyat, sederhana. 4.15.2. Menemukan informasi tersurat dari teks naratif lisan dan tulis sederhana berbentuk cerita legenda rakyat. 4.15.3. Menemukan informasi tersirat dari teks naratif lisan dan tulis sederhana berbentuk cerita legenda rakyat.

J. Tujuan pembelajaran
1. Menunjukkan kesungguhan belajar bahasa Inggris terkait teks naratif sederhana berbentuk cerita rakyat.
2. Menunjukkan perilaku peduli, percaya diri dan tunggungjawab dalam melaksanakan komunikasi terkait teks naratif sederhana berbentuk cerita rakyat.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif sederhana berbentuk cerita rakyat.
4. Menemukan informasi tersurat dari teks naratif lisan dan tulis sederhana berbentuk cerita legenda rakyat.
5. Menemukan informasi tersirat dari teks naratif lisan dan tulis sederhana berbentuk cerita legenda rakyat.
6. Menyampaikan teks naratif sederhana berbentuk cerita legenda rakyat.

K. Materi Pembelajaran
1. Materi pembelajaran regular
   Teks naratif lisan dan tulis sederhana sederhana berbentuk legenda rakyat.
   - Fungsi Sosial
     - Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, dan mengambil teladan.
   - Struktur Teks
     Dapat mencakup:

- - Orientasi
  - Komplikasi
  - Resolusi
  - Reorientasi
- Unsur Kebahasaan
  - Kalimat-kalimat dalam s*imple past tense, past continuous*, dan lainnya yang relevan.
  - Kosa kata: terkait karakter, watak, dan setting dalam legenda.
  - Adverbia penghubung dan penujuk waktu.
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

The Legend of Mount Batok

A long time ago, there lived a beautiful woman namely Roro Anteng. She was a known for her beauty and had attracted the attention of an evil giant. Roro Anteng dared not reject the giant's advances when he proposed to her. Roro thought of a plan to get away from the marriage without offending the giant. In order to get her and in marriage, the giant had to fulfill her wishes.

(*Dahulu kala, hiduplah seorang wanita cantik yaitu Roro Anteng. Dia dikenal karena kecantikannya dan telah menarik perhatian dari seorang raksasa jahat. Roro Anteng tidak berani menolak kemauan raksasa itu ketika ia melamarnya. Roro memikirkan rencana untuk menjauh dari pernikahan tanpa menyinggung perasaan sang raksasa. Untuk mendapatkanya dan melaksanakan pernikahan, raksasa harus memenuhi keinginannya.*)

Then, Roro Anteng concocted a difficult request in hopes that the giant did not have the power to fulfill it. She had asked him to make her a sandy dessert in between the mountains in one night and before the break of dawn.

(*Roro Anteng kemudian mengarang permintaan yang sulit dengan harapan bahwa raksasa tidak memiliki kekuatan untuk memenuhinya. Dia meminta raksasa itu untuk membuat sebuah gurun pasir di antara pegunungan dalam satu malam dan sebelum fajar.*)

Unfortunately for he, the giant magically and swiftly begin to work his powers and was nearly completing her wishes. The fast thinking of Roro Anteng quickly thought of an idea to disrupt the completion, she made al sorts of noises that wake woke up the roosters. The roosters began to crow bringing dawn in.

(*Sayangnya, raksasa ajaib bekerja sekuat tenaga dengan cepat dan hampir menyelesaikan keinginannya. Roro Anteng cepat memikirkan ide untuk mengganggu penyelesaian tantangan itu, dia membuat suara yang membangunkan ayam jantan. Ayam jantan mulai berkokok membawa fajar masuk.*)

On hearing of roosters' calls, which signaled the break of dawn, the giant was shocked for having failed his tasks. Frustrated, he threw the coconut shell that he

used to dig the desert. The shell fell to the ground beside mount Bromo, forming hat that known as mount Batok. The sandy plain formed the Tengger caldera.

(*Ketika mendengar panggilan ayam jantan yang menandai subuh, raksasa terkejut karena tugasnya telah gagal. Frustrasi, ia melemparkan tempurung kelapa yang ia gunakan untuk menggali gurun. Tempurung itu jatuh ke tanah di samping gunung Bromo, membentuk kubah yang sekarang dikenal sebagai gunung Batok. Dataran berpasirnya telah membentuk kawah Tengger.*)

2. Materi pembelajaran pengayaan
   Memahami unsur kebahasaan adverbia penghubung dan penunjuk waktu.
3. Materi pembelajaran remedial
   Fungsi sosial teks tentang teks naratif.

