

The Effect Of Jokes Story On Students' Speaking Ability

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ABSTRACT

This research aimed to find the effect of jokes story on students' speaking ability at seventh grade of SMP Yabes School Medan. The method applied in this research is quantitative with a quasi experimental design. Researcher used a sampling technique, namely total sample. The sample used for this research was 38 students consisting of 19 of students from class VII-B as the experimental class and 19 students from VII-A as the control class. The instrument in this research is an oral test and the instruments used to collect data are pre-test and post-test which are calculated and analyzed using SPSS 25 software. Then, the result obtained are used to find out whether there is an effect given by variable x on variable y. The result of this research showed that the mean pre-test scores in the experimental class was 45.26 and mean score post test was 80.26. meanwhile, the mean pre-test score in the control class was , it is known that the post-test score for the experimental class 45 and the mean post-test score was 53.68. From the results of the research above, it is known that the post-test score for experimental class is greater than the post-test score for the control class. Based on the hypothesis testing criteria, if Sig 2 tailed (p) is lower than alpha (α) 0.05, then H_a (Alternative Hypothesis) is accepted and H_o (Null Hypothesis) is rejected. In conclusion, the use of jokes story on the speaking ability of class VII students at SMP Yabes School 2023/2024 academic year.

Keywords :Effect, Jokes Story, Speaking Ability

Disubmit:02 Maret 2024

Info Artikel :
Direview:05 April 2024

Diterima :10 Mei 2024

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1. INTRODUCTION

Language is a structured communication system consisting of grammar and vocabulary. It is primary means by which people convey meaning in both spoken and written language, and also be conveyed in sign language. Most human language have developed writing systems that allow them to record and store sounds and written words. Human language are characterized by cultural and historical diversity, with large differences observed between cultures and over time. Humans language has productivity and substitution properties that allow it to form an infinite number of sentences, as well as the ability to refer, to objects, events, and ideas that are not immediately present in discourse. Human language use depends on social conventions and is acquired learning. One of the language skills that must be mastered by every foreign language learner is the ability to speak or communicate in the target language. There are four abilities in learning English as a foreign language, namely listening, writing, reading and speaking skill. Speaking is the activity to expressing ideas and opinions verbally or directly. Tarigan, Henry Guntur (2018: 116) who suggested speaking is the ability to pronounce articulation sounds or words to express or convey thoughts, ideas, and feeling. Speaking is a process event delivery of messages orally by the speaker to the recipient of the message. With In other words, speaking is conveying messages through spoken language.

Speaking activity is a complex activity and is different from the other three aspects of language skills. It is because during speaking activities, a person not only expresses ideas and feelings to others,

but furthermore speaking is a form of human behavior that utilizes physical, psychological, semantic, and linguistic factors.

Actually, all skills in learning English are important , but speaking ability is one of the most important skills. The purpose of learning a language is to be able to use that language as a communication tool. Students must develop speaking skill in order to communicate with other people. And teacher must also find the right strategy and media to increase students' interest and make learning more enjoyable when learning to speak.

Teaching speaking is an important part of the four skills that are highlighted to complement the four English abilities. Teaching speaking is currently faced with various obstacles that are difficult for students to learn in conventional teaching many speaking classes are monotonous and boring and also low students' motivation to speak. This research use jokes story to develop students' speaking ability. Jokes story is a small branch in the study of science human psychology (Darmansyah, 2019: 95). Jokes story much liked by humans because jokes is able to make people happy, laugh or may be free from the burden of thought. However, as long as this jokes still into an element that is considered not so important in the process learning at school. The use of jokes in the learning process is still not widely practiced by educators. That's because there are still many people think that jokes has a negative role because it only seen as fun, silliness and more entertainment.

The researcher considers it necessary to find alternative with appropriate and interesting to make the students feel enjoy in learning process. They need practice to help them develop their speaking ability. Many activities can be carried out including story-based activities, such as guessing lies, inserting words, assembling stories, and joking.

