

AN UNDERGRADUATE THESIS

**THE USE OF HUMOR VIDEO
TO INCREASE THE STUDENTS' SPEAKING PERFORMANCE
AT JUNIOR HIGH SCHOOL OF MUHAMMADIYAH SEKAMPUNG
IN THE ACADEMIC OF YEAR 2017 / 2018**

By:

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Tarbiyah and Teaching Training Faculty**

**STATE INSTITUTE FOR ISLAMIC STUDIES
IAIN OF METRO
1439 H / 2017 M**

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IN THE ACADEMIC YEAR OF 2017 / 2018**

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In English Education Department

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THE USE OF HUMOR VIDEO**



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An undergraduate thesis entitles: THE USE OF HUMOR VIDEO TO INCREASE THE STUDENTS' SPEAKING PERFORMANCE AT JUNIOR HIGH SCHOLL OF MUHAMMADIYAH SEKAMPUNG IN THE THE ACADEMIC YEAR OF 2017/2018.

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**TO INCREASE THE STUDENTS' SPEAKING PERFORMANCE
AT JUNIOR HIGH SCHOOL OF MUHAMMADIYAH SEKAMPUNG
IN THE ACADEMIC YEAR OF 2017/2018**

ABSTRACT

BY

ALFIANIS RIZQI DARRISNA

Basically, speaking is one of productive skill in English that should be learned by students. However, in reality, there are so many students that still find difficulties in speaking because several factors in teaching and learning process. Based on the data of pre survey, the principal problem is the students' speaking experience that still low, because they have less of confidence in speaking. The primary goal of this research is to know whether the use of humor video can increase the students' speaking performance.

The kind of this research is known as Classroom Action Research (CAR). The data were collected by documentation, observation, field note, interview, record and test. The researcher chose class VIII.1 as the subject in this research and conducted the data analysis by taking average from the result of score of pre-test and post test.

Based on the data that there is significant increasing on the students' speaking performance. It is proved on the students' average score in pre-test and post-test 1 was from 53,70 to 58,91 while in post-test 1 and post-test 2 was from 58,91 to 65,22. It means that the use of humor video can increase the students' speaking performance at eighth grade of Junior High School of Muhammadiyah Sekampung.

**PENGUNAAN VIDEO HUMOR
UNTUK MENINGKATKAN PERFORMA BERBICARA SISWA
DI SMP MUHAMMADIYAH SEKAMPUNG PADA TAHUN PELAJARAN
2017 / 2018**

ABSTRAK

OLEH

ALFIANIS RIZQI DARRISNA

Pada dasarnya, *speaking* merupakan salah satu kemampuan produktif dalam bahasa Inggris yang harus dikuasai oleh siswa. Namun, pada kenyataannya banyak siswa yang masih mengalami kesulitan dalam berbicara dikarenakan beberapa faktor dalam proses pembelajaran. Berdasarkan hasil data pra survey, masalah utama yang dialami siswa yaitu rendahnya kemampuan siswa dalam berbicara karena kurangnya kepercayaan diri mereka dalam berbicara. Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan video humor dapat meningkatkan performa berbicara siswa.

Penelitian ini merupakan penelitian tindakan kelas. Data dikumpulkan melalui dokumentasi, observasi, catatan lapangan, wawancara, rekaman serta tes. Penelitian ini menggunakan kelas VIII.1 sebagai subjek dari penelitian dan pelaksanaan analisis data dengan mengambil rata-rata dari hasil nilai pre-test dan pos-test

Akhirnya, data menunjukkan bahwa ada peningkatan yang signifikan terhadap performa berbicara siswa. Hal itu dibuktikan dengan nilai rata-rata siswa pada pre-test dan post-test 1 yaitu 53,70 menjadi 58,91 sedangkan pada post-test 1 dan post-test 2 yaitu dari 58,91 menjadi 65,22. Itu berarti penggunaan humor video dapat meningkatkan penampilan berbicara siswa pada kelas VIII.1 SMP Muhammadiyah Sekampung.

MOTTO

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ ۚ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ ﴿١٥٣﴾

“O you who have believed, seek help through patience and prayer. Indeed, Allah is with the patient” (QS.Al-Baqarah:153).

To be succes is easy, to be patient is hard.

But, there is no succesful without patience.

DEDICATION

All praise be Allah SWT, I highly dedicate this undergraduate thesis to:
My beloved parents Mr. Sudarsono and Mrs. Sunarti for their endless love and always
give their best to me
My beloved bigboss Dwi Rizal Aziz, all i can say is thanks
My best friends Novita Sari, Hana Clarasari, Nina Desi Istiana, Okta Herfiani, and
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My beloved almamater IAIN Metro, the place where i got knowledge and experience

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Praise to Allah SWT, the Most Gracious, the Most Merciful, the Lord of the Universe, so that the researcher finally could finish this undergraduate thesis. May peace be upon our prophet Muhammad SAW, his family and his companions.

This undergraduate thesis entitled "The Use of Humor Video to Increase The Students' Speaking Performance At Junior High School of Muhammadiyah Sekampung in Academic Year of 2017/2018."

There are many helpful individuals involve in accomplishing this undergraduate thesis that the researcher cannot mention one by one. My deepest gratitude will be addressed to my beloved parents who always give the highly motivation. The greatest gratitude will be addressed to my sponsor Dra. Umi Yawisah, M.Hum and my co-sponsor Trisna Dinillah Harya, M.Pd. May Allah SWT gives them reward for supporting and guiding during undergraduate thesis writing process.

The researcher does apologize for all mistakes. All comments and criticizes are really welcome to lighten up the quality of this research. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially, for our campus and readers generally in improving language learning.

Metro, December 2017
The researcher,



ALFIANIS RIZQI DARRSINA
NPM. 13106467

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A. Research Instrument

Instrument of this research consist of :

1. Syllabus
2. Lesson Plan
3. Instrument Pre Test
4. Instrument Post Test 1
5. Instrument Post Test 2

B. Research Data

Research Data consist of :

1. The result of pra survey, pre test and post test
2. The photos of the students activity in the class

C. Research Letter

Research Letter consist of :

1. The Pre survey license letter
2. The assignment letter from the chief of IAIN Metro
3. The research license letter
4. The assignment from SMP Muhammadiyah Sekampung
5. The thesis guide letter
6. The thesis consultation

CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is one of the important skills which is taught in the school. It takes on a very significant role in teaching English as a foreign or second language. Speaking is a process of how people make a communication with another people. By speaking, the student can tell or explain their ideas and knowledge to another.

However, the teaching tool that used by the teacher in teaching speaking is considered unneffective yet. The teacher usually uses a traditional tool that make the student will not interest to learn English. It doesn't has positive and significant influence toward students' speaking performance. The problems are student still feel strange and face some difficulties in speaking especially in sharing their idea, because they do not have motivated to speak.

Humor can change the serious situation to pleasant situation by the power of humor. It will make a good relationship between teacher and student when learning teaching process is going on. The student will accept the material enjoyly without losing any attentions.

Teaching by using humor video is necessary to improve skill in teaching learning process. The teacher should make a joke as an additional seasoning when they teach student in the class to decrease a boring situation when the teaching learning process are going on. By encourage

students' participation by humor, the students' will not be bored and will more interest during the lesson.

According to the result of teacher document of Junior High School Muhammadiyah Sekampung that the students' speaking performance is still low. Here are the results of speaking performance Eighth Grade of Junior High School of Muhammadiyah Sekampung.

Table 1

Data of the English Learning

At the Eighth Grade of Junior High School Muhammadiyah Sekampung

Interval	Frequency	Percentages	Explanation
≥ 65	2	8%	High
≤ 65	21	92%	Low
Total	23	100%	

The data taken by teacher document on November

26, 2016.

From the data above, it can be assumed that there are many students who got high and low score. It is caused because the students have difficulties in speaking subject. However, most of the score of students's English learning result is low. The measurement of English learning result are classified as high is ≥ 65 , and classified as low is ≤ 65 . So, The Completeness Standard (CS) has decided 65 as the (CS).

In the case, to reach the completeness standard (CS) the writer chooses sense of humor as the strategy in teaching speaking. The wrieter

will conduct a research entitled “The use of humor video to increase the students’ speaking performance at Junior High School of Muhammadiyah Sekampung in the academic year of 2017/2018”.

B. Problem Identification

Based on the background of the problem above, there are several problems identified, namely:

1. The students have difficulties in speaking material.
2. The students get bored in speaking material.
3. Their score is still low.

C. Problem Limitation

Based on the problems above, the writer limits the problems only to the students have difficulties in speaking subject. By choosing humor video on teaching speaking at eighth grade in Junior High School of Muhammadiyah Sekampung.

D. Problem Formulation

Based on the problem limitation above, the writer formulates the problem as follows:

Can the use of humor video increase the students’ speaking performance at Junior High School of Muhammadiyah Sekampung in the academic year of 2017/2018 ?

E. Objectives and Benefits of The Study

1. Objectives of The Study

Based on the formulation above, the research is aimed to show that the use of humor as a teaching tool can increase students' speaking performance at Junior High School of Muhammadiyah Sekampung in the academic year of 2017/2018.

2. Benefits of The Study

After doing this research and finding the results, the writer hopes that it will be useful:

a. For the headmaster

To give information for the headmaster that English subject is very important to learn by the student.

b. For the English teacher

Hopefully, this research will develop the teacher ability in teaching learning process, especially in teaching speaking by using humor as a teaching tool.

c. For the students

The students can increase their speaking performance and practice to develop their speaking performance.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Concept of Speaking

1. The Definition of Speaking

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. Speaking is used twice as much as reading and writing in our communication. Speaking has usually been compared to writing, both being considered "productive skills", as opposed to the "receptive skills" of reading and listening. Speaking also is closely related to listening as two interrelated ways of accomplishing communication.

Speaking seems to be the most important skills of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to speakers of that language. The major goal of all English language teaching should be given to learners, so the learners have ability to use English effectively, accurately in communication. However, not all language learners after many years studying English can communicate fluently and accurately

because they lack necessary knowledge.¹ It can be concluded that in the speaking not only about pronouncing the words but it must be followed naturally from the teaching of grammar and vocabulary.

Meanwhile Scott Thornbury stated, "Speaking is so much a part of daily life that we take it for granted".² Consciously, speaking is one of the most important skill that should be mastered by the language learners beside reading, listening and writing.

In other words, speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. As we know that there are so many symbols of verbal communication, such as: speech volume, speech speed, language, grammar and vocabulary. Whereas, non-verbal communication includes sounds, gestures, body movements, eye contacts, facial expressions, pitch or tone of a voice, spatial distance, apparent behavior, postures, and dress of an individual.³

Speaking is difficult, especially for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. In addition, speaking is one of the elements of communication. Where communication is the

¹ Marriam Bashir, "*Factor Effecting Students' English Speaking Skills*", (British:Journal Publishing, 2011), p 8.

² Scott Thornbury, "*How to Teach Speaking* Harlow", (United Kingdom : Pearson Education Limited, 2005), p.1.

³ Arifa Bunglowala, "*Non Verbal Communication: An Integral Part Of Teaching Learning Process*",(Bandung:International Journal of Research in Advent Technology),No 2321-9637/08 March 2015, p. 371.

output modality and learning is the input modality of language acquisition. Speaking also included in four skills to teach English in to students. Therefore, in formal environment between teachers and students have to always interact to make communication. Because, in fact most of our daily communication remain interactional.

Regarding to Burns and Joyce "speaking is defined as a interactive process of constructing meaning that involve producing, receiving information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking."⁴ It can be concluded that, to make successful communication is the speakers should have some purposes of speaking and understand the meaning based on context. Regarding to Nunan, the successful oral communication involves developing:

- a. The ability to articulate phonological features of the language comprehensibly.
- b. Mastery stress, rhythm, intonation patterns.
- c. An acceptable and interpersonal skills.
- d. Transactional and interpersonal skills.
- e. Skills in taking short and long speaking turn.
- f. Skills in the management of interaction.
- g. Skills in negotiating meaning.

⁴ Shiamaa Abd El Fattah Torky, "*The Effectiveness of a Task-Based Instrument Program in Developing The English Language Speaking Skills of Secondary Stage Students*", (Cairo:Ain Shams University),No. 1/2006, p. 30.

