



**THE SPEAKING ABILITY OF THE TENTH GRADE STUDENTS OF SMA N  
1 JEKULO KUDUS IN ACADEMIC YEAR 2013/2014 TAUGHT BY USING  
WORD GUESSING TECHNIQUE**

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TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2014**



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1 JEKULO KUDUS IN ACADEMIC YEAR 2013/2014 TAUGHT BY USING  
WORD GUESSING TECHNIQUE**

**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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**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2014**

## MOTTO AND DEDICATION

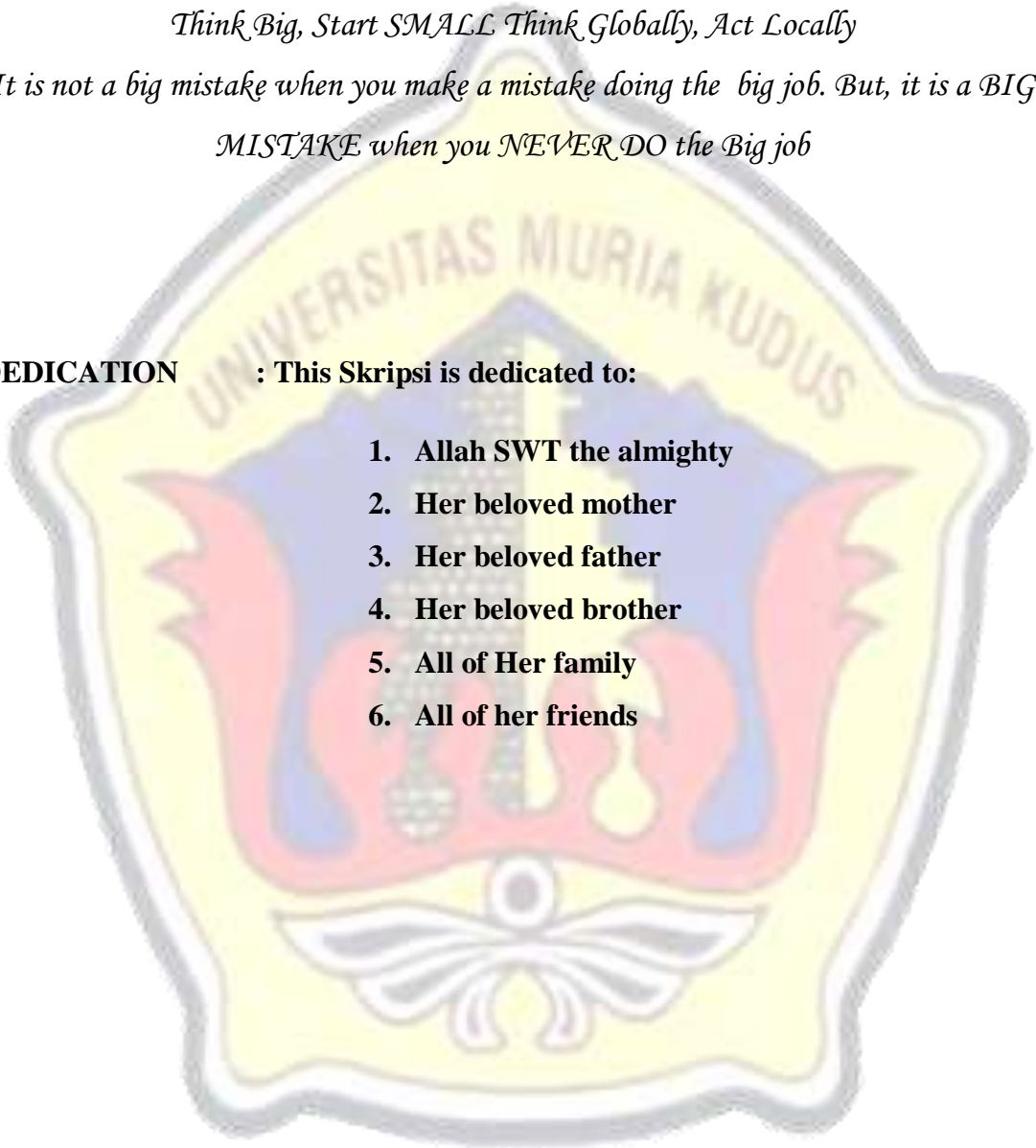
**MOTTO :**

*Think Big, Start SMALL Think Globally, Act Locally*

*It is not a big mistake when you make a mistake doing the big job. But, it is a BIG MISTAKE when you NEVER DO the Big job*

**DEDICATION : This Skripsi is dedicated to:**

1. Allah SWT the almighty
2. Her beloved mother
3. Her beloved father
4. Her beloved brother
5. All of Her family
6. All of her friends



## ADVISORS' APPROVAL

This is to certify that the Skripsi of Eviyani (2010 32 027) has been approved by the skripsi advisors for further approval by the Examining Committee.

