

## CHAPTER FOUR

### RESULTS

As mentioned in chapter 3, this research applied three techniques in data collection: the questionnaire (as a main data source), the observation and the interview. In this chapter, after all the data had been analyzed, the results were then shown in three segments.

#### 4.1 QUESTIONNAIRE

The questionnaire segment comprised 4 parts:

- Part 1            Demographic data
- Part 2            Benefit of Chonburi Joke Riddle
- Part 3            Knowledge about Chonburi Joke Riddle
- Part 4            Expectations towards the conservation of Chonburi Joke Riddle

##### *4.1.1 Demographic data*

From 258 copies of distributed questionnaire, 97.7% (252 copies) were successfully collected. Among all respondents, 50.6 % were from Phanatphittayakharn, 49.4 % were from Chonburi Sukhabot. Question no.8 in part 1 (see appendix A2) was created to screen out the respondents who did not know the Chonburi Joke Riddle at all. In this part, the data showed the general information of respondents regarding gender, age, school, level of education, Thai grade as of the current semester, interest and ability at poetry, familiarity and experience in the Chonburi Joke Riddle, roles in participation, ability to create riddles, and channels to know the game. However, some questions acquired fewer respondents than the others, as shown in table 2. Therefore, the results of each question in the next paragraphs showed the valid number as being 100 %.

**Table 2 Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
gender	251	99.6%	1	.4%	252	100.0%

*(Table continues)*

*Table2 (continued)*

age range	249	98.8%	3	1.2%	252	100.0%
school	251	99.6%	1	.4%	252	100.0%
level of education	250	99.2%	2	.8%	252	100.0%
Thai Grade	247	98.0%	5	2.0%	252	100.0%
Interest in Khlong & Chan	246	97.6%	6	2.4%	252	100.0%
Interest in Karp	245	97.2%	7	2.8%	252	100.0%
Interest in Klorn	247	98.0%	5	2.0%	252	100.0%
Ability in Khlong & Klorn	245	97.2%	7	2.8%	252	100.0%
Ability in Chan & Karp	244	96.8%	8	3.2%	252	100.0%
Familiarity with joke riddle	251	99.6%	1	.4%	252	100.0%
Roles as player, audience and organizer	160	63.5%	92	36.5%	252	100.0%
Ability in creating riddles	161	63.9%	91	36.1%	252	100.0%
channel	198	78.6%	54	21.4%	252	100.0%

There were 85% or 215 respondents who knew the game. The data showed that respondents from Phanatphittayakharn school knew this folk culture slightly more than those from Chonburi Sukhabot school as shown in table 3 and 4, respectively.

*Table 3 Percentile of Respondents' Familiarity With the Game*

Know the game	Frequency	Valid Percent	Cumulative Percent
no	36	14.3	14.3
yes	215	85.7	100.0
Total	251	100.0	

**Table 4 Familiarity of Respondents With the Game, Devided by School**

	know the game		Total
	no	yes	
Chonburi Sukhabot	20	104	124
Phanatpittayakharn	15	111	126
Total	35	215	250

According to the data, the gender of respondents in the two target schools was significantly different as shown in table 5.

**Table 5 Gender of Respondents**

	Target schools		Total
	Chonburi Sukhabot	Phanatpittayakharn	
female	59	91	150
male	65	36	101
Total	124	127	251

Most respondents were in M3, age 14, and got 3.00-3.99 G.P.A. in Thai. Comparing the Thai grade of the two target schools, more students in Phanatphittayakharn got 4.00 than those in Chonburi Sukhabot.

In respects of roles, more females participated in joke riddle as players and audience while more males participated in the organizer's role (see table 6).

**Table 6 Cross-tabulation of Roles and Gender of Respondents**

	as player		Total
	no	yes	
female	22	80	102
male	22	36	58
Total	44	116	160
Valid Percent	27.5%	72.5%	100.0%
	as audience		Total
	no	yes	
female	34	68	102
male	21	37	58
Total	55	105	160
Valid Percent	34.4%	65.6%	100.0%

(Table continues)

*Table 6 (continued)*

	as organizer		
female	93	9	102
male	42	16	58
Total	135	25	160
Valid Percent	84.4%	15.6%	100.0%

There were 51% of respondents with less than one year experience in Chonburi Joke Riddle, 25 % had no experience and 18 % had 1-2 years experience. Most samples (41.4%) participated in the game once a year, 14.2% participated in the game even more often; twice a year and once a month.

