

AN ANALYSIS OF STUDENTS' PERCEPTION TOWARDS STAND-UP COMEDY IN SPEAKING SPOOF MONOLOGUE

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Abstract: This research was aimed to know the students' perception towards stand-up comedy in speaking spoof monologue. The method of research was descriptive study. The subjects of research were the eleventh grade students of SMA Negeri 1 Pontianak in academic year 2013/2014. The data were collected by indirect and direct communication technique, whereas the tools used in collecting the data were questionnaire and interview. The findings showed that the students had positive and negative perceptions towards stand-up comedy in speaking spoof monologue. Moreover, there was relationship between students' performance score and students' perception. The students who got high score tended to have positive perception. Vice versa, the students who got low score tended to have negative perception. In conclusion, students' positive perceptions were higher than students' negative perception so that stand-up comedy could be a consideration to be used in speaking class because of the students' positive perception.

Keywords: perception, stand-up comedy

Abstrak: Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap *stand-up comedy* dalam monolog spoof. Metode penelitian ini adalah penelitian deskriptif. Subjek dari penelitian ini adalah siswa kelas XI SMA Negeri 1 Pontianak tahun ajaran 2013/2014. Teknik pengumpulan data adalah komunikasi secara tidak langsung dan langsung, sedangkan alat yang digunakan dalam pengumpulan data adalah kuesioner dan wawancara. Hasil penelitian menunjukkan bahwa siswa mempunyai persepsi positif dan negatif terhadap *stand-up comedy* dalam monolog spoof. Selain itu, ada hubungan antara nilai penampilan *stan-up comedy* siswa dengan persepsi siswa. Siswa yang mendapatkan nilai tinggi cenderung mempunyai persepsi positif. Sebaliknya, siswa yang mendapatkan nilai rendah cenderung mempunyai persepsi negatif. Kesimpulannya, persepsi positif siswa lebih tinggi dari pada persepsi negatif sehingga *stand-up comedy* dapat dipertimbangkan untuk digunakan dalam kelas karena persepsi positif siswa.

Kata kunci: persepsi, *stand-up comedy*

Students have their own perception towards the activity that they experienced. Thus, it is important to know the students' perception towards the activity that is applied in the classroom. Catling & Ling (2011: 5) state, "Perception is a

complicated series of processes through which we acquire and interpret sensory information”. It means that perception is creating a meaning based on the sensory experience. Feldman (2011: 135) states, “Perception is influenced by attention, beliefs, and expectations”. In other words, by knowing students’ perception, it also knows about students’ belief indirectly. As Richards & Lockhart (1996: 52) state, “Learners' belief systems cover a wide range of issues and can influence learners' motivation to learn, their expectations about language learning, their perceptions about what is easy or difficult about a language, as well as the kind of learning strategies they favor”. Based on the observation at SMA Negeri 1 Pontianak, the researcher realizes that students’ perception can affect on learning. As the researcher did in her teaching learning practice at SMA Negeri 1 Pontianak, at the end of the teaching learning process, the researcher asked the students’ feedback by using sticky note. The students’ feedback is about their perception towards the activity in the classroom. When the students have good perception towards the activity, it greatly affects on their learning. The students are more enthusiastic in the teaching learning process. In addition, the activity used in the classroom should be liked by the students. Therefore, students’ perception towards one activity is crucial to be known for better learning.

Based on the curriculum (KTSP), speaking skill is one of the language skills taught to senior high school students. At senior high school, the teaching and learning process is targeted to enable the students to gain the functional literacy that is the ability of communication both in oral and written English to deal with the daily life content. Thus, the eleventh grade students are required to be able to do spoof monologue. Spoof monologue is one way speaking that has unpredictable and funny ending. Therefore, students have to speak and perform in front of the class.

Based on the observation at SMA Negeri 1 Pontianak, the students have been good in English. However, most of the students are better in writing rather than in speaking English. It is because more than half of the students are not confident when they want to express their feelings, opinions, thoughts, and etcetera. On the other hand, the students have to be good in speaking because speaking is important and has a big role in daily life. Therefore, speaking becomes a must to be mastered by the students.

