

SKRIPSI



**THE SPEAKING ABILITY
OF THE JUNIOR HIGH SCHOOL STUDENTS
TAUGHT BY USING CONTRA TRICENTRIC
METHOD**

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MURIA KUDUS UNIVERSITY**

2016



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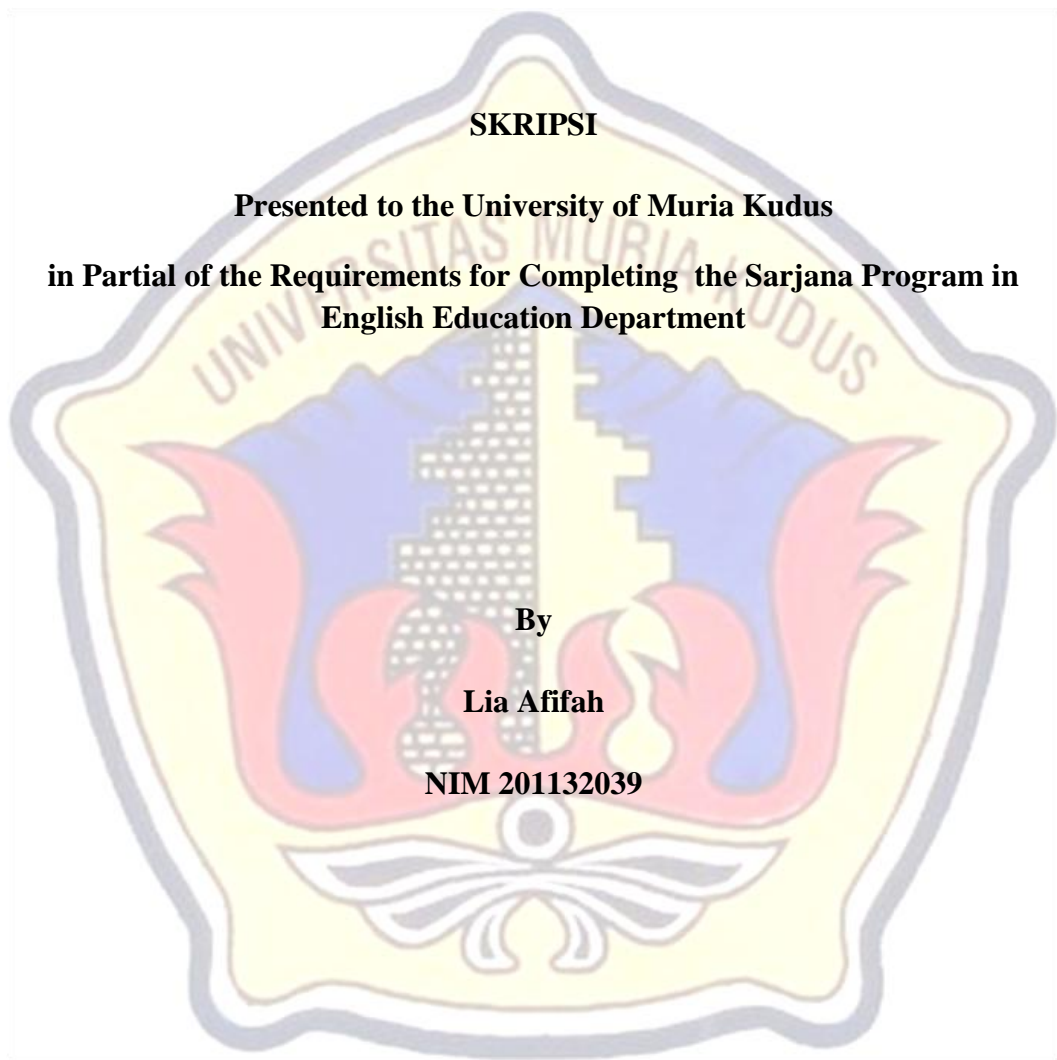
SKRIPSI

**Presented to the University of Muria Kudus
in Partial of the Requirements for Completing the Sarjana Program in
English Education Department**

By

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

2016

MOTTO AND DEDICATION

Motto:

- ✓ *Believe in God is always.*
- ✓ *Nothing ventured, nothing gained.*
- ✓ *Where there is a will, there is a way. Because, God helps those who help themselves.*

Dedication:

- ✓ *Allah SWT the Almighty.*
- ✓ *Her beloved family, her mother and father*
- ✓ *Her beloved husband and her son who always support.*
- ✓ *All of her friends and her teacher.*

ADVISORS' APPROVAL

This is to certify that the *skripsi* of Lia Afifah (201132039) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

Kudus, August 2016
Advisor I



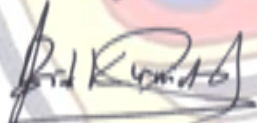
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First, in this occasion the writer would like to say thanks to Allah SWT for all of mercy and blessing to the writer with health, power and motivation to finish her skripsi entitled “The Speaking Ability of The Junior High School Students Taught by Using Contra Tricentric Method”.

