



**THE SPEAKING ABILITY OF THE TENTH GRADE STUDENTS
OF MAN 2 KUDUS IN ACADEMIC YEAR 2011/2012
TAUGHT BY USING REAL-WORLD TASKS**



**By
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TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

2012



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TAUGHT BY USING REAL-WORLD TASKS**

SKRIPSI

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



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MOTTO AND DEDICATION

Motto:

- *Dream, believe and do it*
- *My life is extraordinary*
- *“Hanya jiwa mu sendiri yang dapat menjadi hakim sekaligus pelarianmu” – Tolstoy*



This skripsi dedicated to:

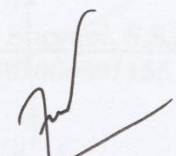
- *My best family (Su'ud Budi W, Siti Khomisah, Isyara GH, Dian Ayu K)*
- *My best friends "Uplux and Teater Minatani"*
- *Someone who keeps my special heart from that moment on.*

ADVISORS' APPROVAL

This is to certify that the sarjana skripsi of Siwi Agustina (NIM. 2008-32-317) has been approved by the skripsi advisors for further approved by the examining committee.

Kudus, May 12th 2012

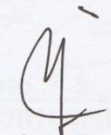
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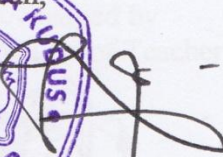
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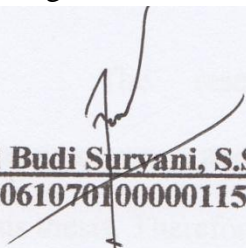
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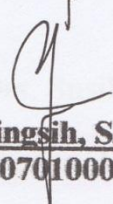
EXAMINERS' APPROVAL

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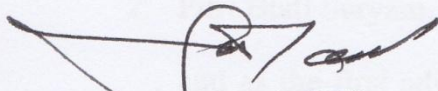
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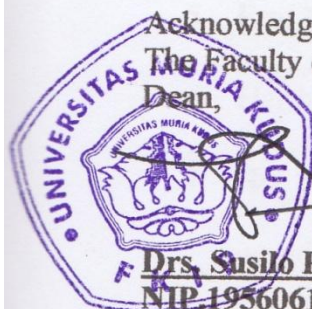

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The researcher realizes, without any support, suggestion, encouragement, and guidance from many people she would not be able to finish this thesis. Therefore, she would like to express her deep appreciation to:

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6. Her beloved family; My father, my mother and my sister.
7. Her bestfriends “Uplux” who gives much motivation, support and make her world extraordinary wonderful; Yakin, Ismah, Anita and Kholishah.
8. And to all my friends that I cannot mention one by one.

Finally, I will happily welcome any constructive criticism and suggestion. Hopefully, the skripsi would give contribution for teacher and students.



Kudus, April 2012

Siwi Agustina

ABSTRACT

Agustina, Siwi. 2012. *Using Real-World Tasks to Improve Speaking Ability of the Tenth Grade Students of MAN 2 Kudus in Academic year 2011/2012*. Skripsi: English Education Department Teacher Training and Education Faculty. Advisor: (1) Fitri Budi Suryani, SS, M.Pd. (2) Nuraeningsih, S.Pd, M. Pd.

Keywords: speaking ability, real-world tasks

Speaking skill is one of English skills which should be mastered by students. Students are expected to have a good speaking ability until they can be able to communicate with others by using English. However, almost all of the students are still difficulty to speak English in their daily life because they are ashamed to speak English and less in practicing English. Those phenomena also happen in MAN 2 Kudus. To solve the problem above, the researcher applies Real-World Tasks as the technique to improve students speaking ability in the tenth grade students of MAN 2 Kudus in academic year 2011/2012.

The objective of the research is to find out whether or not there is a significant difference between the speaking ability of 10th grade students of MAN 2 Kudus in academic year 2011/2012 before and after using Real-World Tasks.

This research is categorized as quasi experiment which consists of One Group Pre Test and Post Test Design. The sample of this research is X 4 of MAN 2 Kudus in academic year 2011/2012, which consists of 38 students. For deciding the sample, the researcher uses cluster random sampling. The data for this research are taken from the speaking pre test before being taught by using Real-World Tasks and post test result after being taught by using Real-World Tasks. To calculate and process the data, the researcher uses t-test for dependent sample.