2. LITERATURE REVIEW

A. Definition of Speaking Ability

Speaking in general can be interpreted as a conveying one person's intentions (ideas, thoughts, contents of the heart) to others with use spoken language so that the intent can be understood by people other by speaking, the meaning to be conveyed will be understood. Ahmadi, Mukhsin (2019: 18) explained that speaking skills is the skill of reproducing the current articulation sound system for convey wants, needs, feelings, and desires to others. Speaking skills must be possessed by every individual. This is because speaking skill is a subject that is used in communicate. Tarigan (2015: 16) suggests that speaking is the ability to pronounce articulation sounds or words that express, state, or convey thoughts, ideas and feelings.

Speaking is the ability to express, state, as well as convey ideas, thoughts, or ideas to others with use spoken or written language that people can understand other. Activities that people can do as an effort to improve speaking ability is to train the participants people so that can interact or communicate with the people around other.

B. Components of Speaking

According to Vanderkevent (2019:221) there are three components in speaking

a. The Speakers

Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling want be stated.

b. The Listeners

Listeners are people who receive or get the speakers opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

c. The Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

C. Purpose of Speaking

The main purpose of the speaking process is to communicate.

- Express thought, feelings, ideas, imaginations, and opinions.

Speaking with the aim of expressing thought, feelings, ideas, and opinions are forms of speech that are caused encouragement from within the individual. Talking like this is its nature personal, meaning that humans have various reasons underlying the emergence of ideas that arise. Results thoughts and feelings are considered to need to be conveyed to people other. This reason makes speaking activities carried out for communicate it to others.

- Responding to the meaning of the other people's speech

Activities that aim to provide a response to the conversation others are activities caused by stimulation of outside. The response can be in the form of agreement in the form of speech can be interpreted more broadly, such as affirming, supporting, and emphasizing. While the response in the form of rejection can be interpreted as agree, disagree, contradict, and has a different opinion.

- Want to entertain others.

Entertaining others can be interpreted as a desire to change people's hearts and minds to be entertained. Medium person sad happy are expressions that can be seen and known characteristics. People who are faced with this situation need stimulation from the outside. The stimulus can be fun conversational information. Talking which aims to entertain based on the desire for the opponent talk looks happy or out of emotional feelings and thought load.

- Convey information

Speak with the aim of conveying information to others are almost similar to talk based express thoughts, ideas, and opinions. Difference the most fundamental lies in the source of the conversation. Source talks to convey information can come from themselves, or from other sources. Provide information means conveying news to others about something so that known to the interlocutor.

- Persuading or influencing others.

The purpose of speaking is to persuade or influence others is an activity in which someone makes seduction to the listener so that the listener does something the listener wants speaker. To persuade is to influence others to follow the same thoughts or opinions as the speaker. Speaking activities that aim to persuade require ability to speak differently from others. Final result Persuading is the interlocutor changing the way of thinking or stance that has been believed to be true. Arguments and reasons conversation must be able to convince the interlocutor.

D. Problem of Speaking

There are some problem which make speaking difficult such as Clustering means that not word by word but easy speech is phrasal. Through such clustering, students can categorize their output both physically and cognitively (in breath groups). Next is Redundancy, The orator has a chance to make meaning more understandable through the Redundancy of language and the students can take advantage of the feature of spoken language. Performance Variables means that one of the benefits of spoken language is the method of thinking as you converse lets you to obvious a certain number of pauses, corrections performance hesitation and backtracking. Learners can be taught how to hesitate and pause for example we put certain "fillers" such as well, I mean, like, you know, um, etc. In those hesitation phenomena which make the difference between nonnative and native speakers. Stress, rhythm, and intonation is the most essential of English pronunciation. Its intonation patterns and stress-timed rhythm in spoken English express important messages. Colloquial Language means that make your students are sensibly well familiar with phrases, idioms, words of colloquial language and obtain practice in creating those forms. Students usually fell shy when they speak in front of their friends because they afraid of making mistakes and their friends will insult them. So from those problems many students choose to silent than speak or speak by using mother tongue.