In speaking class, there are some activities that can be used, such as doing discussion, conducting role play, using games, and using jokes. Nowadays, humor and joke transform into monologue activity and perform to make the listeners enjoy. In monologue activity, a speaker talks to express ideas, experiences, feelings, and opinions in his/her mind. In case, one of the activities that uses joke is stand-up comedy. It is a kind of joke that is made by the students based on their experiences. In brief, stand-up comedy can be one of the monologue activities that can be applied in the classroom.

Stand-up comedy is a performance by standing in front of the audience and telling jokes. This activity can change a boring situation into a pleasant one because it is full of humor. As Audrieth (1998) says, “Stand-up comedy is only one way humor can be used”. It means that stand-up comedy is an activity that uses humor. Humor can be used in the classroom if the teacher wants to add a

little fun to his/her teaching. Morrison (2008: 139) believes that the use of humor to support learning is a purposeful and challenging. There will be an increasing energy for learning and lots of fun in the classroom. Furthermore, humor can also be used to maximize the teaching learning process. According to Morrison (2008: 2), there are numerous benefits derived from humor such as, contributes to mind/body balance, maximizes brain power, enhances creativity, facilitates communication, and creates an optimal environment for teaching and learning.

Furthermore, Stand-up comedy has some structure to delivered joke. As Dean (2012: 2) shows that traditionally joke contains two parts: setup and punch. They are as follows: 1) The Setup is the first part of joke that sets up the laugh. Before the students deliver their joke, they have to lead the joke by the set up. It can make the students who listen the joke will have some curiosity and make them think about the joke. It means that setup may not be funny but it consists of a factual happening or opinion. Based on the setup, the students who listen stand-up comedy, they will have some questions that appear in their mind. 2) The Punch is the second part that makes the listeners laugh. The punch is the part of joke that delivers something funny. It makes the students who listen the joke will be surprised. It is because punch is really unexpected with the students' mind.

Stand-up comedy can be the activity that is used in speaking spoof monologue because they have similar characteristic. It is unpredictable and funny ending. In stand-up comedy, it is called punch. Punch is part of the story that makes the listeners laughed. Similarly, in spoof, it is called twist. Twist is part of the story that has unpredictable ending. In conclusion, it is really appropriate to use stand-up comedy in spoof because of the same characteristic.

Furthermore, stand-up comedy has the humorous part that can make the students enjoy and relax in the class. As the researcher has observed the students when they perform stand-up comedy in front of the class, the researcher finds that stand-up comedy gives a good impact to students' learning. The students look happy and confident when they speak English in front of the class. In addition, it can increase the interaction between the student and the teacher, and make the class more enjoyable and meaningful. Therefore, stand-up comedy is activity that combines practice and fun. It is because through stand-up comedy, students can share and express their ideas freely.

Some previous researches are related with this present study. Firstly, a research was conducted by Deiter (2000). The title was about the use of humor as a teaching tool in the college classroom. The findings saw that the use of humor in the classroom could create a more positive learning environment. In addition, his own surveys of students indicated that they tended to agree that they were more likely to remember material if it was presented by using humor. It means that the use of humor in the classroom can increase the students' motivation in learning. Secondly, a research was conducted by Satria and Syafei (2013). It was about using stand-up comedy in teaching speaking at senior high school. In this study, they found that stand-up comedy activity could improve the students' speaking skill. Moreover, this activity can also build the students' confidence in speaking English. Hence, stand-up comedy activity can be used in teaching speaking

because this activity could build motivation and confidence. Thirdly, a research was conducted by Stephenson (2014). It was about teaching with comedy. She used stand-up comedy activity to build students' language skills (oral and written). She found that stand-up comedy activity could build confidence and a sense of humor when speaking in front of others. In addition, this activity also developed the students' creativity. Therefore, the students really loved stand-up comedy activity.

