



Stand-Up Comedy as Media to Improve Students' Speaking Skills in The Second Academic Year of SMA Negeri 1 Sumbul

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ABSTRACT

A Thesis, English Departement Teacher's Training Faculty of HKBP Nommensen University This study aims to determine the results of using a communicative approach to improve students' speaking skills. The researcher conducted the research at SMA Negeri 1 Sumbul. This study was carried out by Experimental quantitative research. The sample of this study was class XI-3 (the experimental class) and class XI-4 (the control class), with a total of 20 students for each group. The research conducted experimental teaching and speaking tests with stand-up comedy personal experience to collect data. The result from this research can be seen as follows: $t_{\text{count}} > t_{\text{table}}$ ($p = 0.1$) with the degree of freedom (df) = 38. This means $6,665 > 1.21$ ($p=0.1$) with df 38. This means that the use of a communicative approach has a significant effect on students' speaking skills. Using the communicative approach as a teaching method through stand-up comedy in class activities improved students' speaking skills.

Speaking Skill, Communicative Approach, Stand-Up Comedy

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INTRODUCTION

In this era of Globalization, the English Language is important for our lives. It is the second most spoken language in the world. Globalization made the use of the English language wider. Additionally, English teachers must push their pupils to communicate, given that Speaking is crucial for English learners. They need help with properly teaching Speaking and what materials to utilize. Additionally, they need to figure out engaging techniques to teach speaking that are also effective. In this situation, teachers' duties include assisting students with their studies and inspiring them to become more proficient in speaking English.

Based on Jack C. Richard and Willy A. Renandya (2002), Speaking is a critical part of communication in teaching EFL (English as a Foreign Language).

It deserves special care and instruction as a result.³ As Speaking enables students to vocally express themselves in the target language, the author concludes that Speaking is crucial to Learning and teaching foreign languages.

Many different activities can be used to make the class enjoyable and engaging. Giving a picture, card, and anecdote will do. Aside from discussions, role plays, games, and jokes, there are additional techniques to assist kids. A joke can turn a dull situation in the classroom into a fun one. It can boost teacher-student connections and improve the quality of learning in the classroom. Jokes are an effective and enjoyable approach to get pupils to speak in front of the class, which is why they are used. It looks to combine enjoyment and Learning. They can freely express themselves through humor because it relates to their friends and daily activities.

Speaking is one of the skills or abilities in English to express opinions, comment, and reject other people's opinions if they are not following our opinion, as well as the ability to ask and answer these questions. Speaking is one of the essential elements of communication; based on (Khan et al., 2022, p. 63), speaking is one of the skills or abilities in the English language to express opinions, comment, and reject the opinions of others if it does not match our opinion, as well as the ability to ask and answer questions. Answer the question. Speaking contains some factors that all speakers, including the following, must consider: Speaking is a skill that involves controlling words and sound of articulation to express or deliver ideas, thoughts, or feelings.⁶

Pronunciation (together with the vowels, consonants, stress, and intonation patterns that are segmental features). The steps in the learning process should be taken into account when a teacher uses stand-up comedy. It affects how well the learning process goes. When applying the steps in the learning process, the teacher should consider the students' abilities since, otherwise, the learning process will not go smoothly. So, using stand-up comedy involves the following steps: They practice performance and delivery while modelling, choosing the subject, and setting the joke.

Modelling: Stand-up comedy as a teaching tool is modelling. The teacher can direct the student's attention to the model that will perform. It will take between ten and fifteen minutes. It will help the pupils comprehend what they will be studying. The teacher should assist the students in this process by providing information on stand-up comedy. But these television codes appear because it is processed by sensing according to the references held by the audience, so that the codes presented are possible for anyone who receives them perceived differently (Mulyana, 2014). You can deliver it by playing the video and PowerPoint. The teacher will cover the definition of stand-up