E. Defenition of Jokes Story

Jokes story is verbal humor that produces orally in conversation and one of the storytelling activity. Jokes are supporting the action and feelings of people. The use of jokes in the class can change a boring situation into a pleasant one. It can increase interaction between students and teacher, make class more meaningful and enjoyable. The reason to use joke is the effectiveness and a pleasant way to make students speak in English. It seems like to combine practice with fun. Through jokes they can express their ides freely, because it is related with their daily activity with their friend.

F. Concept of Jokes Story

Jokes story is one of the storytelling activity. In this technique, the students simulate a party and exchanging their jokes with their friends. Jokes story stimulates the students to speak by asking them to convey their jokes. They will use some basic joke-framing expressions, such as *did you hear the joke about...?* and *That reminds me of the joke about* . Joke can be in narrative ,recount or spoof (Scott Thornburry : 96). In the classroom speaking performance, Jokes story can be categorized as extensive (monologue) speaking performance. The use of joke in the class can change a boring situation into a pleasant one. It can increase interaction between students and teacher, make class more meaningful and enjoyable. The reason to use joke is the effectiveness and a pleasant way to make students speak in English. It seems like to combine practice with fun. Through jokes they can express their ideas freely, because it is related with their daily activity with their friend.

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

1. The Setup is the first part of joke that sets up the laugh. Before you delivered your joke you have to lead the joke by the set up. It can make people who listen your joke will have some curiosity and make them think about your joke. It means that setup is not may funny but it is consist a factual happening or opinion. Based on your setup people who are listen it will have some questions that appear from themselves.
2. The Punch is the second part that makes you laugh. The punch is the part of joke that delivered something funny. It makes people who are listening the joke will surprised. It is because punch is really unexpected with the people mind.

Example

"The three quickest ways of spreading a rumor or gossip:

Telegram

Telephone ".

Setup

Tell a woman

Punch

There are many types of joke structures and joke formats that are built around a basic formula for setup and the punch line. Even one-line jokes and kid-friendly jokes have this simple storyline. Here are the most popular types of jokes.

a. Observational

They are examinations of everyday things or situations through a comedic lens. Observational comedy covers topics that are familiar to almost everyone, even the most trivial aspects of life.

b. Anecdote

Anecdotal humor is taken from the comedian's personal life and is popular with audiences because we can identify with their stories.

c. Situational

Situational humor is used to describe the comedy and joke genres that rely on a series of characters, places, and events. Television is a popular medium for situational comedies—or soap operas, as they are called—which follow recurring characters in different scenarios. Some examples are *Friends*, *Big Bang Theory*, and *Black-ish*.

d. Character.

Some comedians create personas, or different personas, for their comedy routines.

e. Ironic

Ironic jokes are contradictory, with two opposing concepts attracting each other. For example: why do people park in the driveway but drive in the street parking?

f. Deadpan

Deadpan jokes are delivered in a matter-of-fact, monotone voice with no expression.

g. Farcical. Farcical jokes and comedy are over-the-top plotlines (think *The Hangover*) with exaggerated stories, characters, and events.

h. Self-deprecating.

Some comedians make fun of the people they know best—theirself. Rodney Dangerfield cracks a self-deprecating joke that pokes fun at his looks and love life with jokes like these: "I went to a psychiatrist, and he said 'You're crazy.' I told him I wanted a second opinion. He said, 'Okay, you're ugly too!'"

i. Slapstick.

Slapstick jokes are also known as physical comedy. slapsticks get into absurd situations where they will be repeatedly hit, slapped, or hit by someone or something in a comedy of mistakes.