L. Metode Pembelajaran

Pendekatan : Scientific Learning
Model Pembelajaran : Discovery Learning

M. Media Alat dan Bahan Pembelajaran

❖ **Media** :
  - ⌃ Vidio yang relevan
  - ⌃ Teks naratif
  - ⌃ PPT
❖ **Alat/Bahan** :
  - ⌃ Penggaris, spidol, papan tulis
  - ⌃ Laptop & proyektor

N. Sumber Belajar:

❖ Buku teks pelajaran yang relevan

❖ http://learnenglish.britishcouncil.org/en/

❖ www.dailyenglish.com

❖ http://americanenglish.state.gov/files/ae/resource_files

F. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	- Guru memberi salam (greeting). - Guru memeriksa kehadiran siswa. - Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran. - Memberi motivasi belajar. - Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari. - Menjelaskan tujuan pembelajaran atau	10 menit

	kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.	
Inti	**Mengamati** • Siswa menyimak berbagai contoh teks naratif berbentuk legenda yang diberikan/ diperdengarkan guru. • Siswa mengamati fungsi sosial, struktur, dan unsur kebahasaannya. • Siswa mengamati keteladanan dari teks naratif berbentuk legenda. • Siswa belajar menemukan gagasan utama, informasi rinci, dan informasi tertentu dari teks naratif berbentuk legenda. **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu **Mengeksplorasi** • Siswa membaca beberapa teks naratif berbentuk legenda dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks naratif berbentuk legenda. • Siswa melengkapi rumpang dari beberapa teks naratif berbentuk legenda. • Siswa secara berkelompok menuliskan/ menyalin teks naratif berbentuk legenda dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut. • Siswa membacakan teks naratif berbentuk legenda kepada teman dengan menggunakan unsur kebahasaan yang tepat **Mengasosiasi** • Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial,	70 menit

	struktur, dan unsur kebahasaan • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa menyampaikan informasi fungsi sosial, struktur, dan unsur kebahasaan yang ditemukan setelah membaca teks naratif berbentuk legenda. • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.	
Penutup	• Memberikan umpan balik terhadap proses dan hasil pembelajaran; Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class? • Melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual. • Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.	10 menit

G. Penilaian
   4. Teknik Penilaian   : Tes Lisan
   5. Instrumen Penilaian : *Retelling story*
   6. Rubrik Peniaian   :

Rated Qualities	Points	Behavioral Statements
Pronunciation	5	Has few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (any) noticeable errors of grammar or word order.
	4	Occasionally make grammatical and/or word order errors which do not, however, obscure meaning.

Rated Qualities	Points	Behavioral Statements
Grammar	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension. Must often rephrase sentences and/or restricts himself to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes use inappropriate terms and/ or must rephrase ideas because of lexical inadequacies.
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of a native speaker.
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.

Total skor: **4 x 5= 20**
Nilai: **Total skor x 5 = 100**

Medan,   April 2018

Mengetahui
Kepala Madrasah   Guru Mata Pelajaran   Mahasiswa

Jogi Zulfadli Lubis
NIP.   NIP.   NIM. 34.14.3.003

Appendix III

INSTRUMENT OF PRE-TEST AND POST TEST I

The test is oral test. Read a story that in recount text form and retell the story directly to the test administrator!

APPENDIX IV

STUDENTS' TRANSCIPTS OF PRE-TEST AND POST-TEST I

Pre-Test

1. Aditya Nugraha

My name is Aditya Nugraha, I am fifteen years old. Sunday morning, I and my parents go to Prambanan Temple. The place is very good, and my father and my mother take a photo with me. I walk prambanan temple to looking for and my father call me to go another place.

2. Arif Zidansyah

R : My name is Bukhori Arpan, I am from class and sosial five.

I : Cerita pengalaman pribadi

R: I go to aaa Bukit Tinggi in Padang, there I go to Air Manis beach and holiday in there. Just that.

3. Dinda Aulia

My name is Dinda Aulia, and I wanna tell you my story. When I was eleven years old, I ever go to the beach with my family to spend my holiday. And in there also i'm swimming and also I eat sea food. And when I swimming, I beaten by a craft and it feel so sick and I get a pain. And when I was in beach, I catching a shell

Post-Test I

1. Elvira Alvionita

I have two brothers and one sister, and I wants meet Gissele when I was in grade five of elementary school. Because my dad was a musician, and I'm very happy about that. I evet to play in my grandmother village and it was very fun there, I am so scared of cockroach and mouse because in my grandmother village so many cockroach and mouse. Whan I was meet a cockroach and mouse my expresion is very lock.

2. Aditya Nugraha

I'm fifteen years old. I'm a students at MAN 2 Model Medan, I was very tired and when home with the eyes in all of his of my body. When I arrived home, my phone rang and I pick it up right away. Hello, who's there? Nugraha. What's your name? Nugraha. I ask, what's your name? Nugraha is my name. Are you Ilham? No. I Nugraha. Call you tell your name, will Aditya. Men, I'm hangout and talking. What a rude man.

3. Dimas Dwi Prasetyo

Assalamu'alaikum WR.Wb. My name is Dimas Dwi Prasetyo, I school at MAN 2 Model Medan. One day, my school at Mtsn 3 Medan, I have a teacher who is quite fierce and he always ask us a tie if i do not wear it. One day, the teacher come into my class and I forgot to use the tie. Well done she admonish me and ask me the tie, hey Dimas, where is your tie, and I just give quite and he ask

me someday he ask me became a digger for a trend and my classmate laugh to me

and my teacher always said idiot for my friend who can not answer his question.

APPENDIX V

INSTRUMENT OF POST TEST II

The test is oral test. Read a story that in narrative text form and retell the story directly to the test administrator!