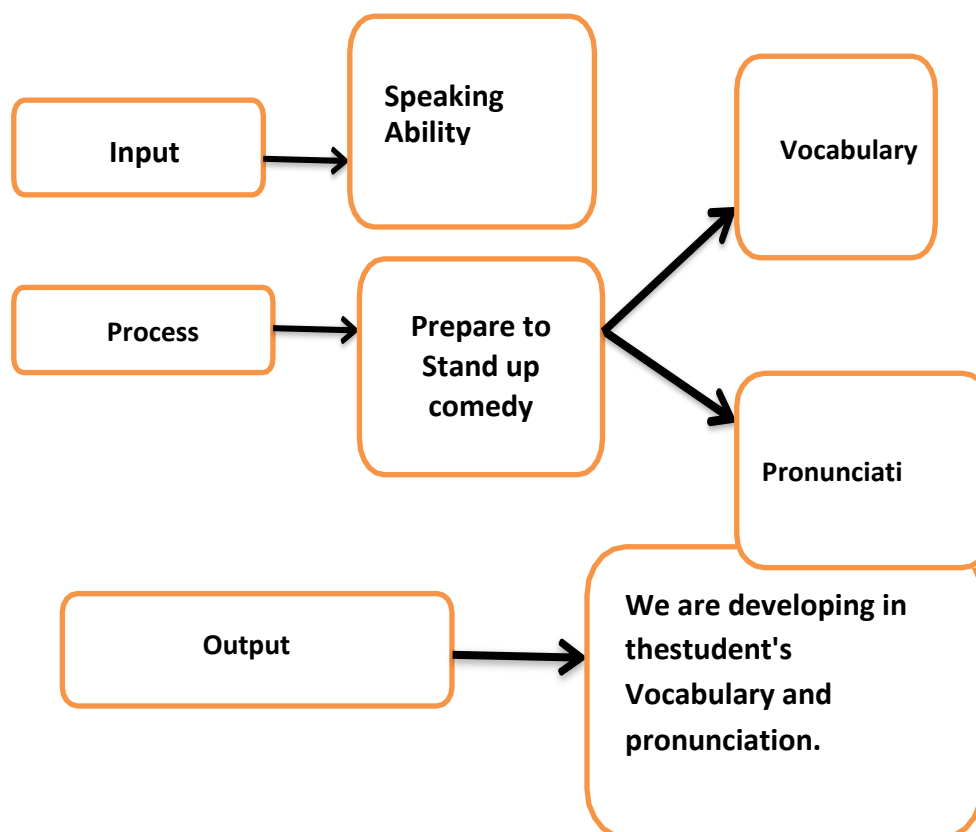
comedy and its funny elements, such as setup and Punch. In addition to the substance, stand-up comedy should emphasize performance elements, including gestures, body language, movement, and more. As an illustration, the teacher shows the pupils a video of a stand-up comedy performance.

Select the topic: The topic will be suggested to the pupils by the teacher in this step because it should fit with the curriculum. The subjects will be discussed collectively based on their everyday activities or environmental problems. Possible topics include national exams, independent days, tributes to peace, and others. The teacher assisted the students in selecting the ideal subject that facilitates understanding and presents no challenges. Next, the teacher gives the students 10 to 15 minutes to gather knowledge about the subject. The knowledge may evolve into the punchline. Students should find the material manageable, and it should apply to their everyday lives.

Set the joke: This phase involves figuring out which joke the performer is delivering. The teacher guides the students through this process, teaching them how to create the joke's concept, script, and practice methods. The first assignment from the teacher is for the pupils to create a joke using the facts previously given. The teacher provides student guidance through a clear, understandable example. For example:

Setup: Despite having flames in her face, Susan can respond fully to the inquiry. She did not choose the right key response; therefore, Punch is unhappy.