Based on the previous research and the finding, the researcher, in the present study, is interested in doing a similar research but it merely focuses on spoof text. In addition, the focus of this research is analyzing the students' perception towards stand-up comedy activity in speaking spoof monologue. To know the students' perception towards the activity, there are some aspects that are used. They are humor, confidence, anxiety, willingness, and creativity. Moreover, the subject of research will be the eleventh grade students of SMA Negeri 1 Pontianak because spoof is learnt by the eleventh grade students in the second semester. Hopefully, the findings of this research will give useful information for better teaching learning process.

METHOD

This research is a descriptive study because this study starts with an interesting phenomenon where a teacher in SMA Negeri 1 Pontianak uses stand-up comedy activity in speaking spoof monologue. As Mitchell & Jolley (2007: 204) state, "Descriptive research is methods that will provide objective, reliable, and scientifically valid descriptions of what people think, say, and do." In this research, the researcher wanted to know the students' perception towards stand-up comedy activity in speaking spoof monologue. Descriptive study was suitable for this research since the researcher's intention was to describe the information about the students' perception towards stand-up comedy activity in speaking spoof monologue.

This study was conducted to the eleventh grade students of SMA Negeri 1 Pontianak. Meanwhile, there were four classes that use stand-up comedy in speaking spoof monologue. In this research, the researcher used purposive sampling as the sampling technique. Thus, the researcher took the subjects of research based on the students' score in the performance. The researcher took three students who got high score, three students who got middle score and three students who got low score in each class. Moreover, for the interview, the researcher took the interviewee were based on the result of the questionnaire. The categories were students who had positive perception and students who had negative perception. Based on those categories, the researcher took three students in each category. Hence, the interviewees were six students. However, if the data collected from the six students was not enough, the researcher would add some students to be the interviewees.

The techniques of data collecting in this research are direct and indirect communication technique. Questionnaire is administered as the indirect technique. Moreover, interview is administered as the direct technique. The tools of data collecting in this research are questionnaire and interview. Questionnaire is a set

list of questions that several students who are the subjects of research are asked in order to collect information needed. The questionnaire is a survey to find general information. As Creswell (2008: 394) says that a questionnaire is a form that participants in study complete and return to the researcher. It was used in the first step of data collection to gather basic information about students' perception towards stand-up comedy in speaking spoof monologue. In the questionnaire, there were five aspects that were used to reveal the students' perception towards stand-up comedy in speaking spoof monologue. The aspects were humor, confidence, anxiety, willingness, and creativity. Thus, in this research, the students' perception towards stand-up comedy activity in speaking spoof monologue was operationalized in twenty items. Therefore, the subjects of research were asked to indicate their degree of agreement and disagreement to each item.

Table 1
Table of Specification of Questionnaire

Content	Number of Items	Item number
1. Humor	4	1-4
2. Confidence	4	5-8
3. Anxiety	4	9-12
4. Willingness	4	12-16
5. Creativity	4	16-20

Adapted from Deiter (2000) and Morrison (2008)

After the questionnaire step had finished, interview was conducted by the researcher. In this research, the researcher used semi-structured interview. As Gillham (2005: 70) says that semi-structured interview is the most important way of conducting a research interview because of its flexibility balanced by structure, and the quality of the data collected. Thus, the researcher considered that it was one way to capture how a person thought/understood on a particular topic and it gave freedom to express one's ideas/opinions in more details. In this case, the researcher interviewed the students about their perception, which was their sensory experience towards stand-up comedy activity in speaking spoof monologue.

Three aspects were used to cover the students' perception towards stand-up comedy activity in speaking spoof monologue. They were facilitates communication, enhances creativity, and creates optimal learning environment. Thus, the same questions were asked of all those involved. In this case, the interviewees were some students who were taken from the result of questionnaire. It meant that the researcher took the students as the interviewees by using purposive sampling technique. In addition, the interviewer could pursue in-depth information around the topic. Moreover, recording tool was used so that the

researcher could listen to it several times while transcribing the data. The researcher listened very carefully and did not interrupt in their discussion. Hence, students were given the opportunity to express their sensory experience.