APPENDIX VI

STUDENTS' TRANSCIPTS OF POST-TEST II

1. Dinda Aulia

An old lady who lived in a village went into town on Saturday, and after she had bought fruit and vegetable in the market for herslef and for a friend who was iil, she went into a shop which sold glasses. She tried one pair of glasses, and than another pair and another, but none of them seemed to be right. The shopkeeper was a very patient man, and after some time he said to the old lady, "now, don't worry madam. Everything will be alright in the end. It is not easy to get just the right glasses, you know".

"No, it is not", answered the old lady. "And it is even more difficult when you are shopping for a friend".

2. Dimas Dwi Prasetyo

When Mr. Jones went to a restaurant one day, he left his coat near the door. There was nothing in the pockets of the coat when he left it, so he was very surprised when he took his coat after his meal and founf the pocket full of jewellery.

There was a waiter near the door, so Mr. Jones said to him, somebody has make a mistake. He has put some jewellery in my coat. Take it, and when he comes back, give it back to him. The waiter took it and went away. Sudeenly another man came in with a coat just like Mr. Jones's. "I am sorry", said this man. "I made a mistake, I took your coat and you have got mine. Please give my coat and jewellery", Mr Jones answered, "I gave the jewellery to the waiter. He will give it to you:.

Mr Jones called the manager of the restaurant; but the manager said, "We have no waiters here. We only have waitresses. You give the jewelerry to a thief", shoited the other man. " I shall call the police!" Mr Jones was frightened and paid the man a lot of money for the jewellery.

3. Aditya Nugraha

John liked chocolates very much, but his mother never gave him any, because they were bad for the teeth, she thought. But John had a very nice grandfather. The old man loved his grandson very much, and sometimes he brought John chocolates when he came to visit him. Then his mother let him eat them, because she wanted to make the old man happy.

One evening, a few days before John's seventh birthday, he was saying his prayers in his bedroom before he went to bed. "Please, God:, he shouted, " make them give me a big box of chocolate for my birthday on Saturday".

His mother was in the kitchen, but she heard the smell boy shouting and went into his bedroom quickly.

"Why are u shouting, John?" she asked her son. "God can hear you when you talk quietly".

"I know", answred the clever boy with a smile, but Grand father's in the next

room, and he can't".

TEACHER'S INTERVIEW SCRIPT

Interview Script before the Implementation Party Jokes

R   : Masalah yang mam hadapi saat mengajar apa mam?

I   : Masalah yang paling ooh masalah nya kan, bukan kesulitan?

R   : Iya, masalah mam.

I   : Masalah kalau mengajar bahasa Inggris ini, apalagi sekarang karena ada google-google itu, masalahnyanya mentranslate karena mereka itu kalau udah mentranslate langsung pakai google. Itu dia yg paling apa. Baru kebanyakan ya membaca. Kadang orang itu tau yang dibaca itu artinya tapi pas membacanya, pronounciation nya lah. Pronounciation paling susah sekarang. Ya, mayoritas la gitu, kalau yang pande ya pande. Kebanyakan mayoritas nomor 1 di pronounciation, sama aja kek dulu kan. Disuruh dia, bolak balik pun dicek how to pronounce the words? Nggak open dia, tetap aja dibacanya. Padahal udah sering kali kata-kata itu digunakan sehari-hari tapi dia pas giliran jumpa awak, yg tertulis, dibacanya versi dia. Iyakan? Ha itu laa tu dia. Sama mengartikan versi google. Anak sekarang versi instan, versi google kan tau sendiri kan? Ancur versi google. Nggak mau mereka itu menggunakan mengartikan versi inggrisnya, ya itu versi google suka atinya jadinya. Jadi, grammar sama vocabulary orang itu gak ada berkembangnya. Jadi tetap renda orang itu disitu.

R   : Jadi mam itu kalau misalnya, saya kan speaking kan, mam pernah nggak menggunakan atau menerapkan party jokes ini untuk mengajar speaking?

I   : Party jokes ini gimana ini? Ceritakan dulu.

R : Party jokes ini kan kayak stand up comedy mam, pelajaran speaking, orangtu kedepan, berlakon kayak stand up comedy orang itu. Jalan ceritanya melucu

I : Oh jadi orangtu, oh itu masuk narrative?

R : Iya bisa narrative, bisa recount dia.

I : Kan kalau jokes itu dia masuk ke spoof atau ke anecdote, jadinya party jokes itu ?

R : Dia menceritakan cerita tapi lucu gitu mam. Jadi orangtu semua bergiliran gitu menceritakannya.

I : Tapi khusus yang lucunyaa ya? Ya sama aja. Jadi kurang lebih sebenarnya nggak narrative dia. Kalau dia telling experience itu sama dengan apa itu? Recount ya?

R : Iya, recount.

I : Nah suruh recount, kan bisa saja ada yang sedih ada yang lucu. Tapi pilihannya kan mereka itu yg sedih malas menceritakan nya. Sukanya menceritakan yang lucu, yang misalnya naik kereta tiba2 ntah tejungkal, ha gitu-gitu lah, jadinya kan masuknya lucu. Jadi ini yang kamu ceritakan ini?