- h. Skills in knowing about the negotiating purposes for Conversations.
- i. Using appropriate conversational formulae and filters.⁵

2. The Components of Speaking

There are some components of speaking, they are:

a. Pronunciation

According to Sari Luoma, "Pronunciation or more broadly, the sound of speech, can refer to many features of the speech stream, such as individual sounds, pitch, volume, speed, pausing, stress and intonation."⁶ To make our communication by interlocutor it is better for us to produce the words clearly, because pronunciation affects the interlocutor understanding in receiving the meaning of messages.

b. Grammar

Grammar is traditionally subdivided into two different but interrelated areas of study morphology and syntax. Morphology is the study of how words are formed out of smaller units (called morphemes) and Syntax is the study of the way in which phrases and sentences are structured out of words.⁷ In other words Grammar is the one of language components, grammar is the

⁵ David Nunan, *"Designing Task For Communicative Classroom"*, (New York: Cambridge University Press, 1989), p.32.

⁶ Sari Luoma, *"Assesing Speaking"*, (New york: Cambridge University), 2004, p.11

⁷ Andrew Radford, *"An Introduction to English Sentence Structure"*, (New York: Cambridge University Press, 2009),p. 1

rules in a language for changing the form of words and combining them into sentences. Using the correct grammar makes someone knows the real meaning of the sentences.

c. Vocabulary

The other component that is very crucial and it will show us the speaking ability of some bodies from the quality of the vocabularies that can express in conversation. Regarding to "Kamil and Heibert, vocabulary can be generically defined as knowladge of words or word meaning. They stated that vocabulary learning is the basic of language and without vocabulary, one cannot learn any language; it is the knowledge of words." ⁸

d. Fluency

Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message. ⁹

e. Comprehension

Comprehension is the power of understanding or an exercise aimed at improving or testing one understand of

⁸Mohammad Reza Ahmadi, "*Improving Vocabulary Learning in Foreign Language Learning Through Reciprocal Teaching Strategy*", (Penang:International Journal of Learning & Development),No. 6/November 2012, p. 187

⁹ Baiqun Isbahi Bai, "*Techniques for teaching speaking skills*". <https://www.scribd.com>, downloaded on December 1th, 2016.

language (written and spoken). It indicates that in comprehension the speaker and the listener have to understand what intended meaning of the speaker when he or she says something. Comprehension is also the one of components of speaking. Comprehension is the mind, act power of understanding exercise aimed in improving is testing ones. There are five components of speaking that must to attention by the students if they want to speak well.

3. The Functions of Speaking

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. In workshops with teachers and in designing my own materials, I use an expanded three-part version of Brown and Yule's framework : *talk as interaction; talk as transaction; talk as performance*. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.¹⁰

a. Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily

¹⁰ Jack C. Richards, “*Teaching Listening and Speaking*”, (New York : Cambridge University Press, 2008), p. 21.

social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Mastering the art of talk as interaction is difficult and may not be a priority for all learners. However, students who do need such skills and find them lacking report that they sometimes feel awkward and at a loss for words when they find themselves in situations that require talk for interaction.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

Examples of talk as transaction are:

- 1) Classroom group discussions and problem-solving activities
- 2) A class activity during which students design a poster
- 3) Discussing needed computer repairs with a technician
- 4) Discussing sightseeing plans with a hotel clerk or tour guide
- 5) Making a telephone call to obtain flight information
- 6) Asking someone for directions on the street
- 7) Buying something in a shop

8) Ordering food from a menu in a restaurant

c. Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are:

- 1) Giving a class report about a school trip
- 2) Conducting a class debate
- 3) Giving a speech of welcome
- 4) Making a sales presentation
- 5) Giving a lecture ¹¹

4. The Purposes of Speaking

It is beneficial to understand about the purposes of speaking themselves. There are eight purposes of studying speaking:

- a. To achieve and extend the learner's linguistic competence.

¹¹Jack C. Richards, *Teaching Listening and Speaking*, (New York : Cambridge University Press, 2008), p.21-27.

- b. To increase their confidence in using spoken English.
- c. To develop their ability to analyze and evaluate spoken Performance.
- d. To sharpen their strategy competence in face-to-face interaction.
- e. To convey their message to someone else.
- f. The learners can use communication strategies, dictionaries or previous input to make up for gaps in their productive knowledge.
- g. There are plenty of opportunities to produce.
- h. The learners talk about things that are largely familiar to them.

In the other hand, Basturkmen said that Speaking turns serving this purpose tend to be long and involve some prior organization of content and use of linguistic devices to signal either the organization or type of information that will be given.¹²

B. Concept of Speaking Performance

1. The Definition of Speaking Performance

Speaking Performance is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language. In other words they are required to show mastery of the following sub competencies/ skills:

¹²Jack C. Richards, Teaching Listening., p. 37.

- a. Linguistic competence: This includes the following skills:
 - 1) Using intelligible pronunciation.
 - 2) Following grammatical rules accurately.
 - 3) Using relevant, adequate and appropriate range of vocabulary.
- b. Discourse competence: This includes the following skills:
 - 1) Structuring discourse coherently and cohesively
 - 2) Managing conversation and interacting effectively to keep the conversation going.
- c. Pragmatic competence: This includes the following skill:
 - 1) Expressing a range of functions effectively and appropriately according to the context and register.
- d. Fluency: This means speaking fluently demonstrating a reasonable rate of speech.¹³

Based on the researcher opinion, speaking included in one of difficult skill for students to learn. In addition, speaking also is one of the most difficult aspects for students have to be mastered. Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English, we have to know some important components.

2. Types of Classroom Speaking Performance

Brown classified there are six types of classroom speaking performance, such as :¹⁴

¹³ Shiamaa Abd El Fattah Torky, *The Effectiveness.*, p.30-31

a. Imitative

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.

c. Responsive

Short replies to teacher or students initiated question or comment.

d. Transactional (Dialog)

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

e. Interpersonal (Dialog)

Interpersonal dialog carried out more for the purpose of maintaining social relationship than for transmission of facts and information.

¹⁴H. Douglas Brown, *Teaching By Principles an Interactive Approach to Language Pedagogy*, (San Francisco:Longman, 2001), p. 271-274

f. Extensive (Monolog)

Students at intermediate to advance levels are called on to give extended monologues in the form of oral report, summaries, or perhaps short speeches.

From the statement above, it can be concluded that there are some types of classroom speaking performance can be used by the students. The first is imitative. In this performance, the students just imitate how to say in correct intonation not meaningful interaction. The second is intensive. The students practice some phonological/grammatical aspect of language. The third is responsive. The student should have question or command for their teacher. The fourth is transactional. In this activity, the students will try to speak to get the purpose of getting information. The fifth is interpersonal. The students will get the purpose of maintaining social relationship to get the fact and information. The last is extensive. The students will try to perform oral monologues such as report, summary or short speak.

3. The Measurment of Speaking Performance

Based on the professor Weir Cyril J. There are some indicators that be supposed to measure the speaking performance :

Table 2
Indicators of Speaking Measurement¹⁵

Aspect	Category	Indicator
Fluency	4(exellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech
	2(adequate)	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
	1(bad)	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4(exellent)	Occasional errors of pronunciation in few inconsistencies of rhythm, intonation and pronunciation but comprehension are not impeded.
	3(good)	Rhythm intonation and pronunciation require more careful listening, some erros of pronunciation which may occasiaonally lead to incomprehension.
	2(fair)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1(bad)	Words are unintelligible.
Vocabulary	4(exellent)	Effective use of vocabulary for the task with little inappropriacies.
	3(good)	For the most part, effective use of vocabulary for the task of some examples of inappropriate.

¹⁵ Weir Cyril J. Language Testing and Validation, (London: Palgrave Macmillan, 2005), P. 195

	2(fair)	Limited use of vocabulary with frequent inappropriacies.
	1(bad)	Inappropriate and inadequate vocabulary.
Grammatical	4(excellent)	Very few grammatical errors.
	3(good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2(fair)	Speech is broken and distorted by frequent errors.
	1(bad)	Unable to construct comprehensible sentences.
Interactional	4(excellent)	Interacts effectively and readily participates and follows the discussion.
	3(good)	Use of interactive strategies is generally adequate but at times experience some difficulties in maintaining interaction consistently.
	2(fair)	Use of ineffective. Can seldom develop an interaction.
	1(bad)	Understanding and interaction minimal. ¹⁶

C. Concept of Humor

1. The Definition of Humor

There are some definitions of humor which is used in speaking.

Below are the definitions which taken from some experts.

The use of humor should be a teaching tool that, if effective, will increase the amount of "what" is taught that is actually learned by

¹⁶ David P.Haris. "Testing English as a Second Language". (New Delhi : India Offset Press1974), p.84

students.¹⁷ It means that the teacher can use humor in the classroom to increase their effectiveness. When the teacher use humor effectively, they will find that the students are more willing to participate in their classes.

Humor is anything perceived by parties as humorous in any communication act.¹⁸ Generally speaking, humor is something that can make poeple happy by laughing when they find the funny things one. Poeple will be suggested to make an unusual situation by decrasing stress condition at the time.

According to Martin, overt laughter may not even be neces sary for health benefits to occur, because humor and amusement may induce positive moods even without laughter.¹⁹ To put more simply, by having humorous outlook on live,we can relieve emotional distress and our negative thinking patterns are often minimized.

Furthermore, humour serves to separate us from the everyday, the routine. If one thing is clear it is that the capacity to treat things humorously depends on our thinking.²⁰ In other word, humour shows

¹⁷ Ron Deiter, “*The Use of Humor as a Teaching Tool in The Classroom*”, (Ames: NACTA Journal), June 2000, p. 22

¹⁸ Akinkulere Susan Olajoke, “*Students’ Perception on the Use of Humor in the Teaching of English as a Second Language in Nigeria*”, (North America: International Education Research) Volume 1, Issue 2/January 2013, p.66

¹⁹ Rod A. Martin, “*Is Laughter the Best Medicine? Humor, Laughter, and Physical Health*”, (Canada: Association for Psychological Science and Blackwell Publishing), Vol.11, No.6/ December 2002, p. 216

²⁰ Gloria. Critina. Cristian&Juan, “*Study of The Effect of Possitive Humor As A Variable That Reduces Stress. Relationship Of Humor With Personality And Performance Variable*”, (Spain: Psychology in Spain), Vol.15. No.1/2011, p. 11

us that we can look at something in different way, it doesn't necessarily involve laughter.

Moreover, humor is a kind of communication, a way for individuals to express themselves that conveys other things beyond what it seems to mean. Humor plays with words, making language convey messages that are understood to have a secondary or hidden meaning. It is a way to look at oneself honestly without being serious, of assessing oneself and experiencing pleasure.²¹ It means that when student feel enjoy to get material in class, they will be easier to share their idea and more confident to speak.

It can be conclude that humor is something that can make poeple unstressed by not being afraid to think with changing the negative thinking to see another ways that unusual to make everything be deal with us. In other hand, because of humor can create ease atmosphere in the classroom in face of serious situation, the psychological factors that hinder students from speaking like fear of mistake, shyness, anxiety, lack of confidence, and lack of motivation will reduce slowly. So, this tool give a chance to student to speak.

2. The Purpose of Humor

Research supports the notion that teacher use of humor has been found to improve classroom climate, increase student-teacher rapport

²¹ Helena Jose, James A. Thorson, Debra Allwardt, "A Factor-Analytic Study of the Multidimensional Sense of Humor Scale with a Portuguese Sample", (Omaha: North American Journal of Psychology), 2007, Vol. 9, No. 3, p. 596

and student motivation, and reduce tension. The use of humor in the classroom can ease nervousness, particularly concerning difficult topics or in situations that are commonly perceived by students to be anxiety-producing such as exams. Furthermore, teacher humor has a positive effect on student enjoyment, can give a humanizing effect to the image of the teacher, and can facilitate student motivation, attention, and even comprehension of the course material.²²

This tool makes students be able to learn some components of speaking that can make their speaking well. The students can increase their pronunciation and accents by using alliteration. They may enrich their vocabulary to express what they want to say by using any jokes by the teacher.

3. The Advantages and Disadvantages of Humor

Humor is one instructional tool that teacher can use in the classroom to increase their effectiveness. Using humor can have very definite positive effects in this regard for the following reasons:²³

Here are some advantages of humor:

- 1) The use of humor in the classroom can help to a more positive learning environment by breaking down barriers to

²²Peter Swanson, *"Spanish Teachers' Sense of Humor and Student Performance on the National Spanish Exams"*, (Georgia State University: World Languages and Cultures Faculty Publications, 2013), p.3

²³Ron Deiter, *"The Use of Humor as a Teaching Tool in The Classroom"*, (Ames: NACTA Journal), June 2000, p. 22-33

communication between the professor and the students (which are also barriers to learning). Humor is one method by which professors can make their relationships with students closer. Humor builds rapport between the students and teacher. Students will be less intimidated and less inhibited about asking questions or making comments.