To the question about the ability in creating joke riddles, 78.9% of respondents could create simple ones while 8.7% never thought of creating one at all.

The last general question was about the channel through which the respondents learned about the game. The findings showed 71.7% of respondents learned about the Chonburi Joke Riddle from school and 15.7% of respondents learned from friends and family. The rest learned from book and other unspecified sources.

#### ***4.1.2 Benefit of Chonburi Joke Riddle***

The questions to check respondents' understanding about the benefit of Chonburi Joke Riddle were in part 2. The data indicated that the three most frequently chosen as the benefits of the joke riddle were brain exercise, entertainment and learning new vocabulary. In addition, over 40% of respondents were not sure if joke riddles could either improve skills in poems, or increase self-esteem, or even improve their logic as shown in table 7.

*Table 7 Perception About Benefit of Joke Riddle*

Benefit	Valid percent		
	Disagree	Not sure	Agree
Improving Thai language skills	0.9%	13.1%	86 %
Learning new vocab	0%	7.5%	92.5%
Seeing samples of poems	0%	17.8%	82.2%
Improving skills in poems	2.3%	41.6%	56.1%
Improving knowledge	1.4%	22.4%	76.2%
Anticipating learning	2.3%	20.7%	77%
Using free time wisely	0.5%	7.5%	92%

*Table continues*

*Table7 (continued)*

Entertainment	0%	5.6%	94.4%
Brain exercise	0.5%	4.2%	95.3%
Improving public skills	1.9%	21.1%	77%
Improving logic	2.3%	35.2%	62.4%
Increasing self-esteem	5.2%	40.1%	54.7%
Mind broadening	1.4%	26.9%	71.7%
Sharing ideas	1.9%	15.1%	83%
Promoting family relationship	0.9%	17.8%	81.2%

#### ***4.1.3 Knowledge about Chonburi Joke Riddle***

There were fourteen questions in part 3 to test respondents knowledge about the various types of joke riddle and different styles of poems used in this game. The outcome showed that respondents in Phanatphittayakharn school acquired better scores than those in Chonburi Sukhabot school as shown in table 8.

***Table 8 Comparison of Knowledge About Joke Riddle of Respondents in Two Schools***

target schools	Mean	N	Std. Deviation
Chonburi Sukhabot	6.6532	124	4.20036
Phanatpittayakharn	8.7244	127	4.67461
Total	7.7012	251	4.55745

#### ***4.1.4 Expectations towards the conservation of Chonburi Joke Riddle***

The overall expectations of respondents were identified in part 4 in various aspects including value, participants age range, anticipation, obstacles and suggestions. In table 9, the data reflected that the majority of respondents like joke riddling and agreed that it should be conserved and promoted.

***Table 9 Value of Respondents Towards Joke Riddle***

Value	Valid percent	
	Choose	Not choose
It's not enjoyable	0.5%	99.5%
It's boring	0.9%	99.1%
It's out of date	0.5%	99.5%
It needs improvement	13.7%	86.3%

*(Table continues)*

*Table 9 (continued)*

It's enjoyable	78.3%	21.7%
It should be promoted	74.5%	25.5%
It should be conserved	81.1%	18.9%
The reward is not motivating	23.2%	76.8%
It lacks supporters	43.6%	56.4%
Other	2.4%	97.6%

In response to the questions about the age range of the joke riddle audience, the majority of respondents agreed that the audience were of mixed ages. Moreover, the respondents anticipated that there would be some hope for the future of this game, as shown in table 10.

*Table 10 Anticipation About the Future of Joke Riddle*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no future	9	3.6	4.5	4.5
	still some hope	131	52.0	64.9	69.3
	bright future	57	22.6	28.2	97.5
	comments	5	2.0	2.5	100.0
	Total	202	80.2	100.0	

The obstacles to joke riddles were laid out in choices of respondents to rate the obvious factors that they saw as the most problematic for the game. In table 11, the data showed that most selected constraints were about the game rules, the unpopularity, the unpredictable dates and times, and the lack of promotion.