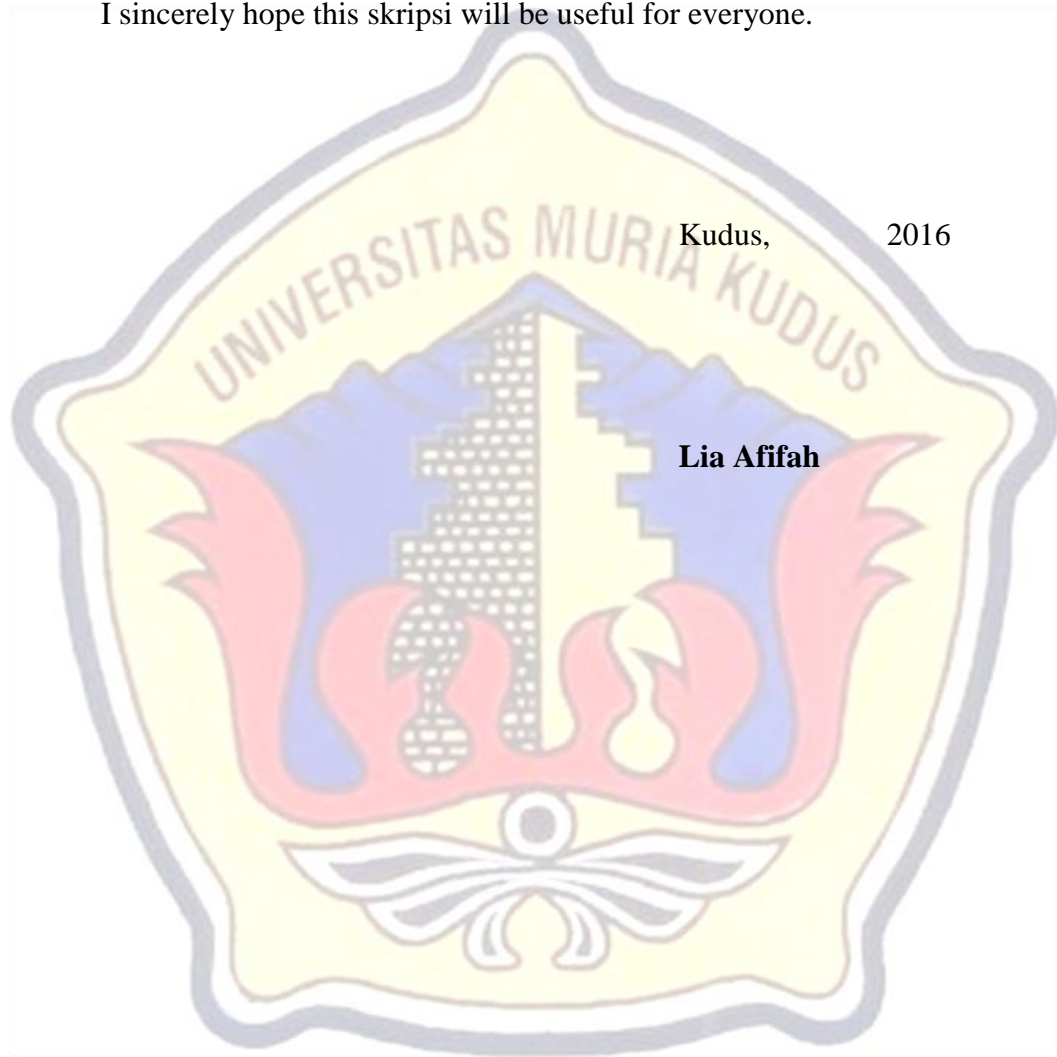
On the second chance, the writer wants to express her sincere gratitude to:

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8. The writer beloved family who always give support, caring and sincere love.

9. All of her beloved friends whom cannot be mentioned one by one.
10. All people involved during the writing of this skripsi.

The writer hopes that this skripsi will be useful especially for those in the field of English teaching and learning.

I sincerely hope this skripsi will be useful for everyone.



ABSTRAK

Afifah, Lia. 2016. *Kemampuan Berbicara Siswa SMP Diajarkan dengan Menggunakan Metode Contra Tricentric*. Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i) Dra. Sri Endang Kusmaryati, M.Pd. (ii) Aisyah Ririn Perwikasih Utari, S.S, M.Pd.

