



**TEACHING SPEAKING FOR THE TENTH GRADE STUDENTS
OF MA HASYIM ASY'ARI WELAHAN JEPARA
IN ACADEMIC YEAR 2013/2014
THROUGH COMMUNICATION GAMES
(A Classroom Action Research)**

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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SKRIPSI

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

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2014**

MOTTO AND DEDICATION

MOTTO:

- 🌿 As you sow, so will you reap
- 🌿 I thought therefore I am. (Rene Descartes)

DEDICATION:

This Skripsi dedicated to:

- ♠ Her beloved mother (Hj.Musyayaroh) and father (H.Masrukhin) who always pray for her success.
- ♠ Her beloved uncles (Lek Har, Lek Por) who always support her in all of situation.
- ♠ Her beloved brothers (Mas Didik, Duwin, Afik, Asoma, Iyus, Adit) and sisters (Mbak Nana and Ima) who always support her.
- ♠ Her bestfriends; Nui Taka, Nilnaa, Tutik, Merry, Ayug, Pina, Mbak Sri and all her best friend who always support and motivate her.
- ♠ All her friends in University of Muria Kudus.
- ♠ Her friends in “Geng Ngajinan” who have given attention and support to her in all of situation.

ADVISORS' APROVAL

This is to certify that the *Skripsi* of Lisa Lasa Widiyastuti (NIM: 2010-32-125) has been approved by the *skripsi* advisors for the further approval by the Examining Committee.

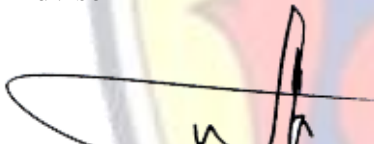
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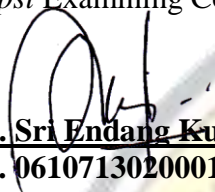
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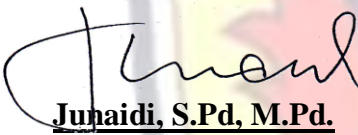
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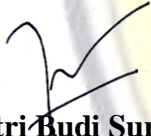
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The Dean of Teacher Training and Education Faculty,

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8. Her entire friend in Muria Kudus University who always motivate her to finish this skripsi and always make her smile.

Finally, thanks are also due to those whose names could not be mentioned here, their contribution have enabled her completing this final project. The writer hopes that this skripsi will be useful especially for those who are in the field of education.



Kudus, June 2014

The Writer

ABSTRACT

Widiyastuti, Lisa Lasa. 2014. *Teaching Speaking for the Tenth Grade Students of MA Hasyim Asy'ari Welahan Jepara in Academic Year 2013/2014 Through Communication Games (A Classroom Action Research)*. Skripsi. English Education Department, Teacher Training and Education Faculty of Muria Kudus University. Advisors: (i) Dra. Sri Endang Kusmaryati, M. Pd. (ii) Dr. Slamet Utomo, M.Pd.

Key word: *Speaking ability, Communication Games*

Speaking is one of language component that is function to express feeling, opinion, ideas, and emotion, this ability is necessary because in the real world we keep our relationship by having good communication. Moreover, Many students in MA Hasyim asy'ari Welahan Jepara have to read the notes first when the teacher ask them to speak in English and they feel bored because the teacher always use the same technique, they also feel shame, and also afraid to express their feeling, opinion, ideas, and emotion in teaching learning process when they do some mistakes. From those reason the students feel difficult to speak English and the speaking activity in the classroom is low. Communication Games is one technique in teaching speaking which encourage students to develop their ideas, opinion and speak as much as possible.

This research has purposes to find out the answer from the statement of the problem. The purposes of this research are: (1) To find out if Communication Games can improve the speaking ability of the tenth grade students of MA Hasyim Asy'ari Welahan Jepara, (2) To know the implementation of Communication Games in teaching speaking of the tenth grade students of MA Hasyim Asy'ari Welahan Jepara.

This research is a classroom action research (CAR). In 1 cycle of CAR consists of 4 steps: planning, acting, observing, and reflection. The subject of this research is the tenth grade students of MA Hasyim Asy'ari Welahan Jepara class B which consists of 23 students. In this research, the writer uses two instruments; oral test and observation sheet.