*Table 11 Obstacles of Joke Riddle*

Constraints	Valid percent	
	Choose	Not choose
Unpredictable date and time	44.5%	55.5%
Unpopular	47.9%	52.1%
Few organizers	34.1%	65.9%
Only a few knows how to play	65.4%	34.6%
Lack PR	44.5%	55.5%
Not many participants	35.2%	64.8%
Too difficult riddle	31.8%	68.2%
Inconvenient locations	36.5%	63.5%

The suggestions of respondents for conserving joke riddles were also designed as choices that could be chosen more than once. The two most selected choices were to modernize the game and to get schools involved in conserving it. However, most respondents ignored the choice ‘not to conserve it’. The valid percent of each choice was shown in table 12 below.

***Table 12 Suggestions for Conservation of Joke Riddle***

Suggestions	Valid percent	
	Choose	Not choose
Get schools involved	67.3%	32.7%
Keep original form	30.2%	69.8%
Modernize it	68.8%	31.2%
No need to conserve it	1.9%	98.1%
Other suggestions	3.5%	96.5%

Besides the choices, 10 students wrote comments and suggestions: three of them were from M2, M4 and M6 students of Phanatphittayakharn while seven students from Chonburi Sukhabot included two students from M2 as well as M6, and one student from each level of M3, M4 and M5. The suggestions indicated that the opportunity to play ‘joke’ was still rare -- only in schools or at annual festivals. Most people still didn’t know how to play it. However, those who had experienced it found it fun. Moreover, adults who knew the game well could persuade and show their youngsters how to play it. Campaigns and PR might not be sufficient to promote Chonburi Joke Riddle, it would probably require more serious attention to enhance a sustainable solution for conservation. The opinions on future of the game might be optimistic since some schools already took action in giving knowledge about the game and organizing events occasionally. However, opposition to this idea seemed to focus on the familiarity of the game that it should be improved to be more widespread than at present.

## **4.2 OBSERVATION**

The content of the observation covered the current situation of the Chonburi Joke Riddle in 5 respects: riddle master, audience, players, riddle, and atmosphere (For more details about observation list, see Appendix B).

The observation was conducted twice under two different situations:

Observation No.1: The primary school students contest of joke riddles at the Buffalo Racing Festival, October 2008. The observation time started from 2:30 pm until 4:00 pm.

The game was set up formally in a contest style. The players, 3 people in one team, were representatives from various primary schools. Since the observer came in the middle of the game, the introduction of the game was unobserved. The joke master, male in his forties, seemed to be experienced. He ran the game smoothly and professionally. The players read the riddle loudly in rhymes or else the master would not let go. The players were students from primary level *Prathom 4 - Prathom 6*, mixed gender. No hints were given during the game. The easy riddles were likely to be taken first so the game became more and more challenging. By the end of the game there were a few difficult riddles left unresolved. The watchers on that event were two main groups; one comprised guests (mainly teachers) from the contestants' schools – seated in the tent, and another was interested people or passers-by – stood around the tent. Even though the sun was strong, watchers stayed at the game watching until it was over. Playing along silently, the observer found that the riddles were quite interesting. Most of them were written in *klorn*, *karp* and *khlong*. There were also some pictorial joke riddles too but they were selected and figured out soon. The atmosphere of the game was changeable. There were times when players thought hard and needed concentration, everything seemed quiet and there were times when the answers were almost correct, the watchers looked as excited as the contestants themselves. The game was obviously interactive. While the game lasted, the guest speaker (a Thai language teacher) gave knowledge about the Chonburi Joke Riddle. The awards were given on behalf of the province to the participating schools. The players looked happy.

Observation No.2: The demonstration joke riddling at Chonburi Sukhabot School Fair, December 2008. The observation time started from 9:00 – 12:00 am.

This game was set up in a demonstration style. The joke master, who was a female student in *Matthayom 4*, gave a brief background of the game to all audience. The audience who were primary students from many schools in Chonburi might have been assigned by their schools to write a report about the school activities that they