- 2) Humor can help students retain subject matter, especially if the humor reinforces the class material. The main reason is that the use of humor helps to gain students' attention and keep their interest in the material being presented.
- 3) The use of humor may give students a reason (hopefully another reason) to attend class. While no substitute for substance, humor can create a more positive, fun, interesting environment that promotes class attendance and student learning.
- 4) Other reported benefits of humor in the classroom include increased comprehension and cognitive retention (presumably due to less stress and anxiety), reduce student negativism or hostility regarding potentially confrontational issues in the classroom, as well as improves student attitudes toward the subject and the instructor.

Here are some disadvantages of humor:²⁴

- 1) Various studies have found a negative relationship between humour and health, with those scoring higher on a humour scale showing poorer medical condition (more illness and higher mortality than more serious people). This would appear to be due to an association between sense of humour and a more carefree lifestyle that makes unhealthy habits more likely: smoking, drinking, over-eating, unprotected sex, and so on. Thus, people with a happy, optimistic and fun-loving disposition may have a greater tendency to take part in risky activities and to neglect their physical ailments, contributing to poorer health.
- 2) Humor will make people has bad decisions and be tempted to abuse power. In this dialogue Plato (through Socrates again) describes the education of an ideal caretaker class the “guardians” for the ideal society. The most important criterion for being a guardian is that one be ruled by reason, and so be in control of one’s base desires and emotions. When those who hold power in society are ruled by base desire and emotion, they will make bad decisions and be tempted to abuse power. Socrates describes amusement leading to laughter as an emotion that leads to other violent emotions and loss of control over oneself carrying humor to excess is vulgar and improper.

²⁴Maurice Charney, *“The Philosophy of Humor”*, (Connecticut: Greenwood Press, 2005), p. 2-4

- 3) In the *Nicomachean Ethics*, *Aristoteles* explains that the best life is lived when one is ruled by reason. He does consider “relaxation and amusement as a necessary element in life,” but carrying humor to excess is vulgar and improper. “A joke is a kind of abuse,” and only jokes that abuse what is itself improper (i.e., satirical humor directed at irrationality) gain Aristotle’s acceptance. Humor not in service to reason is of negative value: he who enjoys humor excessively is a “slave” to it. Persons rather ought to be in control of themselves and guide their behavior by reason.
- 4) The experience of amusement as base and, further, unlikely to be conducive to social unity. Hobbes concludes that “the passion of laughter is nothing else but sudden glory arising from some sudden conception of some eminency in ourselves.” Like Plato and Aristotle, then, Hobbes thinks that amusement is found primarily in that which is inferior to us; he adds that the joy we find in such evidence of others’ weaknesses derives from the assurance we there by receive regarding our own relative superiority. Like Plato and Aristotle, his view of humor is negative.

From the explanation above, the researcher concludes that humor has many advantages and disadvantages. The advantages can

help the students to bring themselves into amusing situation, but the disadvantages is humor can bring the feeling like 'free' to the student.

4. The Procedure of Humor

Speaking is one of the key of communication and interaction with other people. So, in speaking some, students still have problem like error fluency, error pronunciations especially in Junior high School. They have lack vocabulary and not confidence in front of their friend eventhough in themselves. Humor as we have seen is an open ended teaching tool, it may be just a small with students till make them laughing out loud.

As for the explanation about the ways in teaching speaking through humor are as the following:²⁵

- 1) Implement humor into your own dialogue and actions.
- 2) Implement humor into your classroom materials and visuals.
- 3) Where possible, ensure students only work with or present to students whom they are comfortable using humor with.
- 4) Encourage student humor, but give students the choice of whether to use humor or not.
- 5) Explain potential discipline issues to classes (noise for example) that may occur due to humor usage and express your expectations of students' behavior during class work.

²⁵ Robert Stroud, "*The Laughing EFL Classroom: Potential Benefits and Barriers*", (Japan: English Language Teaching; Vol. 6, No. 10; 2013), p.80

- 6) Identify when students are uncomfortable with using humor and offer them alternatives in their learning.
- 7) Provide students with the language and knowledge necessary to be humorous in the L2.
- 8) Give positive feedback for humor usage by students.
- 9) Follow up classes with feedback to ensure that students are still performing adequately in their learning.
- 10) Be an active and willing participant with humor yourself. A teacher who is enjoying a class themselves is more likely to spread motivation to their students.

D. Action Hypothesis

Based on the background of the research, the writer formulate the hypothesis is : “the use of humor video to increase the students’ speaking performance of Junior High School of Muhammadiyah Sekampung in the Academic Year of 2017 / 2018”.

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the discussion about the research methodology. The topics that were discussed in this chapter were object of the study, setting of the research, subject of the research, action plan, data collection method, data analysis technique and indicator of success.

A. Object of the Study

In this research, the writer chooses speaking performance. After use humor as teaching tool in teaching speaking, the writer hope that it will increase students' speaking performance.

B. Setting Location

This research will be conducted in Junior High School Muhammadiyah Sekampung in the Academic Year of 2017/2018. There are 16 teachers and the total of the students from seventh grade up to ninth grade are 98. The reseacher conduct this research at eight grade of Junior High School of Muhammadiyah Sekampung Lampung in the Academic Year of 2017/2018. Actually, there are two classes for eight grade of Junior High School Muhammadiyah Sekampung with the total students are 44 students.

C. Subject of research

The subject of thisresearch is the eight-two grade of Junior high school Muhammadiyah sekampungthat consist of 23 students in the class. The writer

choose this class because most of the students' score is still low score in speaking.

D. Action Plan

In this reaseach, the writer choose classroom action research (CAR) because the researcher want to encourage the students to be active in learning process activities and increasing the students speaking performance in using humor video.

Mills in the Cressweel's book assumed that action research design were systematic procedure done by teachers to gather information about, and subsequently increase, the ways their particular educational setting to carry on an endeavor their teaching and their student learning.²⁶ Moreover, jean McNiff defines that action research was learning how to do things in more individually and publicly advantages ways, and educations refers to the experience of the communication between people which leads to the advance learning.²⁷

From the definition above, it could be conclude that classroom action research was an obvious research that was used to investigate and to evaluate their work in teaching and learning process in the class to improve their performance and teaching skills in the classroom.

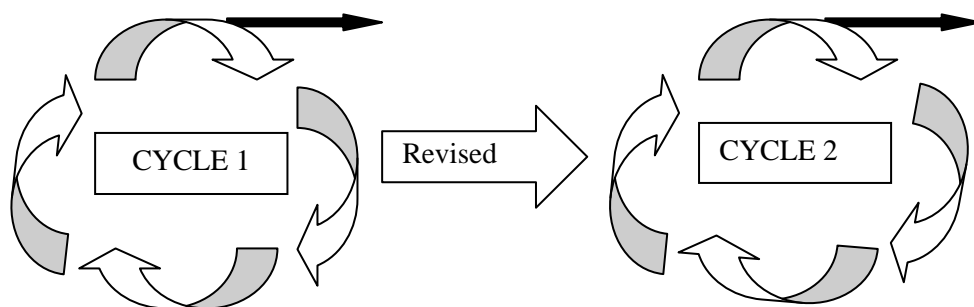
Furthemore, Kemmis and Mc-Taggart's design was used as this classroom action research procedure. This design concisted of two cycle (three cycle if needed) with four phases: planning, acting, observing, and

²⁶ Jhon Creswell, *Educational Research*, (America: Pearson, 2012), p.577

²⁷ Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (London: Roundledge Falmer, 2002), p.9

reflecting. An established action for the plan was as detailed in figure below:

(Activities in CAR, adapted from McTaggart design and modified by the writer)²⁸



In the classroom action reasearch, the writer would like to hold the research in two cycles. The steps were as follows:

Cycle 1

1) Planning

Planning is the first stage which must be passed in each activity. Researcher explains what, why, when, where, who, and doing action. Valsa Koshy explain that “It is useful to initiate a literature search as soon as we have a selected a topic and to start making notes and summaries.”²⁹ It means that planning was the first step and the researcher had to make a preparation before doing an action research. The preparation could be seen as follows:

²⁸Stephan Kemmis & Robin McTaggart, *The Action Reasearch Planner*, (New York: Springer, 2014), p.21

²⁹Valsa Koshy, *Action Researh for Improving Practice*, (London: Paul Chapman Publishing, 2005), p.2

- (a) The researcher prepared the lesson plan about material that used humor video by guiding and consideration from the English Teachers' the Eighth Grade (VIII) at SMP Muhammadiyah Sekampung.
- (b) The researcher prepared step of action and the material that used in speaking learning.
- (c) The researcher prepared the instrument for the research.

2) Action

In this action, the researcher gave pre-test, treatment, and post-test to the students. The students were instructed to speak in front of the class before and after treatment.

In the implementation action research there were some activities as follows:

Pre teaching activities

- (a) Greeting and pray together.
- (b) checked attendance list.
- (c) giving information about the material.

While teaching activities

- (a) The researcher applied the lesson plan
- (b) The teacher used jokes, humorous gestures and noises in the interactions with the students.
- (c) The teacher used humor video which induce laughter in the classroom.

- (d) The teacher gave the topic about material.
- (e) The teacher asked the students individually to express orally by their own word about the topic that the teacher gave in front of the class.

Post teaching activities:

- (a) The researcher asked the students about the difficulties of the lesson.
- (b) The researcher evaluated the students' project.

3) Observation

In this part the writer will observe the learning process and observes the students' activity and teachers' performance. The writer will observe it by using observation sheet. It is to collect data and to know how far the students' speaking performance in using humor video.

4) Reflecting

Reflection is the last step in this process. In this step the researcher analyze and observe the test result during teaching learning process. In this step the researcher used the data for evaluation in order to make the improvement for the second cycle. Cycle 1 was failed, it must review in cycle 2.

Cycle 2

Cycle 1 is fail, it must be review in cycle 2. If in the cycle 1 is succesful, cycle 2 is continuation from cycle 1. The result in cycle 1 is for evaluation material and for reflection to the second research. The minimum cycle in Classroom Action Research (CAR) is two cycle.

1) Planning

- (a) The researcher identified the problem and find the problem from the reflection result in cycle I.
- (b) The researcher discussed with the teacher about obstacles in students' learning activity.
- (c) The researcher revised lesson plan with consideration from the teacher.
- (d) The researcher prepared and modified the material with humor video

2) Action

- a. The researcher thought the student about the material according to new lesson plan.
- b. The researcher modified humor video asa teaching tool by giving the meaning of keyword and getting students to bring dictionary.

3) Observing

In this step, the researcher observed the students' learning activity in the classroom such as; class situation, learning process, activeness. The teacher gave the test after class action research in cycle 2, then the teacher calculated the increasing score test after cycle I and score test after cycle 2.

4) Reflecting

In the reflection, the researcher analyzed the result of the action. By reflecting, the researcher knew the strength and weakness of action the researcher compared the score distribution of pretest and post-test. If

from the cycle 2 all of the students were succesfull, the cycle able to be stopped until cycle 2 only.

E. Data Collection Method

In collecting the data, the writer uses test, observation, and documantation.

The collecting data as follows :

1. Test

In this research, the writer gives the students two tests that are pre-test and post-test to know the improvement of their students'speaking performance, especially using humor. The test is given to know the students achievement before and after learning process.

a) Pre- test

The pre-test will be given before applying treatment through humor in order to know ability of the students'speaking performance.

b) Post-test

The post-test is given in the last meeting after doing treatment to find out whether the treatment gave any contribution to the students achievementin the class or not. The improvement can be seen if the average scores of the post-test higher than pre-test.

2. Observation

In this research, the writer observes the students behaviors and the students activities in the learning process to know how the process of

learning is held. In doing the observation, the writer makes the observation sheet that contains of list of the students activities.

3. Documentation

Documantation is a way that use a written source such as private documents (like journals, diaries, e-books, and e-mails) and public documents (like newspaper, megazine, and official report). Document is very important to collect data which is required by the writer. In this research, the writer takes the data from the school such as history of the school, total of teacher, total of the students, and condition of the school.

4. Audio Recording

The audio recording is use to record the result of pre-test and post-test. By recording the tests, the students' speaking performance progress could be identified and measured.

F. Data Analysis Method

Data analysis method conduct by taking the average of the pre test, and post test. To know students achievements after the actions conduct and give test at the early and the last cycles.

According to Evelyn Hatch the formula is:

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

X : Mean Score

$\sum x$: The Sum of all scores

n : The total number of subject³⁰

Furthermore, to know the result the writer will compare between pre-test and post-test. Then, the result is matched by indicator of success at the school at least 65. If from the cycle I, there are some students are not successful so we conduct cycle II. The minimum of classroom action research is two cycles. So, if in cycle II all of the students are successful, it is not continue to other cycle.

G. Indicator of success

The indicator of success of this research is 70% of the students get at least 65, it means that by humor video in English learning process is success to increase the students' speaking performance.