Kata kunci : Kemampuan Berbicara, Metode Contra Tricentric.

Berbicara adalah cara untuk berkomunikasi secara lisan. kemampuan berbicara merupakan salah satu keterampilan penting bahwa orang perlu dalam menguasai bahasa Inggris. Ada beberapa aspek yang mempengaruhi kemampuan berbicara; seperti pengayaan kosakata, pemahaman tata bahasa, percakapan dan idiom. Faktanya banyak siswa yang kurang termotivasi untuk berbicara dalam berbicara pelajaran bahasa Inggris, seperti siswa kelas tujuh di MTS Muhammadiyah Nalumsari Jepara. Ketika penulis wawancara dengan guru bahasa Inggris dari kelas tujuh, guru mengatakan bahwa beberapa siswa masih mengalami kesulitan untuk berbicara, cenderung untuk tetap tenang dan merasa bosan. Selain itu, para siswa tidak cukup percaya diri karena mereka takut membuat kesalahan dalam berlatih berbicara bahasa Inggris. Berkenaan dengan fenomena, penulis mencoba untuk mengurangi masalah yang dihadapi oleh kemampuan berbicara siswa dengan melakukan penelitian eksperimental tentang penerapan metode kontra tricentric dalam mengajar berbicara.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara kemampuan berbicara siswa kelas tujuh dari MTS Muhammadiyah Nalumsari Jepara di tahun akademik 2015/2016 sebelum dan setelah diajar dengan menggunakan metode kontra tricentric. Penelitian ini menggunakan penelitian eksperimental dengan pretest satu kelompok dan posttest. Jumlah sampel yang 34 siswa dari kelas VII.B. Penulis menggunakan tes lisan untuk mengumpulkan data kemampuan berbicara siswa kelas tujuh dari MTS Muhammadiyah Nalumsari Jepara pada tahun akademik 2015/2016.

Hasilnya menunjukkan bahwa ada perbedaan yang signifikan antara kemampuan berbicara siswa kelas tujuh dari MTS Muhammadiyah Nalumsari Jepara di tahun akademik 2015/2016 sebelum dan setelah diajar dengan menggunakan metode kontra tricentric. Data menunjukkan bahwa rata-rata siswa kemampuan berbicara setelah diajarkan dengan menggunakan metode kontra tricentric lebih baik dari rata-rata kemampuan siswa berbicara sebelum diajarkan dengan menggunakan metode tricentric kontra ($78,94 > 69,14$). Dengan derajat kebebasan ($df = N - 1 = 33$), t-kritis adalah 2,042. T diperoleh lebih tinggi dari t-kritis ($t_0 = 7,875 > t_t = 2,042$). Dengan demikian H_0 (hipotesis nol) ditolak dan H_a

(hipotesis alternatif) dikonfirmasi. Penulis menyarankan bahwa Metode kontra tridentric ini efektif dalam mengajar berbicara karena siswa dapat berbicara dengan mudah dan lebih rileks.

Jadi, penulis merekomendasikan beberapa saran. Pertama, guru dapat menggunakan metode kontra tridentric sebagai metode alternatif dalam mengajar berbicara. Kedua, peneliti selanjutnya dapat menggunakannya sebagai referensi.



ABSTRACT

Afifah, Lia. 2016. *The Speaking Ability of the Junior high school Students Taught by Using Contra Tricentric Method*. Skripsi English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Dra. Sri Endang Kusmaryati, M.Pd. (ii) Aisyah Ririn Perwikasih Utari, S.S, M.Pd.

Key words: *Speaking Ability, Contra Tricentric Method*

Speaking is a way to communicate orally. Speaking ability is one of important skill that people need in mastering English. There are some aspects that influence the speaking ability; like vocabulary enrichment, grammar understanding, conversation and idioms. As a matter of fact, many students are less motivated to speak up in speaking English lesson, like the seventh grade students in MTS Muhammadiyah Nalumsari Jepara. When the writer had interview with English teacher of seventh grade, the teacher said that some students still have difficulties to speak up, tend to stay quiet and felt bored. Beside that, the students do not confident enough because they are afraid to make mistake in practicing English speaking. With regard to the phenomena, the writer tries to decrease the problem encountered by the students' speaking ability by conducting an experimental research on implementation of contra tricentric method in teaching speaking.

The objective of this research is to find out whether there is a significant difference between the speaking ability of the seventh grade students of MTS Muhammadiyah Nalumsari Jepara in academic year 2015/2016 before and after being taught by using contra tricentric method. This research used an experimental research with one group pretest and posttest. The numbers of sample are 34 students of VII.B class. The writer use a set of oral test to gather the data of the speaking ability of the seventh grade students of MTS Muhammadiyah Nalumsari Jepara in academic year 2015/2016.