G. Benefit of Jokes Story

- 1) Jokes stories offer variety and interesting topics for students. They can, therefore it is used to create various activities and interactions between students such as small discussion and sharing stories. Jokes stories are also interesting since then they contain the punch lines where the fun lies.
- 2) Funny jokes can entertain and make students smile or even smile laugh. When they laugh, they feel relaxed and their anxiety decreases. As a result, they will enjoy the class better and feel more secure to attend activity.
- 3) With a better feeling, students will be more motivated and active in class. As the purpose of teaching speaking is to invite students to communicate and express themselves students' needs can be fulfilled without fear or embarrassment.
- 4) Jokes provide students with various topics of interaction. They can share stories and discuss jokes with each other. In addition, the story function jokes as a topic of conversation also give students the opportunity to perform their own activity. On the road, they help increase students engagement in learning process. Overall, the advantages of story jokes are that jokes can entertain students and motivated them, them to express their ideas without further complaints.

3. METHOD

A. Research Design

The researcher conducted this study using quasi-experimental design. The reason was because quasi-experimental design is commonly used in evaluation educational program when random assignment is not possible to be applied. Moreover, another reason was because in quasi-experimental design, the researcher cannot choose the participants of this randomly which is the criteria of true experimental design. In addition, the participants of this study should be nonrandom participants.

Then, because the researcher used quantitative method, the researcher also needs two classes in conducting his research; one as experimental group and one as controlled group. The researcher conducted pre-test, treatment, and post-test for exploring the effectiveness of jokes story on students' speaking ability in experimental group and meanwhile the controlled class taught by using conventional method.

B. Research Instrument

The speaking test consisted of two test, namely pre-test and post-test. In the experimental and control groups, students were taught using different media and method. Before give treatment, students are give a pre-test. The purpose of the pre-test is to know how far the students' speaking ability have develop before using jokes story text. On the other hand, a post-test is given after the treatment. The purpose of this post-test is to know the improvement in students' speaking ability after using jokes story.

The arrangements of the test is a follows:

- 1) The researcher gave the paper to students to arrange the text about jokes
- 2) The teacher explained the instructions to arrange the text also the instructions are available on the paper.
- 3) After the students write the text, students perform to describe what they write on the paper
- 4) The teacher is to near the students to collected the oral data.

C. Reliability and Validity of Instrument

In this case, it is necessary to distinguish between valid and reliable research with valid and reliable results of the instrument. Valid instrument means that the measuring instrument used to obtain valid data. Valid means that the instrument can be used to measure what should be measured. A reliable instrument is an instrument that is used several times to measure the same object, would produce the same data. and determine whether this item is suitable for use or not. In determining whether an item is suitable or not, a valid significance test is usually used if it is significantly correlated with the total score. These requirements would be fulfilled if the testing phase is carried out on the test questions. The product moment correlation formula is used to calculate the validity of the item items in order to test the validity of the questions.

D. Technique of Data Collection

Collecting data is an important thing in this researc that can be determined. Data collecting techniques in this study use quantitative data. Quantitative data will be obtained from students scores on the pre-test and post-test. Then the students' scores on the pre-test and post-test will be compared to see the effect of applying jokes story on students' speaking ability.

4.1 Pre-test

Before treatment, the researcher conducted a pre-test on both the experimental and control groups. Control class was given conventional method and experimental class will give treatment Jokes Story. After that, they are required to perform the test individually and recite the story. The purpose of the pre-test was to find out how far the student's competence in able to retelling before performing treatment.

4.2 Post-test

After the treatment was performed in the experimental class, the next step the researcher was conducted post-test to determine the effect of jokes story. The post test was asked the students to retell jokes story by used their own language based on the story was gave. The results of this post-test would be compared with results of the pre-test that had been carried out in experimental class and control class.

E. Technique of Data Analysis

After the researcher gave the pre-test and post-test to the students and the results would be examined, the researcher used the formulation T-test to measure the differences of students' average scores from the experimental group and control group before and after treatment.