The students have learn how to deliver stand-up comedy by hearing an example done in front of the class. The teacher also gives the students a summary of the subject in this section. If the student's background information has already been given to the teacher, it will be simple. There are previous studies the writer used in this study. The first previous study was conducted by Fitri Marmah Asnawi Muslim and Saiful Marhaban (2016) at Universitas Syiah Kuala, Banda Aceh, Indonesia. This study investigates the relationship between students' speaking skills and their involvement with multimedia devices in the classroom learning process. Stand-up comedy-based Learning in teaching speaking skills that can change English vocabulary and pronunciation teaching materials as materials taught in the classroom, leading the flow of activities into the process. Process refers to the classroom implementation or presentation by applying stand-up comedy-based Based Learning. Stand-up comedy-based Learning will stimulate the students to be more active in the class. Achievement after doing the treatment and their interest in applying Stand-up comedy. They based Learning on the learning process.



Based on the explanation above, the writer intends to formulate the statement of the problem as follows: Does using Stand-up Comedy Affect students' speaking skills in the second Academic year of SMA Negeri 1 SUMBUL? Therefore, the author will focus on analyzing speaking in the influence of stand-up comedy in teaching speaking based on Harmer's theory (2007). This study is anticipated to offer a fresh viewpoint or innovative approach to teaching speaking techniques at SMA Negeri 1 SUMBUL's Second Grade Senior High School. This study's results inspired and motivated the students at SMA Negeri 1 Senior High School's Second Grade Senior High School to love and be fluent in speaking through stand-up comedy teaching and Learning.

RESEARCH METHOD

The research design used in this study was Experimental research. Most of us associate experimental designs with science experiments from our school days when we hear the term. Like those (natural) science experiments, experimental social science research generally follows a similar format. A study of the strength of the link between the variables is done through experimentation. Anything that changes over time is a variable, as the word

"variable" itself suggests. For this research, an appropriate research location is needed. The writer focuses on students of SMA Neg 1 SUMBUL in grade two. Later, the writer has to calculate how long the investigation will take, depending on the problem under study. Experiments will be carried out by the writer from July 2023 until completion.

Based on Nunan (2004) says that "Population as the set of all possible data on the observations recorded by a researcher. In other words, the Population is all the cases, situations, or individuals who share one or more characteristics." The Population of this study was the Second grade of SMA Negeri 1 SUMBUL, consisting of 40 students. The sample in this study was crucial since it is only feasible to research some of the Population. Nunan defines a sample as a subset of a person or a case within a population. The author uses the first class as an experimental class and the second as a control class. Up to 20 students were used as the subject's sample by the writer.

The instrument collecting data in this study was speaking test research tools used to facilitate data collection. Researchers use a test to determine the pupils' speaking abilities. The process of choosing or creating a device and procedure that are appropriate for providing. An evaluation and obtaining data is known as the instrument.

Data on students' speaking ability is directly collected by instrument (test) and analyzed using percentage tabulation, classification, calculating the average value, and post-test value to determine whether there is a significant improvement in their speaking ability between the pre-test and post-test. Sugiyono (2013) revealed that data collection techniques were the most strategic step in research because the main aim of the research was to obtain data. Following the collection of pre-test and post-test data from the experimental and control classes, the researcher performed statistical calculations to calculate the average value of the pre-test and post-test of each class, as follows:

- a. To begin, the researchers total the pre-test and post-test results.
- b. Then, compute the post-test's average value, or mean. The researcher used the following formula to compute the mean central tendency:

$$\mu = \frac{\sum X_i}{n}$$

μ = Mean

$\sum x$ = Total of the test

n = Total of students

To find out whether or not the use of a communicative approach significantly affects the student's mastery, the test is calculated using the t-test formula as follows:

$$t = \frac{M_X - M_Y}{\sqrt{\left[\frac{dx^2 + dy^2}{(N_x + N_y) - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Where:

- t = The effect
- M_X = The mean of the experimental group
- M_Y = The mean of a control group
- dx^2 = Standard deviation of the experimental group
- dy^2 = Standard deviation of a control group
- N_x = The total number of the experimental group
- N_y = The total number of a control group

Following treatment, a post-test will be given. A post-test is administered by having each student speak aloud on the process material in front of the class.

RESULTS AND DISCUSSION

This research data was collected by giving a test divided into two parts, namely pre-test and post-test. Twenty students were used as samples. Samples were separated into two groups: experimental and control.