The result show that there is a significant difference between the speaking ability of the seventh grade students of MTS Muhammadiyah Nalumsari Jepara in academic year 2015/2016 before and after being taught by using contra tricentric method. The data show that the mean of the students speaking ability after being taught by using contra tricentric method is better than the mean of students speaking ability before being taught by using contra tricentric method ($78.94 > 69.14$). With degree of freedom ($df = N-1 = 33$), the t-critical is 2.042. T- obtained is higher than t-critical ($t_0 = 7.875 > t_t = 2.042$). Thus H_0 (null hypothesis) is rejected and H_a (alternative hypothesis) is confirmed. The writer suggest that

Contra Tricentric Method is effective in teaching speaking because the students can speak up easily and more relax.

So,the writer recommends some suggestions. First, the teacher can use contra tricentric method as an alternative method in teaching speaking. Second, the next researcher can use it as the reference.



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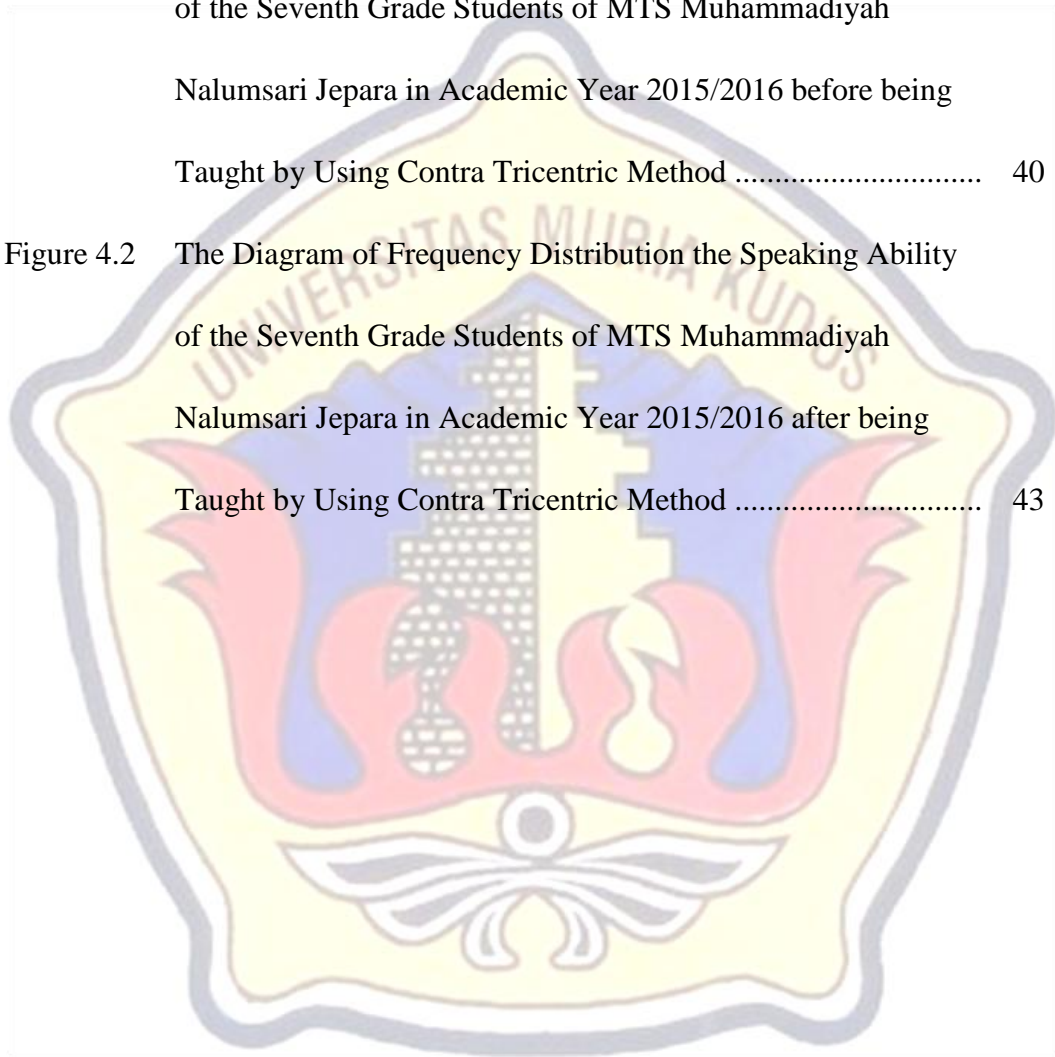
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