participated so they jotted down the Chonburi Joke Riddle history in their notebooks. Anyway, one thing the joke master failed to mention was about the social etiquette. Consequently, some players “stole the flags” or took advantage of the aforementioned answers. From the observation, the atmosphere was generally enjoyable without stress and was quite noisy. However, when the players encountered difficult riddles causing repetitive mistakes, they looked confused and some looked for help. When that happened, the joke master might encourage them or the joke assistants gave them some hints, then the game went on smoothly. As the players gave the right answers, the assistant rang the bell and gave them rewards (candies, gums, and snacks). The demographics of the audience were of mixed ages, genders and status (teachers, students, parents). The atmosphere of the game was quite relaxed and entertaining. Any interested people could drop in or leave the game at any time. The riddles, prepared by the joke master’s team, could be divided into two groups: the poem format group was mostly copied from professional joke masters’ works and the pictorial group was all designed by the student joke master’s team. The pictorial joke riddle seemed to be more popular and easier to solve than the poetic riddles. It was noticeable that the players did not read the poems in rhyme or pronounce ‘r’ and ‘l’ (ร, ล) sound clearly but that did not seem to matter. The technique that the joke master used to run the game smoothly was her own sense of humor. Since the game was for demonstration, when the riddles ran out, the joke master’s team reused the old riddles. The players who stayed in the demonstration room from 9:00-12:00 noon, like the observer could see the same riddles posted on the wire more than once. Therefore, some players could stay long enough to see the answers and take advantage to gain a bit more snacks.

#### **4.3 INTERVIEW**

The researcher interviewed two students who were experienced in mastering the joke riddles from the two designated schools, Phanatpittayakharn and Chonburi Sukhabot. The interview guide questions designed to get opinion in-depth were shown in appendix C. The interviewee from Phanatpittayakharn learnt to know the game since primary school (P5) in Phanatnikhom district, Chonburi. Her personal interest in poems writing and Thai folk song (*luke thung*) singing helped in creating riddles in

forms of poem<sup>8</sup> and Yani<sup>11</sup>. As she was asked about the evolution of joke riddling, she explained that previously the game was one of only a few traditional entertainments. These days there are many more interesting activities for kids than to participate in joke riddle games, they might choose to do something else instead of playing joke riddles. The interviewee opined that joke riddles promoted the local lifestyle, improved one's logic as he or she figured out the relationship of each keyword (answers) and linked them together in order to solve the riddles. Most importantly, it preserved Thai culture for kids. The strong point of this game was its fun and reward. On the contrary, the downside of the game was the rare opportunity for kids to participate, except of school events only once a year. Therefore, the game should be held more regularly like once a week for the students' sake. There should be a Chonburi Joke Riddle Club in every school. She also suggested that they should use new technology to promote the game such as developing joke riddles into computer games. Her anticipation about the future of the Chonburi Joke Riddle was that this game would probably survive if the society continued to support it. In addition, it should be promoted in a broader scope; not only within the province but countrywide or even worldwide.

Unlike the respondent from Phanatphittayakharn, the young joke master from Chonburi Sukhabot had only just started to learn Chonburi joke riddling for less than a year. She was persuaded by a Thai teacher as she was already a member of the Thai Language Club (Language Clinic). The teacher who founded the Chonburi Joke Riddle Club in Chonburi Sukhabot school introduced her to the game and organized training from a professional joke riddle master. There were almost ten members who became the regular organizers of joke riddles in school events. The interviewee revealed that this game was a traditional entertainment since King Rama V's reign. To her, it was interesting because the game, either in pictorial or in word form, motivated logical thinking. It preserved Thai culture from generation to generation. Besides that, it was entertaining and rewarding. The differences between the former time and nowadays were the playing styles. Previously, the game was held in cremation ceremonies to keep the company of the hosts and guests, therefore, it went on quietly and solemnly. The players took their time to figure out each riddle on their own. Nowadays, the joke masters have adapted some techniques and skills to keep the game interesting to young

audiences and players. Some hints might be given to the players once the organizers found the riddles too difficult for the audience so that they won't give up. Teenagers, unfamiliar with the game, might see it as time-consuming and thought-demanding so they might lose interest in the game. Only people who knew how to play it could enjoy it while others might only be curious and wanted to get some reward. It would be nice if everyone could learn about joke riddles because it is very beneficial. As a joke master, she agreed to conserve the original format of joke riddles and improve them to get people's interest. She also clarified the benefits for joke organizers as a channel to enhance skills in public speaking, creative thinking, and entertaining others. She expected more students to join the joke riddle club to help promote the continuity of the game. Even though she agreed that the format of riddles were already well designed but she suggested that new ideas should be added to create the riddles to keep up with current events. The young joke master also mentioned about the potential of websites for joke riddles to gain more participants and make the game more widespread.