R : Iya mam. Kalau students participation gimana mam untuk dikelas itu ?

I : Kalau students participation yang speaking itu fifty-fifty. Mereka mau, banyak mau tapi karena dia vocabulary nya kurang terus percaya dirinya kurang akhirnya asal disuruh maju nggak mau. Kau lah..kaulah.. kaulah... gitu. Tapi kalau dia yang ada yg percaya diri, ya dia bisa aja. Akhirnya itu-itu aja. Kan lama-lama kan bosan. Kita pun kalau dia-dia aja yang mau, semua kan nggak enak juga. Tapi karena kemampuan bahasa asing itu kan kalau nggak bisa. Ya sama kek kalian dulu. Enough?

R : Enough mam, thank you so much mam.

Interview Script after the Implementation Party Jokes.

R   : Bagaimana mam menurut mam tentang teknik yang saya terapkan ini?

I   : Menurut mam sih bagus, jadikan orang itu semua bisa aktif untuk berlatih ya. Orang itu bisa buat cerita mereka sendiri terus bagi yang kurang kemampuannya jadi bisa bertanya kepada teman-temannya. Orang itu juga jadi lebih banyak melatih kemampuan bicara mereka. Nilai mereka juga naik untuk speaking. Selama ini cuma beberapa yang mau tampil kedepan, tapi karna teknik ini mereka jadi banyak yang lebih berani untuk tampil speaking.

R   : Thank you so much mam.

I   : You are welcome.

APPENDIX VIII

STUDENTS' INTERVIEW SCRIPT

Interview Script before the Implementation Party Jokes.

1. Dinda Aulia

R : Please introduce your name

I : My name is Dinda Aulia, aaa I'm fifteen ehh aa I'm sixteen- aaa sixteen years old

R : Aaa first I want to ask you aaa do you like English?

I : Aaa yass

R : And what do you think about speaking in English?

I : Speaking is aaa make a dialogue aaa or conversation with someone.

R : Aaa do you have eeh do your ever make conversation with your friend in English?

I : Aaa ever

R : Aaa apalagi ya? Ok, do you think- do you think speaking is difficult or easy?

I : Aaa for me speaking is aaa sedikit ohh little bit difficult to me

R : Aaa what are the problems that you ever get when you speak in English?

I : In pronounciation or to make a sentence that I have to say to my friends or someone

R : Aaa okay, thank you

I : Thank you

2. Muhammad Razak Farhansyah

R : Aaa pertama kenalkan dulu namanya.

I : Nama saya Muhammad Razak Farhansyah.

R : Sukak nggak bahasa Inggris?

I : Kurang, kurang suka.

R : Hm kenapa kurang?

I : Karena susah aja gitu cara menghapal atau menghapal artinya.

R : Terus permasalahannya apalagi kalau pelajaran bahasa Inggris?

I : Aa nggak pande ini laa, menuliskannya mengartikan kalimatnya

R : Kenapa- gurunya enak nggak ngajarinnya?

I : gurunya enak, cuma kek gitu laa, dah ngerti dah itu lupa lagi (ketawa)

R : aaa kalau misalnya speaking, pernah nggak speaking?

I : nggak, nggak pernah

R : Kalau speaking aaa sulit atau nggak rasanya?

I : Aaa nggak tau la soalnya nggak pernah

R : Kalau nengok dari yang lain gimana?

I : Nengok yang lain nampaknya enak aja gitu karena udah terbiasa orang itu.

R : Kalau rasa Farhan eh Razak gimana? Susah ?

I : Kayaknya iyala soalnya belum terlalu mahir di bahasa Inggris

R : Kalau misalnya belajar bahasa Inggris kenapa rupanya aa nervous atau apa?

I : Aaa cemana ya pokoknya susah ini menghapal, susah

R : Aa oke terima kasih

R : Sama-sama

3. Cut Rizka Khairani

R : Pertama, kenalkan dulu namamu

I : Nama saya Cut Risma Khairani

R : Aaa sukak nggak bahasa Inggris?

I : Aa saya kurang sukak sama bahasa Inggris

R : Kenapa?

I   : Karena menurut saya bahasa inggris tu ya lumayan- luamayan susah dan kalok saya tu kalo bahasa Inggris tu liat dari gurunya, kalok guru nya care yauda saya suka bahasa Inggris, tapi kalok dia gurunya kurang care saya nggak suka ama bahasa Inggris

R   : Gurunya kurang care itu kek mana?

I   : Misalnya sukak marah-marah gitu pas lagi aaa pelajaran bahasa Inggris sukak marah-marah, absitu kalok dia lagi nerangkan itu dia tu pakek bahasa Inggris semua, jadi kek mana kita mau ngerti kalok dia pakek bahasa Inggris semua kalau nerangkannya

R   : Ohhh terus, apalagi permasalahannya sama gurunya?

I   : Nggak ada, itu aja sih

R   : Eee kalau speaking kek mana? Susah atau mudah ?

I   : Aa kalau speaking ya lumayan lah. Lumayan susah juga lumayan mudah

R   : Yang buat susah bahasa Inggris apa?

I   : Aa yang buat bahasa Inggris susah itu yang pertama tadi, tergantung sama gurunya juga.