³⁰Evelyn Hatch and Hossein Farhady, *Research Design and Statistics for Applied Linguistics*, (New York: Newbury House, 1982), p. 162.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. Description of the Research Location

a. The Brief History of SMP Muhammadiyah Sekampung

Junior High School Muhammadiyah Sekampung is located on Jl. Raya Sekampung No.57, Giri Klopomulyo village that has wide about 5790 m². It is having a distance about 1 km from district office of Sekampung. Junior High School Muhammadiyah Sekampung was founded in 1973. However, it began operating in 1974.

Since it was established the leader headmaster of the school had been changed as follow :

- 1) Drs. Jaidun Danu Wikarso (1973-1980)
- 2) A. Misbah Abu Hanafi (1980-1985)
- 3) M. Ali A.S. (1985-2002)
- 4) Drs. Sukri (2004-2007)
- 5) Tugino, S.Pd (2007-20011)
- 6) Eko Hariyanto, S.Pd (2011 until now)

b. Building Condition and School Facilities

SMP Muhammadiyah Sekampung has a satisfy facilities to support both the learning process and extracurricular program. It provides some extracurriculars such as :

- 1) Sport programs like futsal, football, and volleyball
- 2) OSIS, UKS, and Scouting Movement

Specifically, the facilities in SMP Muhammadiyah Sekampung are as follows :

- 1) The headmasters' room
- 2) The administration room
- 3) The teachers' room

c. Quantity Teachers and Students of SMP Muhammadiyah Sekampung

Junior High School Muhammadiyah Sekampung has 16 teachers, staff teachers, and 105 students. The total of the students divided some classes that can be identified as follow :

Table 3
Quantity Student of SMP Muhammadiyah Sekampung

No	Class	Sex		Total
		Male	Female	
1.	VII (Seven)	16	24	40
2.	VIII (Eight)	20	24	44
3.	IX (Nine)	8	13	21
Total				105

Source : *Documentation of Junior High School Muhammadiyah Sekampung*

d. The Vision and Mission SMP Muhammadiyah Sekampung

- 1) The vision of SMP Muhammadiyah Sekampung

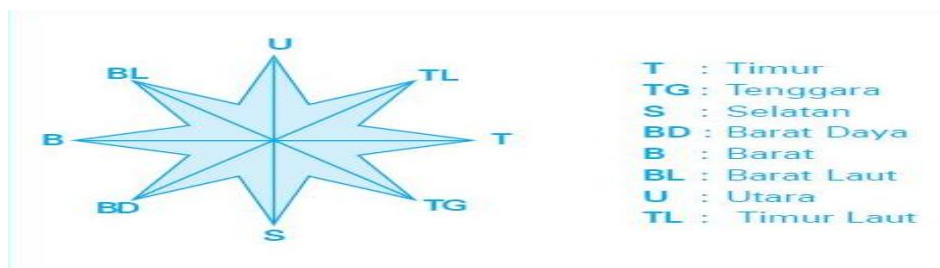
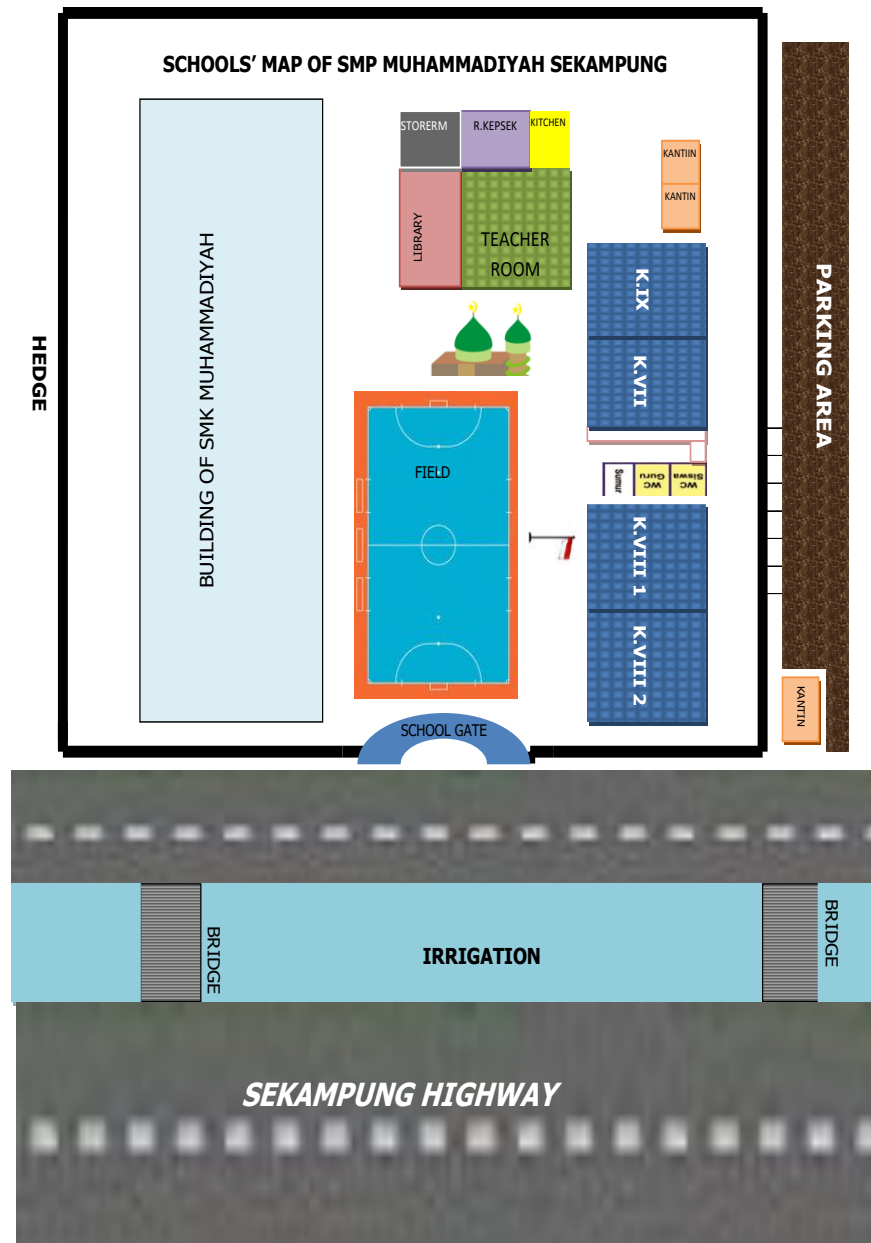
“The formation of students who excel, have a noble character, smart, achievement, and responsible.”

2) The mission of SMP Muhammadiyah Sekampung

- a) Increasing the appreciation and practice of Islamic teaching
“Amar Ma’ruf Nahi Munkar”.
- b) Implementing effective and efficient learning and guidance.
- c) Improving the academic and non academic skills.
- d) Improving the discipline and high work ethic and excellent service.
- e) Establishing harmonious cooperation between the school community and the related environment.

e. The Condition of SMP Muhammadiyah Sekampung

- 1) Schools’ name : SMP Muhammadiyah Sekampung
- 2) Schools’ address :Jl. Raya Sekampung No.57, Giri
 Klopomulyo
- 3) The status : Accredited B
- 4) Schools’ map :



2. Description of the Research Data

This research used classroom action research. The purpose of this research was to increase the students' speaking performance and the students result among the eighth graders of SMP Muhammadiyah Sekampung. The research was conducted in two cycles where the researcher did pre test before the treatment. The researcher used humor to improve the students' speaking performance. The research result was gotten through test that conducted in the end of each cycles while the data of students' activity was gotten from the observation during the learning process.

a. Action and Learning at Pre-Test

1) Pre-Test Activity

The learning was conducted on Wednesday, October 25, 2017 at 09.15 until 10.35. All the students had already prepared when start the teaching time. The researcher greeted the students and the students answered the greeting together. The researcher told the students that the researcher would conduct the research in their class in order to know their speaking performance before doing the action of classroom action research.

The pre-test was administered to the students to be finished individually. The kind of the test was express orally the short message in front of the class, in around 15 minutes the researcher

gave a little explanation about the material and that would be discussed in the next meeting.

2) The students pre-test result

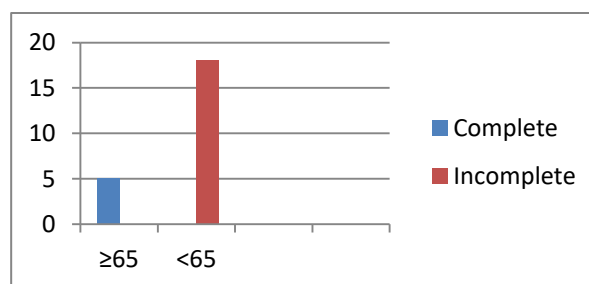
Table 4
The Students Score at Pre-Test

No	Name	Aspect*					Total Score	Score
		F	P	V	G	IS		
1.	ANH	1	2	1	1	2	7	35
2.	ADY	1	2	1	1	2	7	35
3.	AAP	2	2	3	3	2	12	60
4.	AYS	2	2	3	2	3	12	60
5.	DAF	2	3	2	2	2	11	55
6.	EA	2	3	3	2	2	12	60
7.	FR	2	3	3	3	2	13	65
8.	FK	2	2	3	3	2	12	60
9.	FAL	2	2	2	1	2	9	45
10.	GC	2	2	2	2	2	10	50
11.	HS	3	3	3	2	2	13	65
12.	JA	2	2	2	2	2	9	50
13.	MZAG	2	3	3	3	2	13	65
14.	NR	1	2	2	2	1	8	40
15.	PY	2	3	2	2	2	11	55
16.	RNL	3	2	3	3	2	13	65
17.	RM	3	3	2	2	2	12	60
18.	RLAS	2	2	2	2	2	10	50
19.	RDAY	2	2	2	2	2	10	50
20.	RP	1	2	2	2	2	9	45
21.	SMA	2	2	2	2	2	10	50
22.	SM	2	3	3	3	2	13	65

23.	SAC	2	2	2	2	2	10	50
Total								1235
Average								53,70

Table 5
The Frequency of the Students' Score in Pre-Test

No	Students' Score	Frequency	Percentages	Category
1.	≥ 65	5	78,3%	Completed
2.	< 65	18	21,7%	Incompleted
Total		23	100%	



Based on the result above, it can be inferred that 18 students were not successful and 5 other students were successful. The successful students were those who got the minimum standard at Junior High School Muhammadiyah Sekampung at least 65. The successful students were fewer than those unsuccessful students. From the pre-test result the researcher got the average of 53,70. So, the result was unsatisfactory. Therefore, the researcher used humor video to increase the students' speaking performance.

b. Cycle 1

1) Planning

The researcher and the collaborator prepared some plans to conduct the classroom, as follow:

- a) The researcher prepared the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase. The material include by asking, giving and rejection word in simple sentence in daily activity. In this time, the researcher use English in Focus book by Artono Wardiman as the the source.
- b) The researcher prepared learning resource for students.
- c) The researcher used humor video to be applied in acting phase to improve students' speaking performance.
- d) The researcher prepared observation format and also evaluation format to evaluate the student's activity after teaching and learning process.
- e) The researcher designed the criteria of success.

2) Acting

The action in the cycle 1 consist of two meetings, one meeting for the treatment and one meeting for the post test, there are:

a) The First Meeting

In the first meeting was conducted on Thursday, October 26th 2017 for 2x40 minutes. In this meeting, the researcher was being the teacher, the action as follow:

1. Using humorous gestures and noises in the interactions with students.
2. The teacher gave the video which induce laughter in the classrrom, and the video about alliteration sentence.
3. The teacher repeated some sentences in the video to make them understand how to pronounce the sentence easily.
4. Asking the students to repeat what the teacher said.
5. The teacher gave the challenge for the students.

“well class, now it’s time to you to have a challenge, and the challenge is which one of you that brave to pronounce the alliterative sentence in front of the class without seeing the text, i will give you a chocolate”

6. The teacher giveda reward to the students who has come in front of the class and observes their problems. So, it can be references to increase the action in next meeting.
7. The teacher asked the students to learn more at home.

b) The Second Meeting

The third meeting was conducted on Monday, October 30th 2017, this meeting used as the post-test 1 for 2x40 minutes, after the students were given the action. The meeting started by praying, greeting, checking attendance list, and asking the students' condition.