The result of this research shows that there is improvement in speaking ability of the students taught by using Communication Games technique. It is proved by the result of test. In cycle 1, many students get score under passing grade. The average score of the students is 72. It is changed into percentage to be 75%. While in cycle 2, the average score of the students is 79.8. It is changed into percentage to be 83%.

Communication Games can be defined as a technique that is use to encourage the students to be active in teaching and learning process because Communication Games made the students more fun and joyful in learning, and they are not bored in teaching learning process. Communication Games Technique can help the students to be active and to be confident to speak up in teaching and learning process and also improve the students' speaking ability. From the fact above, so that the writer suggests the English teachers may take the benefit from the Communication Games to help the students improving their speaking ability.

ABSTRAKSI

Widiyastuti, Lisa Lasa. 2014. *Pengajaran Berbicara untuk Siswa Kelas Sepuluh di MA Hasyim Asy'ari Welahan Jepara Tahun Akademik 2013/2014 dengan Menggunakan Communication Games (Penelitian Tindakan Kelas)*. Skripsi. Departmen Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria. Dosen Pembimbing: (i) Dra. Sri Endang Kusmaryati, M. Pd. (ii) Dr. Slamet Utomo, M.Pd.

Kata kunci: *Kemampuan Berbicara, Communication games*

Berbicara adalah salah satu komponen yang berfungsi untuk mengekspresikan perasaan, pendapat, ide-ide, dan emosi. Kemampuan berbicara dibutuhkan karena di dunia nyata kita harus menjaga hubungan dengan mempunyai komunikasi yang baik. Lebih dari itu, banyak siswa di MA Hasyim asy'ari Welahan Jepara harus membaca catatan terlebih dahulu ketika guru meminta mereka berbicara dalam Bahasa Inggris dan mereka merasa bosan karena guru selalu menggunakan teknik yang sama dalam mengajar, siswa juga merasa malu dan takut untuk mengekspresikan perasaan, pendapat, ide mereka dalam proses belajar mengajar ketika mereka melakukan kesalahan. Karena alasan tersebut, siswa merasa kesulitan untuk berbicara dalam Bahasa Inggris dan aktifitas berbicara mereka di dalam kelas masih rendah. *Communication Games* adalah teknik dalam pengajaran berbicara yang mana akan mendorong siswa untuk mengembangkan ide dan pendapat untuk dapat di ungkapkan.

Penelitian ini mempunyai beberapa tujuan untuk menemukan jawaban dari rumusan masalah. Tujuannya adalah: (1) untuk menemukan bahwa *communication games* bisa memperbaiki kemampuan berbicara kepada siswa kelas X MA Hasyim Asy'ari Welahan Jepara, (2) Untuk mengetahui penerapan teknik *communication games* pada pengajaran berbicara kepada siswa kelas X MA Hasyim Asy'ari Welahan Jepara.

Penelitian ini adalah sebuah penelitian tindakan kelas. Pada satu siklus penelitian tindakan kelas terdiri dari 4 langkah; perencanaan, tindakan, pengamatan dan refleksi. Subjek dari penelitian ini adalah siswa kelas X MA Hasyim Asy'ari Welahan Jepara, kelas B yang terdiri dari 23 siswa. Di penelitian ini, penulis menggunakan dua instrumen; tes lisan, dan lembar observasi.

Hasil dari penelitian ini menunjukkan bahwa ada perbaikan kemampuan berbicara pada siswa dengan menggunakan teknik *communication games*. Itu dibuktikan dari hasil tes. Di siklus 1, banyak siswa mendapatkan nilai di bawah KKM. Nilai rata-rata siswa adalah 72, dan di ubah kedalam presentase menjadi 75%. Sedangkan di siklus 2, nilai rata-rata siswa adalah 79,8 dan di ubah kedalam persentase menjadi 83%.

Teknik *Communication Games* dapat digambarkan sebagai teknik yang di gunakan untuk mendorong siswa untuk bisa lebih aktif dalam proses belajar mengajar karena *Communication Games* bisa membuat kegiatan belajar lebih menyenangkan dan menggemblakan, *Communication Games* dapat membantu siswa untuk lebih aktif dan

percaya diri untuk berbicara di dalam proses belajar mengajar dan juga dapat memperbaiki kemampuan berbicara siswa.

Dari fakta diatas, penulis menyarankan kepada guru bahasa inggris untuk mengambil kelebihan dari teknik *communication games* untuk membantu siswa memperbaiki kemampuan berbicara mereka.



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