T-test formulation is following

$$\frac{Ma - Mb}{\left[\frac{da^2 + db^2}{Na + Nb - 2} \right] \left[\frac{1}{Na} + \frac{1}{Nb} \right]}$$

Information

t : total score

ma : the mean of experimental group

mb : the mean of control group

da : the standart deviation of experimental group

db : the standart deviation of control group

na : the total number sample of experimental group

nb : the total sample of control group

4. RESEARCH FINDINGS AND DISCUSSIONS

A. Data

The effect can be observed from significantly different scores on students speaking achievement. The implementation of this research was divided into two classes: an experimental class and control class. There was two result, namely pre-test and post-test. The test results were used to obtain accurate evidence regarding the effect of jokes story on students' speaking ability. Students of VII A is a control class that used conventional methods and students VII B is an experiment class that used jokes story treatment.

B. Data of Control Class

The control class was taken from students in VII A of SMP Yabes School, which consists of 19 students who were not taught by Jokes Story. Data was collected from the results of the pre-test and post-test scores. Data is shown in table 4.1 below.

Table 1 Students' Score of Control Class

No	Students	Pre- test	Post- test	Gained score
1	AKG	45	60	15
2	BS	50	65	15
3	CRSB	60	65	5
4	CS	45	50	5

5	CVS	50	55	5
6	CDS	50	55	5
7	DAS	40	55	15
8	DM	45	55	10
9	DRS	45	50	5
10	DTM	45	45	0
11	EMP	30	45	15
12	FPS	60	60	0
13	FMS	40	55	15
14	GMS	50	55	5
15	JL	30	45	15
16	LG	40	45	5
17	MDS	30	45	15
18	MFP	60	70	10
19	TALS	40	45	5
	Total	855	1020	165
	Mean	45	53.68	8.68

C. Data of Experimental Class

The experimental class was taken from students in VII B of SMP Yabes School Medan, which consists of 19 students who are taught by Jokes Story. Students' pre-test scores were collected before the researcher used Jokes Story as a medium of learning, and students' post-test scores were collected after the researcher used Jokes Story as experiment research.

Table 2 Students' Score of Experimental Class

No	Students	Pre- test	Post- test	Gained score
1	AS	50	75	25
2	AP	45	80	35
3	AP	40	70	30
4	AH	55	75	20
5	ATS	40	80	40
6	AS	55	85	30
7	EH	30	80	50
8	CT	60	85	25
9	JD	40	80	40
10	JS	55	85	30
11	MN	50	80	30

12	MS	40	85	45
13	NS	40	80	40
14	RS	60	75	15
15	RN	45	80	35
16	SDB	50	85	35
17	TP	35	80	45
18	YL	30	85	55
19	PAS	40	80	40
	Total	860	1525	665
	Mean	45.26	80.26	35

D. Score Analysis

The data were analyzed by calculating the mean of students score and deviation, to find out whether the use of jokes story on student's speaking ability. The data were obtained and given to the students in order to know their speaking ability. It was calculated by using scores of speaking test in both of control and experimental class. The analysis was intended to get the significance difference between teaching by using jokes story and conventional method to affect student's speaking ability here the research had already done the research for both classes and found the result of pre-test and post-test. In experimental class, so do for the control class from the data above, the research got the mean score of control class in pre-test was 45.00 and the mean score of post-test was 53.68. While the mean score of experimental class in pre-test was 45.26 and post test was 80.26.

E. Result of Validity and Reliability

- Reliability

The researcher also used SPSS 25 to find out whether the data that had been tested was reliable or not. The results of reliability using SPSS 25 can be seen in the table below:

Table The Result of Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.889	3

From the reliability testing above, it can be seen that there are significant results in inter-rater reliability between two raters where the reliability of the test was $.889 > 0.60$. That means that the test was reliable.

- Validity

Table The Result of Validity

No	R table	R count	Description
Rater 1	.875	.482	Valid
Rater 2	.913	.482	Valid

The test's validity was evaluated using r-count and r-table matrix. Based on the findings of this study's validity tests, the r-table had 5% level of significance and was 0.482. As a result, the table above revealed that rater 1 had an r-count of 0,875 > 0.482 whereas rater 2 had an r-count of 0,913 > 0.482 the validity of the instrument might be inferred.