The post-test 1 was administered to the students to be finished individually. The kind of the test was express orally by your own word about the brochure that the teacher gave in front of the class. The result of the students' score in post-test 1 will be showed in the following table:

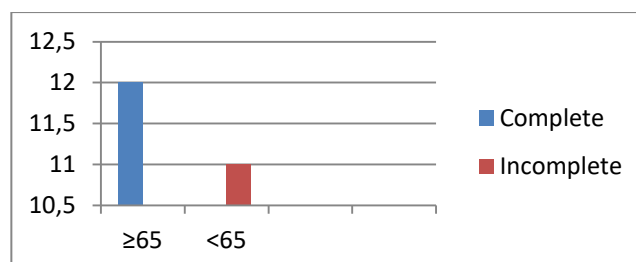
Table 6
The Table of Students' Speaking Score (Post Test 1)

No	Name	Aspect*					Total	Score
		F	P	V	G	I S		
1	ANH	1	2	2	2	2	9	45
2	ADY	1	1	2	2	2	8	40
3	AAP	3	3	3	2	2	12	65
4	AYS	2	2	3	2	2	11	55
5	DAF	2	2	3	3	3	12	65
6	EA	3	3	3	2	2	13	65
7	FR	3	2	3	2	3	13	65
8	FK	2	3	3	2	3	13	65
9	FAL	2	2	2	2	2	10	50
10	GC	2	2	3	2	2	11	55
11	HS	3	3	3	2	2	13	65
12	JA	2	1	2	2	2	9	45

13	MZAG	3	3	3	2	2	13	65
14	NR	2	2	3	2	2	11	55
15	PY	3	3	3	2	2	13	65
16	RNL	3	3	3	2	2	13	65
17	RM	3	3	3	2	2	13	65
18	RLAS	2	2	3	2	3	12	60
19	RDAY	3	2	3	2	2	12	60
20	RP	2	2	2	2	2	10	50
21	SMA	3	2	3	2	2	12	60
22	SM	3	3	3	2	2	13	65
23	SAP	2	3	3	2	3	13	65
Total								1355
Average								58,91

Table 7
The Frequency of the Students' Score in Post-Test 1

No	Students' Score	Frequency	Percentages	Category
1.	≥ 65	12	52,2%	Completed
2.	< 65	11	47,8%	Incompleted
Total		23	100%	



Based on the result of Post Test 1, there were 12 students (52,2%) successful to complete the minimum mastery criteria (70) and 11 students (47,8%) unsuccessful to complete it. The

numbers of students who passed still far from the indicator of success where 70% of students should get score more than 65.

3) Observing

The observing was done by researcher during learning process; there was observation that had been done such as, observation on the student's activities. There were five indicators used and mentioned to know students activities.

Every students who active in learning process give a tick in observation sheet. For students were not active in learning, let the observation sheet empty. It can be seen on the appendix. The indicators of the students' activity are:

1. Attention to teacher explanation
2. Giving respond
3. Participating in learning process
4. Following teacher instruction
5. Making notes

The data of students activity can be seen in the table below:

Table7
The Result of the Students Activity in the Teaching and Learning Process in Cycle I

No	Students' activity	Cycle 1			Average	Increasing	
		1st meeting	2nd meeting	3rd meeting		1st-2nd meeting	2nd-3rd meeting
1	Attention to teacher explanation	14	16	17	68%	9%	4%
		61%	70%	74%			
2	Giving	12	15	16	62%	13%	5%

	respond	52%	65%	70%			
3	Participating in learning process	23	23	23	100%	0%	0%
		100%	100%	100%			
4	Following Teacher Instruction	16	18	20	78%	11%	11%
		67%	78%	89%			
5	Making Notes	5	6	7	26%	4%	4%
		22%	26%	30%			
Average		60%	68%	73%	67%	7%	5%

Based on the table above, it revealed that 68% of the students paid attention, 62% of the students were given respond, 100% of students participated in learning process, 78% of students follow teacher instruction and 26% of students made notes. The average of the students' activity was 67%, it can be conclude that the students' activity were always increase by using humor.

4) Reflecting

From the result observation in learning process in cycle 1, it can be concluded that the learning process by humor has not achieved criteria of success of this research yet. This failure can be seen from the meetings in cycle 1. In giving subject material the researcher was not maximum in giving explain the material. Only 67% of the students are active in the class.

Cycle 1 was done but the result is not success. It caused of the researcher giving subject material did not run well. The researcher could not make the class in good condition and the researcher did not use humor correctly. Some students were not satisfied because they did

not has more confidence and some students got failure in test of cycle 1.

So, the researcher has to continue cycle 2.

c. Cycle 2

1) Planning

Based on the reflecting in the Cycle I, the made the planning as follow:

- a) The researcher prepared the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase. The material include by asking, giving and rejection word in simple sentence in daily activity. In this time, the researcher use English in Focus book by Artono Wardiman as the the source.
- b) The researcher prepared learning resource for students.
- c) The researcher used humor video to be applied in acting phase to improve students' speaking performance.
- d) The researcher prepared observation format and also evaluation format to evaluate the student's activity after teaching and learning process.
- e) The researcher designed the criteria of success.

2) Acting

- a) The first meeting

The first meeting was conducted on Wednesday, November 1st 2017. The time allocation was 2x40 minutes.

The teaching and learning process was for treatment as follow:

1. The teacher greeted the students, prayed together and checked attendance list.
2. Using humorous gestures and noises in the interactions with students.
3. The teacher gave the video which induce laughter in the classroom, and the video about alliteration sentence.
4. The teacher repeated some sentences in the video to make them understand how to pronounce the sentence easily.
5. Asking the students to repeat what the teacher said.
6. The teacher gave the challenge for the students.
“well class, now it’s time to you to have a challenge, and the challenge is which one of you that brave to pronounce the alliterative sentence in front of the class without seeing the text, i will give you a chocolate”
7. The teacher gave a reward to the students who has come in front of the class and observes their problems.
 So, it can be references to increase the action in next meeting.
8. The teacher asked the students to learn more at home.

b) The second meeting

The second meeting was conducted on Thursday, November 2nd 2017. The time allocation was 2x40 minutes. The teaching and learning process was for Post Test 2. The meeting started by praying, greeting, checking attendance list, and asking the students' condition.

The post-test 2 was administered to the students to be finished individually. The kind of the test was express orally by your own word about the brochure that the teacher gave in front of the class. The result of the students' speaking score could be seen in the following table:

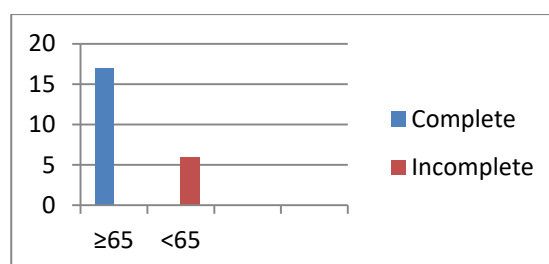
Table 8
The result of the students' speaking score (post test 2)

No	Name	Aspect*					Total	Score
		F	P	V	G	IS		
1.	ANH	2	2	3	2	2	11	55
2.	ADY	1	2	2	2	2	9	50
3.	AAP	3	3	3	3	2	14	70
4.	AYS	2	3	2	2	3	13	65
5.	DAF	2	2	3	3	3	14	70
6.	EA	3	2	3	2	3	14	70
7.	FR	3	2	3	2	3	14	70
8.	FK	3	3	2	2	3	14	70
9.	FAL	2	2	3	3	2	13	65
10.	GC	3	2	3	2	2	13	65
11.	HS	3	3	2	2	3	14	70
12.	JA	2	2	2	2	3	11	60

13.	MZAG	3	2	3	3	2	13	70
14.	NR	2	3	3	2	2	12	60
15.	PY	2	2	3	3	2	12	65
16.	RNL	2	3	3	2	2	13	70
17.	RM	3	2	3	3	3	14	70
18.	RLAS	3	3	2	2	2	12	65
19.	RDAY	2	2	3	2	3	12	60
20.	RP	3	2	3	2	2	12	60
21.	SMA	3	2	2	3	2	12	65
22.	SM	2	2	3	3	3	14	70
23.	SAP	3	2	3	2	3	14	70
Total								1500
Average								65,22

Table 9
The Frequency of the Students' Score in Post-Test 2

No	Students' Score	Frequency	Percentages	Category
1.	≥ 65	17	73,9%	Completed
2.	< 65	6	26,1%	Incompleted
Total		23	100%	



Based on the result of Post Test 2, there were 17 students (73,9%) success to complete the minimum mastery criteria (65) and 6 students (26,1%) could not complete it. The

numbers of students who passed was 17 or 73,9%. It reached the indicator of success where 70% the students could get the score ≥ 65 . It meant that the use of humor was success to increase the students' speaking performance.

c) Observation

Based on the observation sheet, the students more enthusiasm to pay attention learning process. Then, most of them were give more respond and participation. Now, most of students followed teacher instruction and made notes. The data of the students' activity can be seen in the following table:

Table10
The Result of the Students Activity in the Teaching and Learning Process in Cycle 2

No	Students' activity	Cycle 2		Average	Increasing
		1st meeting	2nd meeting		
1	Attention to teacher explanation	18	21	85%	13%
		78%	91%		
2	Giving respond	18	20	83%	9%
		78%	87%		
3	Participating in learning process	23	23	100%	0%
		100%	100%		
4	Following Teacher Instruction	20	21	89%	4%
		87%	91%		
5	Making Notes	12	14	57%	9%
		52%	61%		
Average		79%	86%	83%	7%

Based on the table above, it revealed that 83% of the students are active in the teaching and learning process. From the table, it can be conclude that the students' activity were always increase from the first meeting until the second meeting in the Cycle II by using humor.

d) Reflecting

From the result of observation learning process cycle 2, it was concluded that most of the students pay attention to the teacher and they could accept the material more clearly. Based on the test result, it can be seen that the teaching learning process was successful, because the students who got score under the Standard Minimum Requirement (SMR) was decrease. So that the cycle can be stopped in cycle 2. It means that the teaching learning process by using humor had positive effect and humor can improve the students confident to perform their speaking.

B. Interpretation

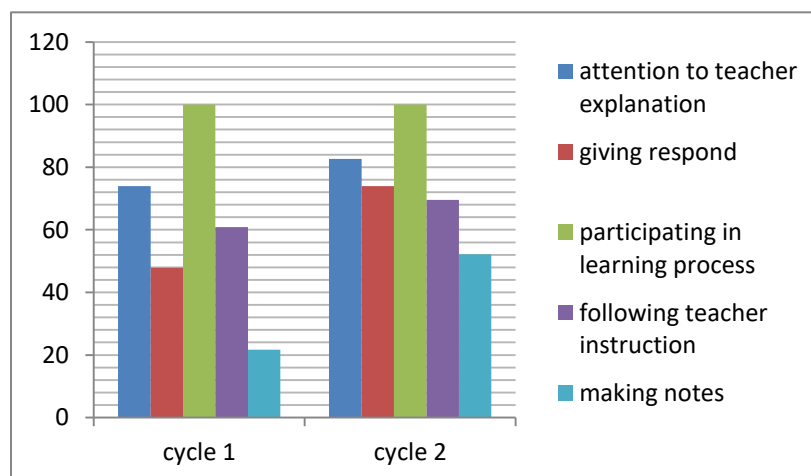
1. The Result of Students Observation Sheet

The researcher compared the students activities in the learning process by using observation sheet. The comparison of two activities can be seen in the table below:

Table 11
The Comparison of the Students Activity in Cycle I and Cycle II

No	Students' activity	Cycle 1 (%)	Cycle 2 (%)	Increase Percentage	Note
1.	Attention to teacher explanation	68%	85%	17%	Increase
2.	Giving respond	62%	83%	21%	Increase
3.	Participating in learning process	100%	100%	0%	Constant
4.	Following teacher instruction	78%	89%	11%	Increase
5.	Making Notes	26%	57%	31%	Increase
Average		67%	83%	16%	Increase

Chart1
Chart of the Students Activities Result in Cycle 1 and Cycle 2



Based on the data had gotten, it can be explained as follows:

1. Attention to teacher explanation

The students who paid attention to the teacher explanation from meeting to next meeting were increase. In cycle 1 was only 68 % and in cycle 2 was 85%. It improve 17%.

2. Giving respond

The students who paid could respond to the teacher's explanation from meeting to next meeting were improve. In

cycle 1 was only 62% and in cycle 2 was 83%, it improved 21%. It showed that the student could understand what the teacher said and they could respond correctly.

3. Participating in learning process

The students who participate in learning process from meeting to next meeting were constant. It showed that all students never absent from the class. All students always attended and participate actively in learning process.

4. Following Teacher Instruction

The students who paid followed the teacher instruction from meeting to next meeting were improved. In cycle 1 was only 78% and in cycle 2 was 89%, it improved 11%. It showed that the students could understand to the teacher instruction.

5. Making Notes

The students who made note can be seen in cycle 1 26% and cycle 2 was 57%, it improved 31%.

Based on the data above, it can be concluded that the students felt comfortable and active with the learning process because most students shown good improving in learning activities when humor applied in learning process from cycle 1 to cycle 2.