There were two steps of data analysis conducted by the researcher. They were analyzing the result of questionnaire and interview. The result of questionnaire was analyzed by using the formula to find the mean and the percentage of each criterion (Ary, Jacobs, & Sorensen, 2010: 210). There was value for each option:

Table 2
Value for Option in Likert Scale

Frequency	Score (+)	Score (-)
Strongly Agree	5	1
Agree	4	2
Neither agree nor disagree	3	3
Disagree	2	4
Strongly Disagree	1	5

Firstly, the researcher calculated the number of mean for each item. The number of checklist for each option was multiplied by the value. Subsequently, the researcher summed up the number of checklist for each option. After that, the result of multiplication was divided by the total number of students. The researcher did it for every item on the column. Secondly, the researcher calculated the percentages for each item. The researcher summed up the number of checklist for each option. Afterwards, the total number of checklist for each option was divided by the total number of students. Furthermore, the result of division was multiplied by one hundred-percent. This calculation was done for every item.

The result of the interview was analyzed by using three stages, such as (a) organizing and familiarizing, (b) coding and reducing, and (c) interpreting and representing (Ary, Jacobs, & Sorensen, 2010: 481). Some questions from questionnaire were used in the interview to check the reliability of the data. The researcher would see whether the subjects of this research said a reliable data or not.

FINDINGS AND DISCUSSION

Findings

There were 36 eleventh grade students of SMA Negeri 1 Pontianak who took part in this research and completed the questionnaire. The analysis of the students' perception towards stand-up comedy in speaking spoof monologue was carried out according to some aspects. They were humor, confidence, anxiety, willingness, and creativity. Furthermore, the results of interviews were presented in the broad form, providing significant remarks made by the students. Therefore, the data from the interviews and questionnaires were further analyzed and discussed.

Students' perception towards item number 1 (*I find fun, joy, and laughter in speaking class through stand-up comedy*) showed that the students who chose strongly agree 52,78% (19), agree 33,33% (12), neither agree nor disagree 8,33% (3), disagree 5,56% (2), and strongly disagree 0%. The weighted mean was 4,33. Because the mean score was more than 4, the researcher concluded that the students had a positive perception. Students' perception towards item number 2 (*I think stand-up comedy activity can nurture communication and ease tense situations in the classroom*) showed that the students who chose strongly agree 22,22% (8), agree 52,78% (19), neither agree nor disagree 16,67% (6), disagree 5,56% (2), and strongly disagree 0%. The weighted mean was 3,86. Because the mean score was more than 3, the researcher concluded that the students had a moderately positive perception. Students' perception towards item number 3 (*I think stand-up comedy activity can build new atmosphere in classroom*) showed that the students who chose strongly agree 52,78% (19), agree 33,33% (12), neither agree nor disagree 8,33% (3), disagree 5,56% (2), and strongly disagree 0%. The weighted mean was 4,33. Because the mean score was more than 4, the researcher concluded that the students had a positive perception. Students' perception towards item number 4 (*I think stand-up comedy activity can create a humorous environment that makes me enthusiastic in learning*) showed that the students who chose strongly agree 44,44% (16), agree 47,22% (17), neither agree nor disagree 2,78% (1), disagree 5,56% (2), and strongly disagree 0%. The weighted mean was 4,31. Because the mean score was more than 4, the researcher concluded that the students had a positive perception. In brief, those are humor indicators (item number 1-4).