R   : Kalau misalnya kalok tergantung kau apa?

I   : Aku gak ngerti cara ngomonginnya

R   : Menurutmu apa yang buat susah selain gurunya?

I   : Emm pelajarannya juga karena yang kurang diinginkan

R   : Kalau speaking , pernah nggak speakinh?

I   : Pasti pernah la

R   : Aaa susahnya apa dia kalau speaking?

I   : Kalau speaking susahnya itu, saya ngerti apa yang dia bilang Cuma saya nggak bisa mengungkapkannya

R   : Aaa kenapa nggak bisa diungkapkan ?

I   : Karena saya kurang ngerti, karena saya kurang ngerti makanya saya susah

R   : Aa apalagi? Kalau nervous, nervous gak waktu speaking?

I   : Nervous, ya biasa aja

R   : Kalau pronunciation?

I   : Kalau pronounciation, pengucapan, aaa itu – itu lumayan bisa la

R   : Kalau grammar? Grammar berarti gak bisa?

I   : Kurang bisa, kalau gak bisa berarti sama sekali. Tapi kalau saya kurang bisa.

R   : Yang susahnya di grammar gara2 apa?

I   : Nggak tau la aku bang....

R   : Yauda ya, makasi

I   : Sama-sama

R   : Udah, itu aja?

I   : Dah, itu ajalah

Interview Script after the Implementation Party Jokes.

The researcher   : What do you think about the technique that I used to teach you? I used Party Jokes technique in teach Speaking Skill.

Dinda Aulia   : I think Party Jokes technique in teach speaking yesterday is good, because it can increase our interactions each other.

Aditya Nugraha   : I am very happy Sir, Its really help me in Speaking Skill Sir. I also feel funny when hear my friends' story.

Arif Zidansyah   : ee,,, saya jadi lebih bisa untuk tampil ke depan, Sir. Saya rasa juga senang karena saya mengarang cerita yang lucu dan bagi-bagi cerita dengan kawan sekelompok saya.

The researcher   : Thank you all my Students

The students   : You're welcome Sir.

OBSERVATION SHEET

(CYCLE I)

Date : April 2018

Students : X-IPS 5

School : MAN 2 Model Medan

Subject : English

FOCUS	TOPIC	YES	NO
The Researcher as the Teacher	1. The teacher uses target language and native language in the learning process.	√	
	2. Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.	√	
	3. Teacher tells to students the goal of the study.	√	
	4. Teacher gives the modelling of party jokes to the students.	√	
	5. Teacher gives explanation about the topic of study.	√	
	6. Teacher explains the material clearly.	√	
	7. Teacher uses media of teaching.	√	
	8. Teacher ask students to read recount text.	√	
	9. Teacher gives students chance to ask the teacher related to the topic of study.	√	
	10. Teacher gives test to the student.	√	
	11. Teacher concludes the material of teaching.	√	

FOCUS	TOPIC	YES	NO
Students	1. Students are interested and enthusiastic in studying recount text by implementing party jokes.		√
	2. The students participate in learning process.	√	
	3. Students ask the teacher about material that they do not understand.	√	
	4. Students answer the question who is giving by the teacher.	√	
	5. Students do the test seriously.	√	

English Teacher

Sangkot Melinda, S. Pd.

OBSERVATION SHEET

(CYCLE II)

Date   :   April 2018

Students   : X-IPS 5

School   : MAN 2 Model Medan

Subject   : English

FOCUS	TOPIC	YES	NO
The Researcher as the Teacher	1. The teacher uses target language and native language in the learning process.	√	
	2. Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.	√	
	3. Teacher tells to students the goal of the study.	√	
	4. Teacher gives the modelling of party jokes to the students.	√	
	5. Teacher gives explanation about the topic of study.	√	
	6. Teacher explains the material clearly.	√	
	7. Teacher uses media of teaching.	√	
	8. Teacher ask students to read recount text.	√	
	9. Teacher gives students chance to ask the teacher related to the topic of study.	√	
	10. Teacher gives test to the student.	√	
	11. Teacher concludes the material of teaching.	√	

FOCUS	TOPIC	YES	NO
Students	1. Students are interested and enthusiastic in studying recount text by implementing party jokes.	√	
	2. The students participate in learning process.	√	
	3. Students ask the teacher about material that they do not understand.	√	
	4. Students answer the question who is giving by the teacher.	√	
	5. Students do the test seriously.	√	

English Teacher

Sangkot Melinda, S. Pd.