- **Hypotheses Testing**

After calculating the normality and homogeneity tests, the researcher carried out a hypothesis test to check whether there were significant differences between the pre-test and post-test results after treatment. This study uses SPSS 25 software. Data will be entered and calculating used data from the experiment class and control class. Then it is involved and the significant or alpha results of 5% or 0.05. The t-test data results can be seen in the table below :

Group Statistics					
Respondents	Class	N	Mean	Std. Deviation	Std. Error Mean
Students' learning outcomes	Post-test Eksperiment	19	80.26	6.909	1.261
	Post-test Control	19	53.68	7.621	1.391

Table 4 T- Test Result of Post Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' Score	Equal variances assumed	.409	.525	7.455	58	<.001	14.000	1.878	10.241	17.759
	Equal variances not assumed			7.455	57.451	<.001	14.000	1.878	10.240	17.760

In the post-test the average score in the experimental class was 80.26, while in the control class the average score in the post-test was 53.68. From this table it can be seen that there is an influence on the average value in the control and experimental classes. In the paired sample test the results must be <0.05 . In the paired test table the results show $0.002 < 0.05$, which means that there is a significant effect of Jokes Story On Students' Speaking Ability.

5. CONCLUSION

Based on research findings, it can be concluded that Jokes Story had an influence on the Speaking Ability of class VII students from SMP YABES SCHOOL Medan. The researcher analyzed the data using t-test, from the results of statistical calculations through SPSS 25. It can be seen from the statistical analysis that showed the t-test value (3.562) was higher than t-table (2.042) and the (Sig) value (0.002) was lowest than 0,05. In the post-test the mean score in the experimental class was 80.26, while in the control class the mean score in the post-test was 45.26. From this table it can be seen that there is an influence on the mean value in the control and experimental classes. In the paired sample test the results must be < 0.05 in the paired test table the results show $0.002 < 0.05$, which means that there is significant effect of using Jokes Story on Students' Speaking ability.

Based on the conclusion of this research, it has been proven that there is an effect of jokes story on students' speaking ability. Therefore, this tool is also appropriate when applying in teaching and learning English speaking skill for a foreign language learner. The teacher could implement this strategy with some various ways and combine it with the way the teacher presents the lesson in order to make the learning process more lively and enjoyable. So, it means that teacher should not only focus with the students' final result but also focus on students' enjoyment in learning process, so they can get the lessons easily. Hence, the researcher would like to give some suggestions addressed to :

1. For the teachers
 - a. The teacher should make sure that all of the students already understood the material before implementing jokes story on learning process.
 - b. The teachers may encourage positive students-teacher engagement in the classroom and give students the confidence to speak out or retell during the learning process by using Jokes Story.
Encourage positive student-teacher engagement in the classroom and give students the confidence to speak out or retell during the learning process by using jokes. In addition to, they are a powerful tool for attracting students when teaching English. In addition to this, the teacher can include jokes story in other English-language educational themes.
2. For students
 - a. The students are expected to be more active, less shy and less afraid if they are making mistakes in learning process.
 - b. The students are expected to follow the rules that the teacher make in order to make this strategy in learning process.
 - c. Students must take part of the speaking activities when the teacher applying Jokes Story since all of students have the same opportunities in learning process.
3. For other researchers
 - a. The future researchers hopefully can using the result of this study as a basic information or reference about the effect of jokes story when other researchers wanted to conducting the similar research.
 - b. In the future, the other researchers hopefully can combine the jokes story with other methods in order to overcome the students' nervousness and pronunciation problems when they have to speak in the learning process.

ACKNOWLEDGEMENT

The researcher would like to express her deepest gratitude to the people who helped her accomplish her research by spending their valuable time providing guidance, encouraging words, recommendation, and comment sections. Thanks to University of Potensi Utama and Thanks to my advisor Reni Rosiana Lumban Gaol, S.Pd., M.Pd. for the worthy experience and understanding and thoughts to consider giving me a solution in working on this thesis efficiently and successfully.

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