Students' perception towards item number 5 (*I can speak English in front of the class without taking note*) showed that the students who chose strongly agree 8,33% (3), agree 61,11% (22), neither agree nor disagree 25% (9), disagree 5,56% (2), and strongly disagree 0%. The weighted mean was 3,72. Because the mean score was more than 3, the researcher concluded that the students had a moderately positive perception. Students' perception towards item number 6 (*I feel relaxed in class when I practice speaking through stand-up comedy*) showed that the students who chose strongly agree 5,56% (2), agree 38,89% (14), neither agree nor disagree 36,11% (13), disagree 16,67% (6), and strongly disagree 2,78% (1). The weighted mean was 3,28. Because the mean score was more than 3, the researcher concluded that the students had a moderately positive perception. Students' perception towards item number 7 (*I enjoy performing stand-up comedy*) showed that the students who chose strongly agree 11,11% (4), agree 52,78% (19), neither agree nor disagree 27,78% (10), disagree 8,33% (3), and strongly disagree 0%. The weighted mean was 3,67. Because the mean score was more than 3, the researcher concluded that the students had a moderately positive perception. Students' perception towards item number 8 (*I can speak English well in front of the class through stand-up comedy*) showed that the students who chose strongly agree 0%, agree 44,44% (16), neither agree nor disagree 38,89% (14), disagree 16,67% (6), and strongly disagree 0%. The weighted mean was 3,28. Because the mean score was more than 3, the researcher concluded that the

students had a moderately positive perception. In conclusion, they are confidence indicators (item number 5-8).

Students' perception towards item number 9 (*I would not be nervous in taking an English oral test if I got more practice speaking in class through stand-up comedy activity*) showed that the students who chose strongly agree 16,67% (6), agree 36,11% (13), neither agree nor disagree 30,56% (11), disagree 16,67% (6), and strongly disagree 0%. The weighted mean was 3,53. Because the mean score was more than 3, the researcher concluded that the students had a moderately positive perception. Students' perception towards item number 10 (*I worry if my performance does not entertain the audience*) showed that the students who chose strongly agree 30,56% (11), agree 52,78% (19), neither agree nor disagree 13,89% (5), disagree 2,78% (1), and strongly disagree 0%. The weighted mean was 1,89. Because the mean score was less than 2, the researcher concluded that the students had a negative perception. Students' perception towards item number 11 (*I am nervous when I perform stand-up comedy*) showed that the students who chose strongly agree 13,89% (5), agree 44,44% (16), neither agree nor disagree 27,78% (10), disagree 13,89% (5), and strongly disagree 0%. The weighted mean was 2,42. Because the mean score was less than 3, the researcher concluded that the students had a moderately negative perception. Students' perception towards item number 12 (*I am not anxious in speaking class when I practice speaking English through stand-up comedy*) showed that the students who chose strongly agree 2,78% (1), agree 22,22% (8), neither agree nor disagree 50% (18), disagree 25% (9), and strongly disagree 0%. The weighted mean was 3,03. Because the mean score was more than 3, the researcher concluded that the students had a moderately positive perception. In brief, those are anxiety indicators (item number 9-12).

Students' perception towards item number 13 (*I like to attend the class when I am going to perform stand-up comedy*) showed that the students who chose strongly agree 22,22% (8), agree 58,33% (21), neither agree nor disagree 13,89% (5), disagree 5,56% (2), and strongly disagree 0%. The weighted mean was 3,97. Because the mean score was more than 3, the researcher concluded that the students had a moderately positive perception. Students' perception towards item number 14 (*I am willing to participate in class when the activity applied is interesting*) showed that the students who chose strongly agree 47,22% (17), agree 47,22% (17), neither agree nor disagree 5,56% (2), disagree 0%, and strongly disagree 0%. The weighted mean was 4,42. Because the mean score was more than 4, the researcher concluded that the students had a positive perception. Students' perception towards item number 15 (*I am willing to speak in class when I have a stand-up comedy performance*) showed that the students who chose strongly agree 13,89% (5), agree 50% (18), neither agree nor disagree 22,22% (8), disagree 13,89% (5), and strongly disagree 0%. The weighted mean was 3,64. Because the mean score was more than 3, the researcher concluded that the students had a moderately positive perception. Students' perception towards item number 16 (*I am eager to interact with my friends through stand-up comedy*) showed that the students who chose strongly agree 8,33% (3), agree 58,33% (21), neither agree nor disagree 27,78% (10), disagree 5,56% (2), and strongly disagree

0%. The weighted mean was 3,69. Because the mean score was more than 3, the researcher concluded that the students had a moderately positive perception. In conclusion, they are willingness indicators (item number 13-16).