Table 1.

The Score of Pre-test of the Students in the Experimental Group

No	Name	Assessment Aspect				
		Fluency	Vocabulary	Grammar	Proficiency	Accent
1	ES	4	8	12	3	2
2	NSS	2	8	18	2	3
3	TM	4	12	18	2	2
4	LS	2	12	12	3	2
5	AN	2	12	12	2	1
6	BS	6	8	18	2	3
7	SS	4	12	12	3	2
8	RLG	2	12	12	2	1
9	FM	4	8	18	4	2
10	GM	2	8	18	3	2
11	RCM	4	12	12	3	2
12	CAS	4	12	12	3	1
13	JAS	2	12	12	9	1
14	VGH	2	12	12	2	2
15	DVS	2	8	6	2	1

16	MS	4	12	12	2	2
17	FS	6	12	12	2	2
18	RD	4	8	12	2	1
19	LM	4	8	18	2	2
20	TMS	4	8	12	2	3

Table 2.
The Score of Pre-test of the Students in the Control Group

No	Name	Assessment Aspect				
		Fluency	Vocabulary	Grammar	Proficiency	Accent
1	ES	6	1	20	3	2
2	NSS	10	18	19	3	3
3	TM	8	16	24	4	2
4	LS	11	12	21	3	2
5	AN	10	20	24	4	3
6	BS	8	18	23	2	3
7	SS	9	15	28	4	2
8	RLG	11	15	19	4	1
9	FM	12	19	20	4	2
10	GM	10	8	7	9	2
11	RCM	11	10	12	13	2
12	CAS	12	12	12	13	3
13	JAS	11	13	8	9	3
14	VGH	12	16	12	11	2
15	DVS	9	14	9	11	1
16	MS	11	10	8	8	2
17	FS	9	10	12	12	2
18	RD	8	11	12	12	1
19	LM	10	20	10	10	2
20	TMS	12	20	12	11	3

Table 3.
The Score of Post-test of the Students in the Experimental Group

No	Name	Assessment Aspect				
		Fluency	Vocabulary	Grammar	Proficiency	Accent
1	ES	4	8	18	3	2
2	NSS	6	10	18	3	2
3	TM	4	8	12	4	2
4	LS	6	8	18	3	3
5	AN	4	12	18	4	3
6	BS	6	16	24	4	3
7	SS	8	16	30	4	2
8	RLG	4	12	18	3	2
9	FM	4	8	24	4	3
10	GM	6	8	18	3	2
11	RCM	6	16	24	5	2
12	CAS	6	12	12	4	3
13	JAS	8	16	18	3	3
14	VGH	8	12	12	2	2
15	DVS	6	16	18	2	1
16	MS	6	12	18	3	2
17	FS	4	12	12	3	2
18	RD	6	16	24	4	1
19	LM	6	20	24	3	2
20	TMS	6	16	12	4	3

Table 4.
The Score of Post-test of the Students in the Control Group

No	Name	Assessment Aspect				
		Fluency	Vocabulary	Grammar	Proficiency	Accent
1	ES	8	11	20	3	2
2	NSS	11	18	19	3	3
3	TM	9	17	24	4	2
4	LS	12	14	21	3	2
5	AN	12	19	24	4	3
6	BS	9	18	23	2	3

7	SS	8	15	28	4	2
8	RLG	12	15	19	4	1
9	FM	11	19	20	4	2
10	GM	9	8	7	9	2
11	RCM	10	10	12	13	2
12	CAS	14	12	12	13	3
13	JAS	10	13	8	9	3
14	VGH	12	16	12	11	2
15	DVS	10	14	9	11	1
16	MS	10	10	8	8	2
17	FS	11	10	12	12	2
18	RD	9	11	12	12	1
19	LM	8	20	10	10	2
20	TMS	10	20	12	11	3