APPENDIX XI

STUDENTS' ATTENDANCE LIST

No.	Name	Initial	Sex	Student Attendance				
				I	II	III	IV	V
1.	Aditya Nugraha	AN	M	✓	✓	✓	✓	✓
2.	Aisyah Fithri	AF	F	✓	✓	✓	✓	✓
3.	Alfi Syahrina	AS	F	✓	✓	✓	✓	✓
4.	Alya Sekar Ayu	ASA	F	✓	✓	✓	✓	✓
5.	Annida Salsabila	AS	F	✓	✓	✓	✓	✓
6.	Arif Zidansyah	AZ	M	✓	✓	✓	✓	✓
7.	Andini Damayanti	AD	F	✓	✓	✓	✓	✓
8.	Anggi Andini	AA	F	✓	✓	✓	✓	✓
9.	Azura Rizti Saladin	ARS	F	✓	✓	✓	✓	✓
10.	Balqis Nur Nst.	BNN	F	✓	✓	✓	✓	✓
11.	Dayana Agustina	DA	F	✓	✓	✓	✓	✓
12.	Dede Sri Falahidayat	DSF	M	✓	✓	✓	✓	✓
13.	Dimas Dwi Prasetyo	DDP	M	✓	✓	✓	✓	✓
14.	Dinda Aulia	DA	F	✓	✓	✓	✓	✓
15.	Elvira Alvionita	EA	F	✓	✓	✓	✓	✓
16.	Farouk Akbar	FA	M	✓	✓	✓	✓	✓
17.	Gufranul Zarfhan	GZ	M	✓	✓	✓	✓	✓
18.	Imam Faisal Akbar	IFA	M	✓	✓	✓	✓	✓
19.	Inky Banowati	IB	F	✓	✓	✓	✓	✓
20.	Isna Khairani	IK	F	✓	✓	✓	✓	✓
21.	Maulydia Asnanti	MA	F	✓	✓	✓	✓	✓
22.	M. Ilham Rozi S.	MIRS	M	✓	✓	✓	✓	✓
23.	Melisyah	M	F	✓	✓	✓	✓	✓
24.	M. Muhazir Lubis	MML	M	✓	✓	✓	✓	✓
25.	M. Baihaqi	MB	M	✓	✓	✓	✓	✓
26.	M. Naufal	MN	M	✓	✓	✓	✓	✓
27.	M. Razzaq	MR	M	✓	✓	✓	✓	✓
28.	M. Reza Arisandi	MRA	M	✓	✓	✓	✓	✓
29.	Nabila Khairina	NK	F	✓	✓	✓	✓	✓
30.	Naila Shakira	NS	F	✓	✓	✓	✓	✓
31.	Nurfadilla	N	F	✓	✓	✓	✓	✓
32.	Nurhaliza Matondang	NM	F	✓	✓	✓	✓	✓
33.	Padil Aldiansyah	PA	M	✓	✓	✓	✓	✓
34.	Primadandi Arman	PA	M	✓	✓	✓	✓	✓
35.	Putri Al-Insyrah	PAI	F	✓	✓	✓	✓	✓

No.	Name	Initial	Sex	Student Attendance				
				I	II	III	IV	V
36.	Rabiatul Adawiyah	RA	F	✓	✓	✓	✓	✓
37.	Raihan Lutfiah	RL	F	✓	✓	✓	✓	✓
38.	Riska Aulia Putri	RAP	F	✓	✓	✓	✓	✓
39.	Rizqa Amalia Harahap	RAH	F	✓	✓	✓	✓	✓
40.	Safira Risqy Fadillah	SRF	F	✓	✓	✓	✓	✓
41.	Wanda Marhamah Daulay	WMD	F	✓	✓	✓	✓	✓
42.	Yusril Hakim Pulungan	YH	M	✓	✓	✓	✓	✓

APPENDIX XII

STUDENTS' PRE-TEST SCORE

No.	Initial	Sex	Indicator				Sum	Score
			Pro.	Gram.	Voc.	Flu.		
1.	AN	M	3	4	4	4	15	75
2.	AF	F	4	4	4	4	16	80
3.	AS	F	3	3	2	3	11	55
4.	ASA	F	3	3	3	3	12	60
5.	AS	F	3	3	2	2	10	50
6.	AZ	M	2	2	1	2	7	35
7.	AD	F	3	3	3	3	12	60
8.	AA	F	3	4	4	3	14	70
9.	ARS	F	4	4	4	3	15	75
10.	BNN	F	3	4	4	4	15	75
11.	DA	F	4	4	4	5	17	85
12.	DSF	M	3	3	2	2	10	50
13.	DDP	M	3	3	3	4	13	65
14.	DA	F	4	4	5	5	18	90
15.	EA	F	4	4	4	5	17	85
16.	FA	M	2	2	1	3	8	40
17.	GZ	M	3	2	3	2	10	50
18.	IFA	M	1	1	1	1	4	20
19.	IB	F	2	2	2	2	8	40
20.	IK	F	1	1	1	1	4	20
21.	MA	F	3	3	3	3	12	60
22.	MIRS	M	1	1	1	1	4	20
23.	M	F	4	3	4	4	15	75
24.	MML	M	3	2	1	2	8	40
25.	MB	M	4	3	3	4	14	70
26.	MN	M	3	3	2	2	10	50
27.	MR	M	1	1	1	1	4	20
28.	MRA	M	2	2	2	2	8	40
29.	NK	F	2	3	2	2	9	45
30.	NS	F	4	4	3	3	14	70
31.	N	F	4	3	4	4	15	75
32.	NM	F	1	1	1	1	4	20
33.	PA	M	4	4	4	4	16	80
34.	PA	M	3	3	2	3	11	55