Students' perception towards item number 17 (*I think stand-up comedy activity can enhance my creativity*) showed that the students who chose strongly agree 22,22% (8), agree 55,56% (20), neither agree nor disagree 19,44% (7), disagree 2,78% (1), and strongly disagree 0%. The weighted mean was 3,97. Because the mean score was more than 3, the researcher concluded that the students had a moderately positive perception. Students' perception towards item number 18 (*I think stand-up comedy involves the creative use of language*) showed that the students who chose strongly agree 33,33% (12), agree 63,89% (23), neither agree nor disagree 2,78% (1), disagree 0%, and strongly disagree 0%. The weighted mean was 4,31. Because the mean score was more than 4, the researcher concluded that the students had a positive perception. Students' perception towards item number 19 (*I can express my imagination through stand-up comedy*) showed that the students who chose strongly agree 33,33% (12), agree 44,44% (16), neither agree nor disagree 19,44% (7), disagree 2,78% (1), and strongly disagree 0%. The weighted mean was 4,08. Because the mean score was more than 4, the researcher concluded that the students had a positive perception. Students' perception towards item number 20 (*I feel hard in doing stand-up comedy because I am not creative in setting the joke*) showed that the students who chose strongly agree 5,56% (2), agree 27,78% (10), neither agree nor disagree 38,89% (14), disagree 22,22% (8), and strongly disagree 0%. The weighted mean was 2,94. Because the mean score was less than 3, the researcher concluded that the students had a moderately negative perception. In brief, those are creativity indicators (item number 17-20).