2. The Result of Students Learning

a. The Result of Students Learning in Cycle 1

Tabel 12
The Comparison between the result of pre-test and post-test cycle 1

No	Name	Pre-test Score	Post-test 1 Score	Improving Score	Note
1	ANH	35	45	10	Increase
2	ADY	35	40	5	Increase
3	AAP	60	65	5	Increase
4	AYS	60	55	-5	Decrease
5	DAF	55	65	10	Increase
6	EA	60	65	5	Increase
7	FR	65	65	0	Constant
8	FK	60	65	5	Increase
9	FAL	45	50	5	Increase
10	GC	50	55	5	Increase
11	HS	65	65	0	Constant
12	JA	50	45	-5	Decrease
13	MZAG	65	65	0	Constant
14	NR	40	55	15	Increase
15	PY	55	65	10	Increase
16	RNL	65	65	0	Constant
17	RM	60	65	5	Increase
18	RLAS	50	60	10	Increase
19	RDAY	50	60	10	Increase
20	RP	45	50	5	Increase
21	SMA	50	60	10	Increase
22	SM	65	65	0	Constant
23	SAP	50	65	15	Increase
Total		1235	1355		

Average	53,70	58,91		
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In this research, pre-test and post test had done in humor. It is aimed to know the performance of students before and after treatment from the showed their individual performance. Result of pre-test and post-test, we know that there was an increasing from the result score, and there was some students get decreasing or constant score, but commonly their performance increased. It can be seen from average score in pre-test 53,70 became 58,91 in post-test 1.

In the cycle 1, the teacher found some difficulties that happened in the class such as students did not confidence to speak in front of the class and did not have imagination about it, so they cannot express and develop their idea. Another case is some students confused how to pronounce the words, because some of word that they want to says is never they listened before.

b. The Result of Students Learning in Cycle 2

The result and data from the cycle 1 make the researcher continued the learning process to the cycle 2 and fixed the problem at the cycle I. Finally, the learning process could be better. It can be seen that the students score was increased. The table below showed the increasing of students' speaking performance based on the result of post-test 1 and post-test 2.

Tabel 13
The Comparison between the result of post-test 1 and post-test 2

No	Name	Post-Test 1 Score 1	Post-Test 2 Score	Improving	Note
1.	ANH	45	55	10	Increase
2.	ADY	40	50	10	Increase
3.	AAP	65	70	5	Increase
4.	AYS	55	65	10	Increase
5.	DAF	65	70	5	Increase
6.	EA	65	70	5	Increase
7.	FR	65	70	5	Increase
8.	FK	65	70	5	Increase
9.	FAL	50	65	15	Increase
10.	GC	55	65	10	Increase
11.	HS	65	70	5	Increase
12.	JA	45	60	15	Increase
13.	MZAG	65	70	5	Constant
14.	NR	55	60	5	Increase
15.	PY	65	65	0	Constant
16.	RNL	65	70	5	Constant
17.	RM	65	70	5	Increase
18.	RLAS	60	65	5	Increase
19.	RDAY	60	60	0	Increase
20.	RP	50	60	10	Increase
21.	SMA	60	60	0	Constant
22.	SM	65	70	5	Constant
23.	SAP	65	70	5	Increase
Total		1355	1500		
Average		58,91	65,22		

Actually, the result of post-test 1 is good enough. But, the students score could not achieve the target (KKM), after the second treatment and the same test done, most of them increased. It means that the using humor can increase the students' speaking performance.

At the second treatment, the students can decrease emotional, shy become confidence. It can be seen from their score at post-test 2. Most of the students achieved the KKM.

The improving of students speaking score from pre-test, post-test 1 and post-test 2 can be seen in the table and chart below :

Table 14
The Comparison of Score Average at Pre-Test, Post-Test 1 and Post-Test 2

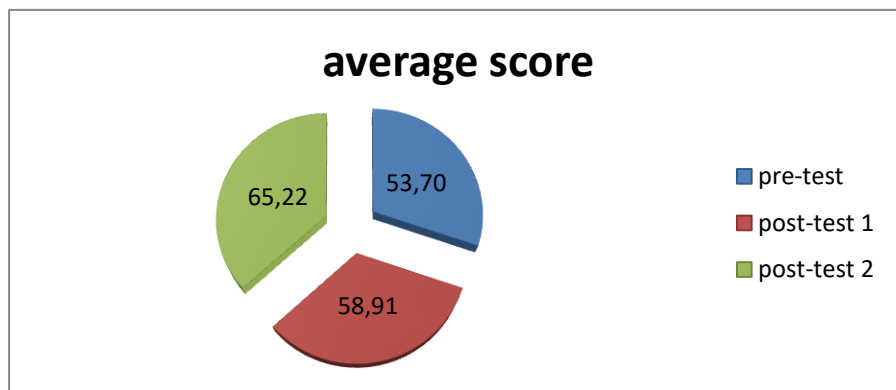
No	Name	Pre-test Score	Post-test 1 Score	Improving Score	Note	Post-Test 1 Score 1	Post-Test 2 Score	Improving	Note
1	ANH	35	45	10	Increase	45	55	10	Increase
2	ADY	35	40	5	Increase	40	50	10	Increase
3	AAP	60	65	5	Increase	65	70	5	Increase
4	AYS	60	55	-5	Decrease	55	65	10	Increase
5	DAF	55	65	10	Increase	65	70	5	Increase
6	EA	60	65	5	Increase	65	70	5	Increase
7	FR	65	65	0	Constant	65	70	5	Increase
8	FK	60	65	5	Increase	65	70	5	Increase
9	FAL	45	50	5	Increase	50	65	15	Increase
10	GC	50	55	5	Increase	55	65	10	Increase
11	HS	65	65	0	Constant	65	70	5	Increase
12	JA	50	45	-5	Decrease	45	60	15	Increase
13	MZAG	65	65	0	Constant	65	70	5	Constant
14	NR	40	55	15	Increase	55	60	5	Increase
15	PY	55	65	10	Increase	65	65	0	Constant

16	RNL	65	65	0	Constant	65	70	5	Constant
17	RM	60	65	5	Increase	65	70	5	Increase
18	RLAS	50	60	10	Increase	60	65	5	Increase
19	RDAY	50	60	10	Increase	60	60	0	Increase
20	RP	45	50	5	Increase	50	60	10	Increase
21	SMA	50	60	10	Increase	60	60	0	Constant
22	SM	65	65	0	Constant	65	70	5	Constant
23	SAP	50	65	15	Increase	65	70	5	Increase
Total		1235	1355			1355	1500		
Average		53,70	58,91			58,91	65,22		

The data above is presented the increasing score of students in speaking performance. The increasing can be examined from the results of the students' score in pre-test. The mean score was only 53,70 which far from satisfying. But, after using humor the score was improving.

Apparently, the proof that the students' speaking performance had an increasing can also be examined from the result of the post-test 1 and post-test 2 where the mean of the students' score in post-test 1 was 58,91 and the mean in post-test 2 was 65,22. So, it can be concluded that using humor can increase the students' speaking performance.

Chart 2
The Comparison of score average at pre-test, post-test 1 and post-test 2



Based on the table 18 and chart 2 above, it can be inferred that using humor video can increase the students' speaking performance. There was increasing of students score in pre-test, post-test 1 and post-test 2. From pre-test to post-test I 53,70 became 58,91 or increase 5,21 point and from post-test I to post-test II 58,91 became 65,22 or increase 6,31 point.

Based on the result of pre-test, post-test 1 and post-test 2, it can be seen that there is any significant increasing in students speaking performance. Based on the result of post test 2 the students who get score ≥ 65 is 17 or 74% students of 23 students. Referring to the indicator of success that the students who get score 65 as much as 70%, that means the research is success. So it can be conclude that this research has been success and no need to be continued to the next cycle.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research conducted at the eighth grade of SMP Muhammadiyah Sekampung, the reseacher concluded that there was significant improvement in students' speaking performance by using humor video. It was supported by the improvement of the students speaking result from 5 students (21,7%) at pre test, 12 students (52,2%) at cycle I, and 17 students (73,9%) at cycle II who got score 65 or more. It means that the result of the cycle II has already reached the indicator that is 70% of the students get score 65 or more.

Furthermore, humor video increased students' activities in speaking class. It was proved by the result of observation sheet on students' activities. In cycle I, there was 67% of students were active in speaking class. In cycle II, there were 83% of the students were active. it showed that the use of humor video also increase the students' activities in speaking class.

Therefore, the use of humor video could be used as the alternative tool in teaching speaking. The use of humor video made the students be more ready to learn English with ease atmosphere in the class, so the student will be more confident to speak. Then, it gave opportunities to students to practice speaking in classroom. Next, the students were interest in studying English, especially in speaking.

B. Suggestion

Referring to the result of the research and the conclusion stated previously, the researcher proposed some suggestion as follow:

a. For the Students

This research can be used as an inspiration to motivate the students in order to increase their English speaking performance and as a tool to make the students comfort in learning activities.

b. For the English Teacher

This research can be used as contributive tool to facilitate the learning process especially in speaking subjectand as an alternative tool in teaching speaking to make the students comfort and enjoy the learning process.

c. For the Headmaster

As intake and feedback how to use humor in English subject to increase speaking performance, so it can increase to being active, creative and fun learning to the students.

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APPENDICES

SILABUS PEMBELAJARAN

Sekolah : SMP MUHAMMADIYAH SEKAMPUNG

Kelas : VIII (Delapan)

Mata Pelajaran : BAHASA INGGRIS

Semester : 1 (Satu)

Standar Kompetensi : Berbicara

1. Mengungkap kan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar	<p>1. Teks fungsional pendek berupa :</p> <ul style="list-style-type: none"> • Undangan Contoh: <i>Dear Rio,</i> <i>I want you to come to my house for lunch on Sunday at 12 a.m.</i> <i>Thanks.</i> <i>Mona</i> • Pesan Singkat, Contoh : Intan, Meet me 	<p>1. Mendengarkan teks fungsional pendek: undangan</p> <p>2. Tanya jawab tentang isi teks “undangan”</p> <p>3. Tanya jawab tentang struktur teks</p> <p>4. Membuat kalimat sederhana terkait jenis teks bentuk undangan - <i>I want to come to....</i> - <i>Please come to</i></p>	<p>1. Mengungkapkan secara lisan teks fungsional pendek berbentuk undangan</p> <p>2. Bertanya dan menjawab secara lisan berbagai informasi tentang teks fungsional pendek berbentuk undangan</p>	<p>Unjuk kerja</p> <p>Tes lisan</p>	<p><i>Uji petik berbicara</i></p> <p>Pertanyaan lisan</p>	<p>1. <i>Invite your friend to come to your bithday party orally!</i></p> <p>2. <i>Ask and answer orally based on the invitation card given.</i></p>	2 x 40 menit	<p>Buku teks yang relevan</p> <p>1. Gambar terkait tema/topik</p> <p>2. Benda-benda sekitar</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	after school. Aya. 2. Tata Bahasa - I want you to - Don't Forget to 3. Kosa kata - Kata terkait tema dan jenis teks 4. Ungkapan Baku - Ungkapan pembuka - Dear..... - Hi,..... - Ungkapan penutup - Yours - Love	5. Berlatih mengundang seseorang secara lisan menggunakan gambit-gambit tertentu Contoh: A: Hi Guys, I want you all to come to my birthday party. B: We'd love to! When? A: Tomorrow, at 4.00 6. Secara berpasangan atau dalam kelompok mengungkapkan undangan berdasarkan konteks/situasi yang diberikan 7. Secara mandiri mengungkapkan undangan lisan						

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	- but - or etc							
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

Collaborator (English teacher),

Sekampung, Oktober 2017
Reasearcher,

NISAUL KHOIRIYAH, S.Pd
NBM.

Mengetahui,
Kepala SMP
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NPM. 13106987

EKO HARIYANTO, S.Pd
NBM.1040631

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Muhammadiyah Sekampung
 Kelas/Semester : VIII1/1(Satu)
 Mata Pelajaran : Bahasa Inggris
 Topic : Daily Life
 Pertemuan ke : I
 Alokasi Waktu : 2 x 40 Menit
 Kompetensi Dasar :

1.1 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

Indikator :

- ✓ Mengungkapkan secara lisan teks fungsional pendek berbentuk undangan.
- ✓ Bertanya dan menjawab secara lisan berbagai informasi tentang teks fungsional pendek berbentuk undangan.

A. TUJUAN PEMBELAJARAN

- ✓ Siswa dapat membuat kalimat sederhana terkait jenis teks bentuk undangan.
- ✓ Siswa dapat menyampaikan undangan secara lisan undangan dengan gambit-gambit tertentu.