The result shows that the pre test highest score is 72 and the lowest score is 40. While the means is 54.6 and the standard deviation is 6.3. But after the treatment by using Real-World Tasks, the highest and the lowest score are 88 and 44. Then, the mean and the standard deviation are 71.9 and 7.3. Moreover, in the level significance 0.05 or 5% and degree of freedom 37, there is a significant difference between the speaking ability of the tenth grade students of MAN 2 Kudus in the academic year 2011/2012 before and after being taught by using Real-World Tasks. It can be taken from the data that the t observation (t_0) is 15,6 and the t test (t_t) is 2.021, the result is $t_0 > t_t$. Thus, the use of Real-World Tasks for tenth grade students of MAN 2 Kudus in academic year 2011/2012 can improve their speaking ability because there is a significant difference of the speaking ability of the tenth grade students of MAN 2 Kudus in academic year 2011/2012 before and after being taught by using Real-World Tasks.

Based on the result of the research above, the researcher expects that the English teachers should use Real-World Tasks as the new technique to teach English especially for speaking ability. Moreover, English learning process can be more effective to develop their language creativity by using Real-World Tasks.

ABSTRAKSI

Agustina, Siwi.2012. *Penggunaan Real-World Tasks untuk Meningkatkan Kemampuan Berbicara Siswa Kelas Sepuluh, MAN 2 Kudus Tahun Ajaran 2011/2012*. Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (1) Fitri Budi Suryani, SS, M.Pd. (2) Nuraeningsih, S.Pd, M. Pd.

Kata Kunci: kemampuan berbicara, real-world tasks

Kemampuan berbicara merupakan salah satu kemampuan bahasa yang harus dikuasai oleh siswa. Siswa diharapkan untuk memiliki kemampuan berbicara yang baik sehingga mereka dapat berkomunikasi dengan orang lain menggunakan Bahasa Inggris. Akan tetapi, hampir semua siswa masih kesulitan berbicara dalam Bahasa Inggris di keseharian mereka karena mereka malu dan kurang mempraktikkan Bahasa Inggris. Fenomena tersebut juga terjadi di MAN 2 Kudus. Untuk memecahkan masalah tersebut, peneliti mengaplikasikan Real-World Tasks sebagai tehnik untuk meningkatkan kemampuan berbicara siswa kelas sepuluh di MAN 2 Kudus tahun ajaran 2011/2012.

Tujuan dari penelitian ini adalah untuk menemukan apakah terdapat perbedaan yang signifikan antara kemampuan berbicara dari siswa kelas X 4 MAN 2 Kudus tahun ajaran 2011/2012 sebelum dan sesudah diajar menggunakan *Real-World Tasks*.

Penelitian ini dikategorikan sebagai *Quasi Experimental* yang terdiri dari desain *One Group Pre Test and Post Test*. Sedangkan Sampel dari penelitian ini adalah X 4 MAN 2 Kudus tahun ajaran 2011/2012 yang berjumlah 38 siswa. Untuk menentukan sampel, peneliti menggunakan teknik *cluster random sampling*. Data dalam penelitian ini diperoleh dari nilai pre-test dan post test, yaitu sebelum dan sesudah diajar menggunakan *Real-World Tasks*. Untuk menghitung dan memproses data, peneliti menggunakan *t-test dependent sample*.

Hasil dari analisis menunjukkan bahwa nilai tertinggi pre test adalah 72 dan nilai terendah adalah 40. Sedangkan nilai rata-rata adalah 54.6 dan simpangan baku 6.3. tetapi setelah treatment menggunakan Real-World Tasks, nilai tertinggi dan terendah adalah 88 dan 44. Kemudian nilai rata-rata dan nilai baku adalah 71.9 dan 7.3. Selain itu, pada level perbedaan 0.05 atau 5% dan derajat kebebasan (df) 37, terlihat adanya perbedaan signifikan antara kemampuan *Speaking* siswa kelas X 4 dari MAN 2 Kudus tahun pelajaran 2011/2012 sebelum dan sesudah diajar menggunakan *Real-World Tasks*. Hal ini disebabkan atas dasar fakta bahwa t penelitian (t_0) adalah 15,6 dan t test (t_t) adalah 2.021, hasil ini menunjukkan bahwa $t_0 > t_t$. Oleh karena itu, peneliti menyimpulkan bahwa menggunakan Real-World Tasks untuk kelas X 4 MAN 2 Kudus pada tahun ajaran 2011/2012 dapat meningkatkan kemamuan berbicara karena adanya perbedaan signifikan yang terjadi pada siswa kelas X 4 MAN 2 Kudus pada tahun ajaran 2011/2012 sebelum dan sesudah diajar menggunakan Real-World Tasks.

Dari hasil penelitian tersebut diatas, peneliti mengaharapkan bahwa guru Bahasa Inggris dapat menggunakan Real-World Tasks sebagai tehnik baru untuk

mengajar Bahasa Inggris khususnya pada kemampuan berbicara. Selain itu, proses pembelajaran Bahasa Inggris dapat lebih efektif untuk mengembangkan kreatifitas kebahasaan dengan menggunakan Real-World Tasks.



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