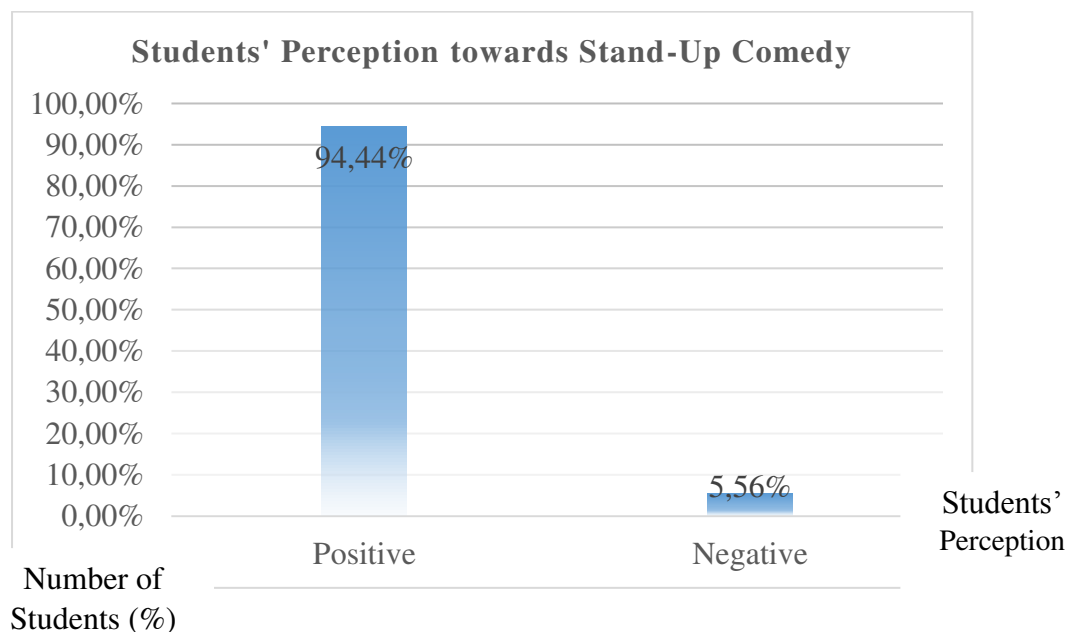


Figure 1. Students' positive and negative perception towards stand-up comedy

This figure saw that the students tended to have positive perception. It was 94,44% (34) of the students. In addition, the students who got high score (see appendix V) had positive perception. It means that there is relationship between students' score and perception. The high scores they got, the more positive perception they had. Moreover, from 34 students who had positive perception, there were 10 students who got low score but they had positive perception. However, the students who had positive perception, they still got low scores. It was because of the lack of experience (background) in English. Furthermore, 5,56% (2) of the students had negative perception. Both students got low scores so that they had negative perception. It was because they did not really enjoy the activity and have a good experience (background) in English.

When they were asked their confidence in speaking English through stand-up comedy, four students said that they were very confident. In contrast, there were two students who were not confident when speaking English through stand-up comedy. As the interviews proceeded, the students said that they were confident in speaking English through stand-up comedy because they explored their creativity to their friends. These were what they said: *I feel confident because through stand- up comedy, I can explore my creativity to my friends. I feel very confident because through stand-up comedy, we learn whether we can make laugh or not and we can use the words or not in English.*

Whereas, the other students said that they were not really confident because they were afraid in making mistake. In the following excerpt the interview transcription, we can see what exactly they meant. *I am not very good in English. So, when I go to the front, I am afraid if I make mistake in pronunciation, or forgotten. Actually, I am not too confident before I start my stand- up comedy. I feel a little nervous and tense.*

Moreover, the interviewees were asked about their enjoyment when performing stand-up comedy. All of the interviewee said that they really enjoyed their performance. They also said that they could speak English better through stand-up comedy. Furthermore, they were more motivated to speak English through this activity because it was fun activity. This following as they said when they were interviewed. *When I perform I enjoy because through stand-up comedy, I can pull out the ideas in my mind and in accordance with the material. I'd enjoy it more when the audience reaction is happy. I can speak English correctly through stand - up comedy because it is based on experience when I forgot the next sentence to stand-up comedy, but if I understand correctly the content of stand-up comedy material that I still can continue my stand-up comedy. It is very motivated because English is no longer scary in my mind. Now, I think English is very engross if it is packaged properly.*

The interviewees were asked about their negative feeling when they perform stand-up comedy. Most of them said that they had negative feeling such as, nervous, ashamed, and afraid. They were afraid that they failed in performing stand-up comedy because the audiences were not entertained. As they said: *There are negative feelings such as nervousness or worry. We are afraid when we try to*

do stand-up comedy well, but the audience reaction is less funny. Well, it's very worried.

The interviewees were asked about their enhancing creativity through stand-up comedy. Most of the interviewees said that they became creative through this activity. They can create a creative story or joke. In addition, they could also use their imagination by expending out everything in their mind. Their answers when they were interviewed: *In stand - up comedy we have to make the story as creative as possible. So, we must be more creative, because we make a creative story. For example during my stand - up comedy, I look around me. I can designate one of the audience to be my imagination used in my stand - up comedy, see things around me.*

All the interviewees were asked to give opinions about the learning environment when using stand-up comedy in speaking class. They said that through this activity, they felt new environment that they never felt before. This was the first time for them to perform stand-up comedy and they liked it so much. They found fun, joy, and laughter in the class because this activity is full of humor. The interviewees' opinions as follows: *I think in stand - up comedy activity, I do not feel it. I never feel pressured or tense in stand - up comedy. The audiences and the teacher appreciate us and listen to us. Usually, we learn with the teacher-centered while the teacher explains in front of the class, and we passively take note or ask. While through stand - up comedy, the students are required to be active in which they should go to the front to do the activity.*

Discussion

Based on the results of the questionnaires and interviews, the researcher found that the students had positive and negative perception towards stand-up comedy activity in speaking spoof monologue. Firstly, students' positive perception towards stand-up comedy activity in speaking spoof monologue, the findings showed that 86,11% (31) of the students agreed that stand-up comedy could create a new environment that made the students enthusiastic in learning. It was because they found fun, joy, and laughter in the class. However, this was a new thing for them, but they really enjoyed and liked it. As Morrison (2008:6) says that the use of humor in the classroom can create an optimal environment for learning and teaching. Hence, stand-up comedy activity could create good teaching and learning environment.