- ❖ Karakter siswa yang di harapkan : -Dapat dipercaya (Trustworthines)
 -Rasa hormat dan perhatian (Respect)
 -Tekun (Diligence)
 -Tanggung jawab (Responsibility)

B. MATERI PEMBELAJARAN

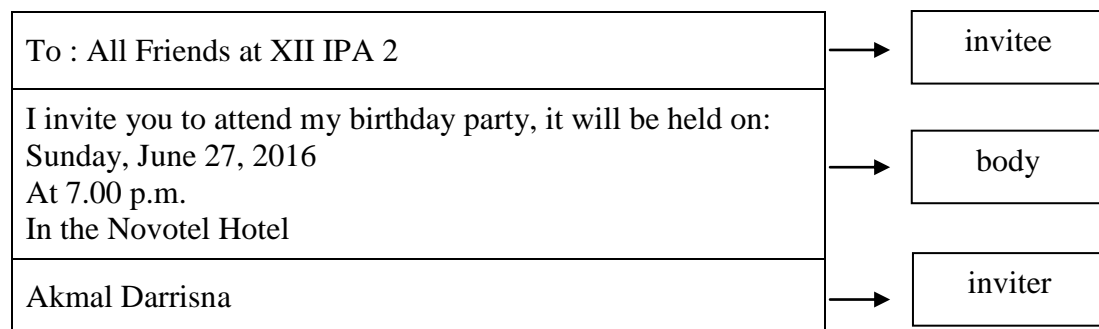
Definition of invitation

an or written request to somebody to do something or to go somewhere

Purpose of invitation

tation to invite or persuade someone to be attend at certain events.

Generic Structure of invitation



C. METODE PEMBELAJARAN

1. Pendekatan : Scientific approach
2. Model Pembelajaran : Discuss

D. MEDIA, ALAT DAN SUMBER BELAJAR

1. Media : Presentation
2. Alat : Buku, spidol, dan papan tulis
3. Sumber belajar : Buku Lks SMP/MTs kelas VIII/1 Intan Pariwara dan Kamus

E. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

1. Kegiatan Pendahuluan
 - a) Orientasi :
 - ✓ Guru mengucapkan salam kepada peserta didik.
 - ✓ Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi dan buku pelajaran.
 - ✓ Guru bertanya tentang materi sebelumnya dan mereview.

- ✓ Guru memberitahu materi yang selanjutnya.

b) Apersepsi :

- ✓ Guru mengajukan pertanyaan-pertanyaan untuk membangkitkan pengetahuan awal yang dimiliki siswa dengan materi yang akan di pelajari.

c) Motivasi :

- ✓ Guru menjelaskan pentingnya mempelajari materi yang akan dibahas berikut kompetensi yang harus dikuasai siswa.

d) Pemberian Acuan:

- ✓ Guru memberikan pattern dari materi yang akan di ajarkan agar siswa mudah untuk mengamati.
- ✓ Guru menjelaskan tujuan pelajaran atau kompetensi dasar yang akan di capai dan menyampaikan cakupan materi serta penjelasan uraian kegiatan sesuai silabus.
- ✓ Guru mengaitkan materi pembelajaran sekarang dengan pengalaman peserta didik atau materi sebelumnya.
- ✓ Guru melakukan apersepsin secara umum terkait dengan materi yang akan dipelajari.
- ✓ Guru memberikan motivasi kepada peserta didik.

2. Kegiatan Inti

a) Mengamati (Observing)

- ✓ Guru menjelaskan apa saja yang terkait dengan invitation.
- ✓ Guru mengajarkan intonasi,ucapan dan tekanan kata secara baik dan benar dalam bahasa inggris.

b) Menanya (Questioning)

- ✓ Guru menanyakan siswa tentang materi yang sudah di jelaskan.
- ✓ Guru mempersilahkan siswa untuk memberikan tanggapan atas apa yang sudah di jelaskan.

c) Mengumpulkan Informasi

- ✓ Guru melibatkan siswa untuk mengumpulkan informasi yang luas dan dalam tentang materi yang akan di ajarkan sehingga mengetahui bagian materi mana yang belum di pahami oleh siswa.

d) Menalar (Associating)

- ✓ Guru membiasakan siswa untuk mengucapkan kalimat-kalimat yang sering digunakan dalam menyampaikan undangan dalam bahasa inggris.
- ✓ Guru membiasakan siswa untuk menyampaikan undangan secara lisan dalam bahasa inggris.

e) Mencoba (Eksperimenting)

- ✓ Guru mencoba untuk memerintahkan siswa untuk membuat kalimat sederhana terkait undangan.
- ✓ Guru mencoba untuk memerintahkan siswa untuk menyampaikan undangan yang telah dibuat didepan kelas.

f) Mengkomunikasikan (Networking)

- ✓ Guru memberikan umpan balik kepada siswa dengan memberi penguatan dalam bentuk lisan bagi siswa yang telah dapat menyelesaikan tugasnya.
- ✓ Guru memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi yang sudah di ajarkan.

3. Kegiatan Penutup

a. Menyimpulkan:

- ✓ Guru dan peserta didik membuat kesimpulan tentang materi yang telah dipelajari.

b. Refleksi :

- ✓ Guru melakukan penilaian terhadap kegiatan yang telah dilaksanakan secara konsisten dan terprogram dengan menanyakan kesulitan siswa.

c. Umpan Balik :

- ✓ Guru menanyakan kembali tentang kesulitan sudah mengerti atau belum materi yang sudah di ajarkan.

d. Pemberian Tugas :

- ✓ Guru memberikan pekerjaan rumah yang berkaitan tentang materi yang telah dipelajari.
- ✓ Guru menutup pertemuan dan mengucapkan salam.

F. RUBRIK PENILAIAN

Aspect	Category	Indication
Fluency	4 (excellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech
	2 (adequate)	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
	1 (bad)	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation in few inconsistencies of rhythm, intonation and pronunciation but comprehension are not impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2 (fair)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (bad)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with little inappropriacies.
	3 (good)	For the most part, effective use of vocabulary for the task of some examples of inappropriate.
	2 (fair)	Limited use of vocabulary with frequent inappropriacies.
	1 (bad)	Inappropriate and inadequate vocabulary.

Grammatical	4 (excellent)	Very few grammatical errors.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (fair)	Speech is broken and distorted by frequent errors.
	1 (bad)	Unable to construct comprehensible sentences.
Interactional	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experience some difficulties in maintaining interaction consistently.

	2 (fair)	Use of ineffective. Can seldom develop an interaction.
	1 (bad)	Understanding and interaction minimal.

Score = The score gained by student [(1-20) x 5] x 100¹⁰

Maximum Score

Collaborator (English teacher),

NISAUl KHOIRIYAH, S.Pd

NBM.

Sekampung, Oktober 2017

Reasearcher,

ALFIANIS RIZQI DARRISNA

NPM. 13106467

Mengetahui,
Kepala SMP
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EKO HARIYANTO, S.Pd

NBM.1040631

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Muhammadiyah Sekampung
 Kelas/Semester : VIII1/1(Satu)
 Mata Pelajaran : Bahasa Inggris
 Topic : Environment
 Pertemuan ke : II, III, IV & V
 Alokasi Waktu : 2 x 40 Menit
 Kompetensi Dasar :

1.2 Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

Indikator :

- ✓ Mengungkapkan secara lisan teks fungsional pendek berbentuk brosur.
- ✓ Bertanya dan menjawab secara lisan berbagai informasi tentang teks fungsional pendek berbentuk brosur.

A. TUJUAN PEMBELAJARAN

- ✓ Siswa dapat membuat kalimat sederhana terkait jenis teks bentuk brosur.
- ✓ Siswa dapat menyampaikan undangan secara lisan brosur dengan gambit-gambit tertentu.
- ❖ Karakter siswa yang di harapkan :
 - Dapat dipercaya (Trustworthines)
 - Rasa hormat dan perhatian (Respect)
 - Tekun (Diligence)
 - Tanggung jawab (Responsibility)

B. MATERI PEMBELAJARAN

Definition of brochure

Brochure is a small, informative paper document that can be folded into a template, pamphlet or leaflet.

Purpose of brochure

The purpose of a brochure is to introduce a company, organization, products, or services and inform prospective customers or members of the public of the benefits.

The characteristic of brochure

A brochure generally has plenty of pictures to entice consumers to buy a product or use a service. It should also include contact information for the business and plenty of information describing the product or service being offered.

C. METODE PEMBELAJARAN

1. Pendekatan : Scientific approach
2. Model Pembelajaran : Discuss

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- ✓ Guru melakukan apersepsin secara umum terkait dengan materi yang akan dipelajari.
- ✓ Guru memberikan motivasi kepada peserta didik.

2. Kegiatan Inti

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- ✓ Guru menanyakan siswa tentang materi yang sudah di jelaskan.
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a. Menyimpulkan:

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c. Umpan Balik :

- ✓ Guru menanyakan kembali tentang kesulitan sudah mengerti atau belum materi yang sudah di ajarkan.

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- ✓ Guru memberikan pekerjaan rumah yang berkaitan tentang materi yang telah dipelajari.
- ✓ Guru menutup pertemuan dan mengucapkan salam.

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THE RESULT OF PRE-TEST

No	Name	Aspect*					Total Score	Score
		F	P	V	G	IS		
1.	ANH	1	2	1	1	2	7	35
2.	ADY	1	2	1	1	2	7	35
3.	AAP	2	2	3	3	2	12	60
4.	AYS	2	2	3	2	3	12	60
5.	DAF	2	3	2	2	2	11	55
6.	EA	2	3	3	2	2	12	60
7.	FR	2	3	3	3	2	13	65
8.	FK	2	2	3	3	2	12	60
9.	FAL	2	2	2	1	2	9	45
10.	GC	2	2	2	2	2	10	50
11.	HS	3	3	3	2	2	13	65
12.	JA	2	2	2	2	2	9	50
13.	MZAG	2	3	3	3	2	13	65
14.	NR	1	2	2	2	1	8	40
15.	PY	2	3	2	2	2	11	55
16.	RNL	3	2	3	3	2	13	65
17.	RM	3	3	2	2	2	12	60
18.	RLAS	2	2	2	2	2	10	50
19.	RDAY	2	2	2	2	2	10	50
20.	RP	1	2	2	2	2	9	45
21.	SMA	2	2	2	2	2	10	50
22.	SM	2	3	3	3	2	13	65
23.	SAC	2	2	2	2	2	10	50
Total								1235
Average								53,70

THE RESULT OF POST-TEST 2

No	Name	Aspect*					Total	Score
		F	P	V	G	I S		
1.	ANH	2	2	3	2	2	11	55
2.	ADY	1	2	2	2	2	9	50
3.	AAP	3	3	3	3	2	14	70
4.	AYS	2	3	2	2	3	13	65
5.	DAF	2	2	3	3	3	14	70
6.	EA	3	2	3	2	3	14	70
7.	FR	3	2	3	2	3	14	70
8.	FK	3	3	2	2	3	14	70
9.	FAL	2	2	3	3	2	13	65
10.	GC	3	2	3	2	2	13	65
11.	HS	3	3	2	2	3	14	70
12.	JA	2	2	2	2	3	11	60
13.	MZAG	3	2	3	3	2	13	70
14.	NR	2	3	3	2	2	12	60
15.	PY	2	2	3	3	2	12	65
16.	RNL	2	3	3	2	2	13	70
17.	RM	3	2	3	3	3	14	70
18.	RLAS	3	3	2	2	2	12	65
19.	RDAY	2	2	3	2	3	12	60
20.	RP	3	2	3	2	2	12	60
21.	SMA	3	2	2	3	2	12	60
22.	SM	2	2	3	3	3	14	70
23.	SAP	3	2	3	2	3	14	70
Total								1500
Average								65,22

THE RESULT OF PRA SURVEY

No	Name	Aspect*					Total Score	Score
		F	P	V	G	IS		
1.	ANH	1	1	1	1	2	6	30
2.	ADY	1	2	1	1	2	7	35
3.	AAP	2	2	2	3	2	11	55
4.	AYS	2	2	2	2	2	10	50
5.	DAF	2	2	2	2	1	9	45
6.	EA	2	2	2	2	2	10	50
7.	FR	2	3	3	3	2	13	65
8.	FK	2	2	2	2	2	10	50
9.	FAL	2	1	2	1	2	8	40
10.	GC	2	2	2	2	2	10	50
11.	HS	3	2	3	2	2	12	60
12.	JA	2	2	2	2	1	9	45
13.	MZAG	2	3	3	3	2	13	65
14.	NR	1	2	2	2	1	8	40
15.	PY	2	2	2	2	2	10	50
16.	RNL	3	2	2	3	2	12	60
17.	RM	2	3	2	2	2	11	55
18.	RLAS	2	2	2	2	1	9	45
19.	RDAY	2	2	2	2	2	10	50
20.	RP	1	2	2	2	2	9	45
21.	SMA	2	2	2	2	2	10	50
22.	SM	2	2	3	2	2	11	55
23.	SAC	2	2	2	2	2	10	50
Total								1140
Average								49,57