The calculation results showed that the mean scores of the experimental group pre-test and post-test were 16,5 and 44,6, and the mean scores of the control group pre-test and post-test were 16,5 and 44,6. This can be seen as follows: $t\text{-count} > t\text{-table}$ ($p = 0.1$) with the degree of freedom (df) = 38. It can be $6,665 > 1.21$ ($p=0.1$) with df 38. This means that the use of a communicative approach has a significant effect on students' speaking mastery. The calculation results show that the final test value is higher than the initial one. This means that learning with a communicative approach has a significant effect on students' improvement in speaking. Therefore, the results showed that the experimental group was higher than the control group. The students who were taught using the Communicative Approach significantly influenced the students' SMA Negeri 1 Sumbul.

This research focuses on improving speaking skills through a communicative approach. Process concerns the interdependence of language and communication. In class, the researcher asked the students to share their experiences during the semester break in front of the class individually. However, many students still have difficulty speaking English because of their lack of Learning and hearing English, especially in communication. Hence, the author helps students improve their stand-up comedy through a communicative approach where they will be taught more English, especially in communication, to make them more active and more accustomed to learning English. After learning by using the communicative approach, there is a

significant development in students' stand-up comedy as media to improve their speaking skills.

CONCLUSION

The researcher intends to provide conclusions based on all the data obtained in this section. The conclusion aims to answer the problem formulation that has been made. The communicative method is a learning method in which teachers guide students to be proficient in communication, dynamic, and creative Speaking. The researcher conducted training in stand-up comedy using a communicative approach. This study shows that using communicative methods can improve students' speaking ability. This is clearly shown through the tests performed in this study, in which the average post-test score of the experimental group was higher than the control group. This means that learning with a communicative approach significantly affects students' mastery of speaking. Therefore, the results showed that the experimental group was higher than the control group. The students taught using the Communicative Approach significantly influenced the students' Stand-up comedy as media to improve speaking skills in the second academic year of SMA Negeri 1 Sumbul.

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communication. Based on the statements above, speaking is the way to communicate that uses a list of words to transfer the purposes of speaking.

Douglas Brown (2008). "Grammar is a system of rules governing the conventional arrangement and relationship of the word in a sentence".⁸ In order to speak English well, especially in informal situations, the learners have to master grammar

Fitri marmah Asnawi muslem, saiful marhaban(2016) Universitas Syiah Kuala, Banda Aceh ,Indonesia . exists between students' speaking skill and their involvement with multimedia devices in the classroom learning process

Harmer (2007) states in another definition: "Speaking is a type of communication, so a speaker must successfully transmit what he or she is saying

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Martin Hewings (2018) claims that "pronunciation is a feature of speech." This includes a range of speech sounds, syllables, words, and intonations that work

Mahsun (2014: 23) explains the meaning of the anecdotal text in simple terms, namely that it is a type of literary work included in a single text type.

Mulyana (2014). You can deliver it by playing the video and PowerPoint. The teacher will cover the definition of stand-up comedy and its funny elements, such as setup and Punch.

Muijs (2019) defines "Experimental research as a test under controlled conditions to demonstrate a known truth or examine the validity of a hypothesis.

Nielsen (2008:172) states: "Narrative can be defined as a succession of events. Its basic component is the chronological order of the events themselves (story), their verbal or visual representation (text), and the act of telling or writing (narration)."

Nunan (2017: 418) a sample is a subset of a person or a case within a population. The author uses the first class as an experimental class and the second as a control class.

Nunan (2004) says, "Population is the set of all possible data on the observations a researcher records. In other words, Population is all the cases, situations, or individuals who share one or more characteristic

Pandji Pragiwaksono, 2012: 184). Stand-up comedy is a type of comedy in which a performer addresses a live audience directly during a performance.

Richards (2008) Speaking is one of the fundamental components of communication,

Richards and Renandya (2002:204-210) stated that speaking is one of the communication elements. Based on the statements above, speaking is the way to communicate that uses a list of words to transfer the purposes of speaking.

Suhaimi (2016) teaches writing skills by recounting text based on brainstorming in the classroom

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