Stand-up comedy was an activity that was full of humor so that it would create humorous environment. Thus, 91,66% (33) of the students agreed that stand-up comedy could create humorous learning environment that made them more enthusiastic in learning. Deiter (2000:23) says that activity used humor can create fun and positive learning environment. Because of the humorous environment, the students had positive thinking with English. They argued that English was not difficult if it was packaged interestingly.

Furthermore, 80,55% (29) of the students agreed that they liked to attend the speaking class when they were going to perform stand-up comedy. As Deiter (2000:23) says that the use of humor in the classroom can promote class attendance. In addition, 94,44% (34) of the students agreed that they were willing

to participate in class when the activity applied was interesting. It means that, most of the students agreed that stand-up comedy activity was an interesting activity. Moreover, 97,22% (35) of the students who agreed that stand-up comedy involved the creative use of language. According to Morrison (2008:6), humor and creativity are great companions. Thus, they thought that they became more active and creative in speaking class. It was because this activity required them to speak in front of the class.

In conclusion, based on figure 1, it showed that 94,44% (34) of the students had positive perception. Most of the students got high scores. It happened because they had experience (background) in English. It caused them having a good perception. On the other hand, there were 10 students who got low scores but they had positive perception too. It occurred because they were lack of experience (background) in English. Consequently, their perceptions and their performance scores were not in line.

Secondly, students' negative perception towards stand-up comedy activity in speaking spoof monologue, 83,34% (30) of the students felt worried in their performance did not entertain the audience. They thought that they failed when they could not entertain. In addition, because of their failure, they would be ashamed. In addition, when the researcher interviewed the students who got low score in the performance, they tended to agree that they felt very worried when they performed stand-up comedy. They were afraid that they failed.

Moreover, 58,33% (21) of the students felt nervous when they performed stand-up comedy. It was because they were afraid in making mistakes when performing stand-up comedy. In interview, most of the students who got low score said that they thought they were not good enough in English so that when they were going to perform they felt nervous.

In brief, figure 1 in the previous chapter showed that 5,56% (2) of the students had negative perception. Those students were three students who got low scores in their performance. It happened because they were lack of experience (background) in English. From this finding, it could be concluded that there was relationship between students' performance scores and their perceptions. When they got low scores, they would have negative perception.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the discussion in the previous chapter, the researcher concludes that the students have positive and negative perception. Moreover, there is relation between students' performance score and students' perception. The students who get high score tend to have positive perception. It is because they have experience (background) in English. In addition, they are confident with their speaking skill so that they are not nervous when speaking in front of the class through stand-up comedy. Otherwise, the students who get low score tend to have negative perception because they are not confident in speaking English through this activity. They are lack of experience (background) in English. Hence, they think that they are not good enough in English.

Suggestions

This part presents some suggestions that will hopefully give a new idea to provide better teaching and learning in senior high schools. The researcher recommended the following suggestions: 1) The students are hoped not to be ashamed in performing stand-up comedy, and they do need to have more practice in order to improve their speaking ability 2) The students should ask the teacher if there is something that they do not understand regarding to the stand-up comedy activity 3) Teachers do need to encourage students to practice their speaking skill in their daily life more and more 4) Teachers should consider to use stand-up comedy activity in speaking class because the result of this study had shown that most of the students enjoyed this activity and they were motivated in learning English through this activity 5) It is expected that the result of the study can give an informative input to other researchers who want to conduct similar research. One of the results of this research is that stand-up comedy activity encourages and motivates the students in learning English, especially in speaking. The problem that can be investigated in further research, for example, it is about to investigate the motivation in learning English through stand-up comedy.

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