No.	Initial	Sex	Indicator				Sum	Score
			Pro.	Gram.	Voc.	Flu.		
35.	PAI	F	4	3	3	3	13	65
36.	RA	F	4	3	4	3	14	70
37.	RL	F	5	4	5	5	19	95
38.	RAP	F	4	4	4	5	17	85
39.	RAH	F	3	3	4	4	14	70
40.	SRF	F	5	4	4	5	18	90
41.	WMD	F	4	4	3	4	15	75
42.	YH	M	1	1	1	1	4	20
Total								2470
Mean								58,80
Percentage								33,33%

APPENDIX XIII

STUDENTS' POST-TEST I SCORE

No.	Initial	Sex	Indicator				SUM	Score
			Pron.	Gram.	Voc.	Flu.		
1.	AN	M	4	4	5	3	16	80
2.	AF	F	3	4	4	4	15	75
3.	AS	F	4	4	4	2	14	70
4.	ASA	F	3	4	4	3	14	70
5.	AS	F	3	2	2	2	9	45
6.	AZ	M	4	5	4	4	17	85
7.	AD	F	3	4	4	3	14	70
8.	AA	F	4	4	4	3	15	75
9.	ARS	F	4	4	3	4	15	75
10.	BNN	F	4	4	4	4	16	80
11.	DA	F	4	4	5	5	18	90
12.	DSF	M	4	4	4	3	15	75
13.	DDP	M	3	4	4	4	15	75
14.	DA	F	5	5	5	5	20	100
15.	EA	F	5	4	4	5	18	90
16.	FA	M	3	3	4	3	13	65
17.	GZ	M	4	5	4	4	17	85
18.	IFA	M	3	5	5	3	16	80
19.	IB	F	3	3	3	2	11	55
20.	IK	F	3	3	3	2	11	55
21.	MA	F	3	4	4	3	14	70
22.	MIRS	M	3	3	4	3	13	65
23.	M	F	4	3	4	4	15	75
24.	MML	M	2	2	2	2	8	40
25.	MB	M	4	4	5	5	18	90
26.	MN	M	2	2	2	2	8	40
27.	MR	M	3	4	4	2	13	65
28.	MRA	M	2	3	3	2	10	50
29.	NK	F	3	3	4	3	13	65
30.	NS	F	4	4	5	4	17	85
31.	N	F	4	4	5	4	17	85
32.	NM	F	3	4	4	3	14	70
33.	PA	M	4	4	4	4	16	80
34.	PA	M	3	4	4	3	14	70

No.	Initial	Sex	Indicator				SUM	Score
			Pron.	Gram.	Voc.	Flu.		
35.	PAI	F	4	3	3	3	13	65
36.	RA	F	3	4	4	4	15	75
37.	RL	F	5	5	5	5	20	100
38.	RAP	F	3	4	5	3	15	75
39.	RAH	F	4	4	4	4	16	80
40.	SRF	F	4	5	5	5	19	95
41.	WMD	F	4	5	5	5	19	95
42.	YH	M	3	4	4	3	14	70
Total								3100
Mean								73,80952
Percentage								57,14%

STUDENTS' POST-TEST II SCORE

No.	Initial	Sex	Indicator				SUM	Score
			Pron.	Gram.	Voc.	Flu.		
1.	AN	M	3	5	5	4	17	85
2.	AF	F	3	5	5	4	17	85
3.	AS	F	4	5	5	3	17	85
4.	ASA	F	3	5	5	3	16	80
5.	AS	F	3	5	4	3	15	75
6.	AZ	M	4	5	4	4	17	85
7.	AD	F	3	5	4	3	15	75
8.	AA	F	4	4	4	3	15	75
9.	ARS	F	4	4	3	4	15	75
10.	BNN	F	4	4	4	4	16	80
11.	DA	F	4	4	5	5	18	90
12.	DSF	M	4	4	4	3	15	75
13.	DDP	M	3	4	4	4	15	75
14.	DA	F	5	5	5	5	20	100
15.	EA	F	5	4	4	5	18	90
16.	FA	M	3	5	4	3	15	75
17.	GZ	M	4	5	4	4	17	85
18.	IFA	M	3	5	5	3	16	80
19.	IB	F	3	5	3	3	14	70
20.	IK	F	3	4	3	3	13	65
21.	MA	F	3	5	4	3	15	75
22.	MIRS	M	4	4	4	3	15	75
23.	M	F	4	3	4	4	15	75
24.	MML	M	3	4	4	3	14	70
25.	MB	M	4	4	5	5	18	90
26.	MN	M	3	4	3	3	13	65
27.	MR	M	3	4	3	3	13	65
28.	MRA	M	3	4	3	3	13	65
29.	NK	F	3	5	4	3	15	75
30.	NS	F	4	4	5	4	17	85
31.	N	F	4	4	5	4	17	85
32.	NM	F	3	5	4	3	15	75
33.	PA	M	4	4	4	4	16	80
34.	PA	M	3	5	4	3	15	75