**The Result of the Students Activity
in the Teaching and Learning Process in Cycle I**

No	Name	Pay Attantion			Giving Respond			Participating in Learning			Following Teacher Instruction			Making Note		
		Meeting			Meeting			Meeting			Meeting			Meeting		
		1 st	2 nd	3 rd	1 st	2 nd	3 rd	1 st	2 nd	3 rd	1 st	2 nd	3 rd	1 st	2 nd	3 rd
1	ANH	√	√	√	√	√	√	√	√	√	√	√				
2	ADY		√		√		√	√	√	√	√	√				
3	AAP	√		√	√	√		√	√	√	√	√	√	√	√	√
4	AYS		√	√		√	√	√	√	√		√	√			
5	DAF	√		√	√		√	√	√	√	√	√	√		√	√
6	EA	√	√		√	√		√	√	√		√		√	√	
7	FR	√	√	√		√	√	√	√	√	√	√	√			
8	FK	√	√	√		√		√	√	√		√	√			√
9	FAL	√	√	√	√	√	√	√	√	√	√	√	√			
10	GC				√			√	√	√	√		√			
11	HS		√	√		√	√	√	√	√		√	√			
12	JA	√		√		√	√	√	√	√	√	√				
13	MZA	√	√			√		√	√	√	√		√			
14	NR		√	√	√		√	√	√	√		√	√	√	√	√
15	PY	√		√	√	√	√	√	√	√	√	√	√			
16	RNL		√		√	√	√	√	√	√	√	√	√	√	√	√
17	RM		√	√			√	√	√	√	√	√	√	√	√	√
18	RLAS	√	√	√				√	√	√			√			
19	RDA	√		√		√	√	√	√	√	√	√	√			
20	RP		√		√			√	√	√	√	√	√			
21	SMA			√	√	√		√	√	√	√		√			
22	SM	√	√	√			√	√	√	√		√	√			
23	SAP	√	√	√		√	√	√	√	√	√		√			√
		14	16	17	12	15	16	23	23	23	16	18	20	5	6	7
Average		68%			62%			100%			78%			26%		

**[The Result of the Students Activity
in the Teaching and Learning Process in Cycle II**

No	Name	Pay Attantion		Giving Respond		Participati ng in Learning		Following Teacher Instruction		Making Note	
		Meeting		Meeting		Meeting		Meeting		Meeting	
		1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd
1	ANH					√	√				
2	ADY	√				√	√				
3	AAP	√	√	√	√	√	√	√	√	√	√
4	AYS	√	√	√	√	√	√		√	√	√
5	DAF	√	√	√	√	√	√	√	√	√	√
6	EA	√	√	√	√	√	√	√	√		√
7	FR	√	√	√	√	√	√	√	√		√
8	FK		√	√	√	√	√	√	√	√	
9	FAL		√		√	√	√	√	√	√	√
10	GC	√	√	√	√	√	√	√	√	√	√
11	HS	√	√	√	√	√	√	√	√		√
12	JA		√			√	√	√	√		√
13	MZA	√		√	√	√	√	√	√		
14	NR	√	√	√	√	√	√	√	√	√	√
15	PY		√	√	√	√	√	√	√		√
16	RNL	√	√	√	√	√	√	√	√	√	√
17	RM	√	√	√	√	√	√	√	√	√	
18	RLAS	√	√	√	√	√	√	√	√		
19	RDA	√	√	√	√	√	√	√	√		√
20	RP		√	√	√	√	√	√	√	√	√
21	SMA	√	√		√	√	√	√	√	√	
22	SM	√	√	√	√	√	√	√	√		
23	SAP	√	√	√	√	√	√	√	√	√	
		18	21	18	20	23	23	20	21	12	14
Average		85%		83%		100%		89%		57%	

DOCUMENTATION



“PRE TEST”

The students invited orally their friend in front of the class



TREATMENT 1

The teacher gave the students alliteration sentence by video to induce laughter in classroom



“POST TEST 1”

The students express orally the topic that the teacher give in front of the class



"TREATMENT 2"

The teacher made a humorous gestures while give the example of alliteration sentence that plays in video



"POST TEST 2"

The students express orally the topic that the teacher give in front of the class



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH LAMPUNG TIMUR
SMP MUHAMMADIYAH SEKAMPUNG
STATUS : TERAKREDITASI B**

Alamat : Jl. Raya Sekampung No. 57 Kec Sekampung Lampung Timur 34182

SURAT KETERANGAN PRA SURVEY

Nomor : 437/III.4.A.U/F/2016

Berdasarkan surat dari Ketua jurusan Kementrian Agama Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro Jurusan Tarbiyah Nomor : Sti.06/JST/PP.00.9/2374/2016 tanggal 25 Oktober 2016 , maka Kepala SMP Muhammadiyah Sekampung menerangkan bahwa :

Nama	: ALFIANIS RIZQI DARRISNA
NPM	: 13106467
Program Studi	: TBI
Jurusan	: Tarbiyah (STAIN Jurai Siwo Metro)

telah mengadakan Pra Survey dalam rangka Penyelesaian tugas akhir/ skripsi dengan judul
*"THE INFLUENCE OF USING SENSE OF HUMOR ON THE STUDENT SPEAKING
 PERFORMANCE AT SMP MUHAMMADIYAH SEKAMPUNG"*.

Demikian Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Sekampung

Pada Tanggal : 26 November 2016

Kepala SMP Muhammadiyah Sekampung



EKO HARIYANTO, S.Pd

NPM. 1040631



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.ian@metrouniv.ac.id

SURAT TUGAS

Nomor: B-1822/In.28/D.1/TL.01/10/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : ALFIANIS RIZQI DARRISNA
NPM : 13106467
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di SMP MUHAMMADIYAH SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF HUMOR TO INCREASE STUDENTS SPEAKING PERFORMANCE AT JUNIOR HIGH SCHOOL OF MUHAMMADIYAH SEKAMPUNG IN THE ACADEMIC YEAR OF 2017/2018".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 09 Oktober 2017

Wakil Dekan I,

[Signature]
Dra. Isti Fatonah MA
NIP 19670531 199303 2 003





MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH LAMPUNG TIMUR
SMP MUHAMMADIYAH SEKAMPUNG
STATUS : TERAKREDITASI B

Alamat : Jl. Raya Sekampung, No. 57, Kec. Sekampung 34182

SURAT KETERANGAN PENELITIAN

Nomor : 482/III.4.A.U/F/2017

Berdasarkan surat dari Tugas Nomor : B-1823/In.28/D.1/TL.00/10/2017 tanggal 09 Oktober 2017, maka Kepala SMP Muhammadiyah Sekampung menerangkan bahwa :

Nama : ALFIANIS RIZQI DARRISNA
NPM : 13106467
Jurusan : Pendidikan Bahasa Inggris
Fakultas : IAIN Metro lampung

telah melakukan Penelitian dalam rangka menyelesaikan Tugas Akhir/ Skripsi dengan judul "*THE USE OF HUMOR TO INCREASE STUDENTS SPEAKING PERFORMANCE AT JUNIOR HIGH SCHOOL OF MUHAMMADIYAH SEKAMPUNG IN THE ACADEMIC YEAR OF 2017/2018*".

Demikian Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Sekampung

Pada Tanggal : 25 Oktober 2017





MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH LAMPUNG TIMUR
SMP MUHAMMADIYAH SEKAMPUNG

STATUS : TERAKREDITASI B

Alamat : Jl. Raya Sekampung No. 57 Kec Sekampung Lampung Timur 34182

SURAT KETERANGAN

Nomor : 485/III.4.A.U/F/2017

Yang bertanda tangan di bawah ini, Kepala SMP Muhammadiyah Sekampung Kabupaten Lampung Timur menerangkan bahwa :

Nama	: ALFIANIS RIZQI DARRISNA
NPM	: 13106467
Jurusan	: Pendidikan Bahasa Inggris
Fakultas	: IAIN Metro Lampung

telah melaksanakan Penelitian di SMP Muhammadiyah Sekampung Kabupaten Lampung Timur dari tanggal 25 Oktober s/d 03 November 2017 dengan judul *"THE USE OF HUMOR TO INCREASE STUDENTS SPEAKING PERFORMANCE AT JUNIOR HIGH SCHOOL OF MUHAMMADIYAH SEKAMPUNG IN THE ACADEMIC YEAR OF 2017/2018"*

Demikian keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Sekampung, 04 November 2017

Kepala Sekolah,



ALFIANIS S.Pd

00214



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

Nomor : B-1987/In.28.1/J/TL.00/10/2017
 Lamp : -
 Hal : **Bimbingan Skripsi**

16 Oktober 2017

Kepada Yth:

1. Dra. Umi Yawisah, M.Hum
 2. Trisna Dinillah Harya, M.Pd
- Dosen Pembimbing Skripsi

di-

Tempat

Assalamualaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama : Alfianis Rizqi Darrisna
 NPM : 13106467
 Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian
 - a. Dosen Pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
 - b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
 - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif
 - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (Pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:

a. Pendahuluan	± 1/6 bagian
b. Isi	± 2/3 bagian
c. Penutup	± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terimakasih.

Wassalamualaikum Wr. Wr.

Ketua Jurusan TBI

Ahmad Subhan Roza M.Pd
 NIP. 19750610 200801 1 014




**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan. Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telephone (0725) 41507 Faksimili (0725) 47296 ; website: www.tarbiyah.metroamiv.ac.id ; e-mail : iainmetro@metroamiv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Alfianis Rizqi Darrisna
NPM : 13106467

Fakultas/Jurusan : Tarbiyah/TBI
Semester : IX

No	Hari /Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Selasa / 19 - 12 - 2017	✓		Revisi - Cover - Title - Abstract - Dedication Page - Table of Contents - list of tables - list of Appendices - Problem Formulation - The Procedure of Humor - Description of Research loc. - Description of Research Data - Conclusion - Curriculum Vitae	
	21/12-17	✓		acc for munaqosah	

Mengetahui
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I



Dra Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507; Faksimili (0725) 47296;
 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Alfianis Rizqi Darrisna
 NPM : 13106467

Jurusan : TBI
 Semester : IX

No	Hari/ Tanggal	Pembimbing		Hal yang dibicarakan	Tanda Tangan
		I	II		
1.	Jum'at 10/11-17		✓	Make clear the Problem	
2.	Senin 20 Nov 2017		✓	Perhatikan Persamaan Cardinal Number.	
3.	Senin/27/11		✓	Check more your grammar!	
4.	Kamis 14/12-17		✓	Ace ch. \bar{w} , \bar{v}	

Mengetahui:
 Ketua Jurusan TBI

Ahmad Subhan Reza, M.Pd
 NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harva, M.Pd
 NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1116/In.28/S/OT.01/11/2017**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

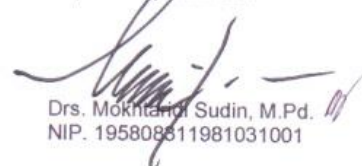
Nama : ALFIANIS RIZQI DARRISNA
NPM : 13106467
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13106467.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 07 November 2017
Kepala Perpustakaan



Drs. Mokhtadi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : ALFIANIS BIZOI DAPISNA

NPM : 13106467

Fakultas : TARBIYAH

Jurusan : Pendidikan Bahasa Inggris

Angkatan : 2013

Telah menyerahkan buku berjudul HOW TO TEACH ENGLISH

LANGUAGE LEARNER

Metro, 07 November 2017

Ketua Jurusan TBI

Ahmad Sulhan Roza, S.Pd

NIP.197506100008011014



CURRICULUM VITAE



The writer's name is Alfianis Rizqi Darrisna. She was born at Qurnia Mataram, July 23, 1995. She is the first child of happy couple, Mr. Sudarsono and Mrs. Sunarti. She has a brother and sister.

She was started her study in TK Aba Bustanul Atfal Seputih Mataram in 2000-2001. Then she continued her study at SDN 2 Qurnia Mataram in 2001 and

graduated in 2007. In line with her focus of the study, she continued her study at SMPN 2 Seputih Mataram in 2007 and graduated in 2010. After graduating from SMPN 2 Seputih Mataram, she decided to continue her study in SMAN 1 Seputih Mataram from 2010-2013. Then, IAIN Metro Lampung has become her next direction to go on her study and she was registered as a university student of English Education Departement in the academic year of 2013/2014 up to now.