No.	Initial	Sex	Indicator				SUM	Score
			Pron.	Gram.	Voc.	Flu.		
35.	PAI	F	4	4	4	3	15	75
36.	RA	F	3	4	4	4	15	75
37.	RL	F	5	5	5	5	20	100
38.	RAP	F	3	4	5	3	15	75
39.	RAH	F	4	4	4	4	16	80
40.	SRF	F	4	5	5	5	19	95
41.	WMD	F	4	5	5	5	19	95
42.	YH	M	3	5	4	3	15	75
Total								3330
Mean								79,28571
Percentage								83,33%

APPENDIX XV

DIARY NOTES

First Meeting (Tuesday, April 17th 2018)

The first meeting of the research was the pre-test. The researcher gave pre-test to the students in order to know how far their capabilities in English especially speaking. The researcher asked them to tell the stories, but the students seemed very difficult to deliver their stories. Some of them were good, but most of them could not deliver their stories, eventhough they already learned about how to do it. Many problems have been found during pre-test. The condition of classroom was not condusive. So, it could be concluded that the students still had difficulties in speaking.

Second Meeting (Wednesday, April 18th 2018)

In second meeting, the researcher explained the material and wrote it on the whiteboard. The students were taught about deliver the story by applying Party Jokes technique with recount text as the main subject. The researcher gave the topic and devide the students with a group of pairs. The students tried to make their own story and they performed finally. In teaching learning process, some of the students were active, they gave a few question to the researcher and they answered the questions from the researcher. Eventhough there were some students made noisy in the classroom. Their ability in speaking were increase.

Third Meeting (Tuesday, April 24th 2018)

In the third meeting, the researcher did post-test I. This test was done to see and knew the students' progress on their speaking skill after being taught by Party Jokes In post-test I, the researcher asked the students to retell the story in recount text form. The test took about ninety minutes. Unfortunately, the score of pre-test I was not satisfied.

Fourth Meeting (Wednesday, April 25th 2018)

After students did post-test I, the researcher started cycle II. The researcher gave some modifications in the learning process. The researcher divided the students to ten groups which consists of four students. The researcher also changed the topic. The researcher also gave more explanation about the grammar and added the vocabulary to the students. The students were more active and serious then before.

Fifth Meeting (Monday, April 30th 2018)

In this meeting, the post-test II was given to the students. The test was given to know the students improvement after being taught by Party Jokes in two cycles. The result of the test was satisfied. Based on the reflection of the cycle II, this research could be stopped because students' ability had been increased.

APPENDIX XVI

PHOTOGRAPHY

APPENDIX XVII

RESEARCH PERMIT FROM UNIVERSITY

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Williem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683
Website : www.fitk.uinsu.ac.id   e.mail : fitk@uinsu.ac.id

Nomor   : B-9832/ITK/ITK.V.3/PP.00.9/04/2018   Medan, 16 April 2018
Lampiran : -
Hal   : **Izin Riset**

Yth.Ka. MAN 2 MODEL MEDAN

Assalamu'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah Dan Keguruan UIN Sumatera Utara Medan, adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:
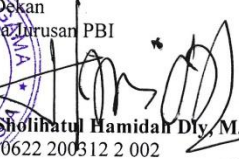
NAMA   : JOGI ZULFADLI LUBIS
T.T/Lahir   : Padang Sidempuan, 19 Desember 1995
NIM   : 34143003
Sem/Jurusan : VIII / Pendidikan Bahasa Inggris

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksana Riset di MAN 2 MODEL MEDAN guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul :

"IMPROVING STUDENTS' SPEAKING SKILL THROUGH PARTY JOKES AT THE TENTH GRADE OF MAN 2 MODEL MEDAN IN 2017/2018 ACADEMIC YEAR"

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Wassalam
An.Dekan
Ketua Jurusan PBI

Dr. Sholihatul Hamidah Dly, M.Hum
19750622 200312 2 002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

100

APPENDIX XVIII

CERTIFICATE COMPLETED RESEARCH FROM SCHOOL

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA MEDAN
MADRASAH ALIYAH NEGERI 2 MODEL MEDAN

Jalan Williem Iskandar No. 7 A Medan 20222, Telepon (061) 7332832
Website : www.man2modelmedan.sch.id - Email : man2medan@kemenag.go.id

SURAT KETERANGAN
Nomor : B. 1092/Ma.02.07/PP.00.6/06/2018

Yang bertanda tangan di bawah ini,

Nama	: **Irwansyah, MA**
NIP	: 19620306 199403 1 002
Jabatan	: Kepala Madrasah Aliyah Negeri 2 Model Medan

dengan ini menerangkan bahwa :

Nama	: **Jogi Zulfadli Lubis**
NIM	: 34143003
Program Studi	: Pendidikan Bahasa Inggris
Perguruan Tinggi	: Universitas Islam Negeri Sumatera Utara (UIN-SU)

Benar bahwa telah melaksanakan penelitian dengan judul : **"IMPROVING STUDENTS' SPEAKING SKILL THROUGH PARTY JOKES AT THE TENTH GRADE OF MAN 2 MODEL MEDAN IN 2017/2018 ACADEMIC YEAR"**, yang dilaksanakan pada tanggal : 17 s/d 30 April 2018

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya, terima kasih.

Medan, 9 Juni 2018
Kepala,

Irwansyah, MA
NIP. 19620306 199403 1 002