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### EXAMINERS' APPROVAL


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Kudus, 23<sup>rd</sup> July 2014

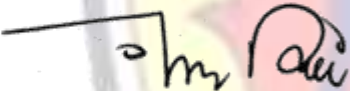
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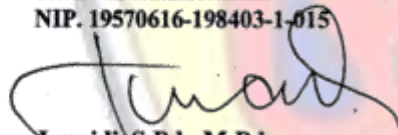
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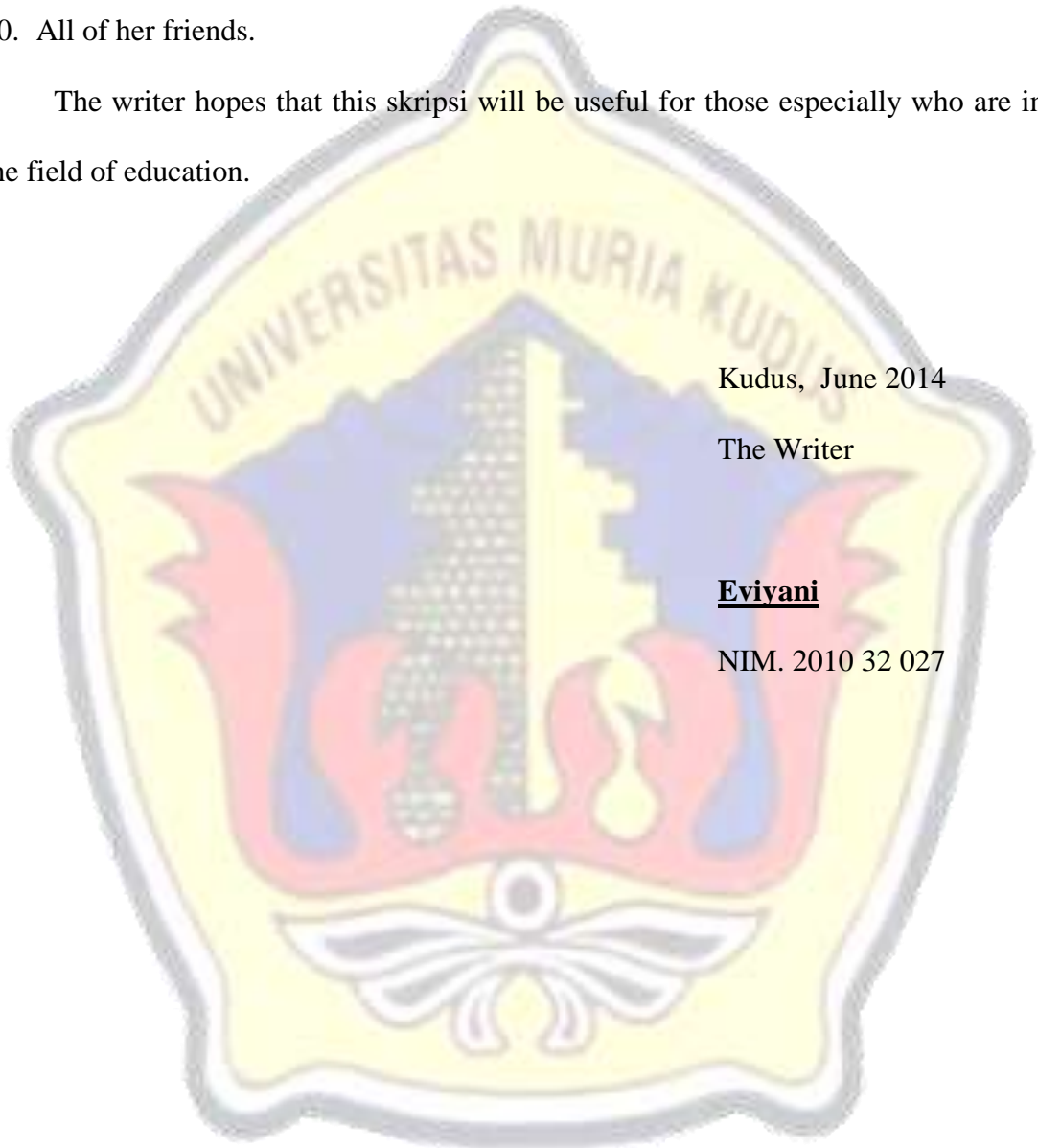
In the name of Allah, the most gracious and the most merciful, in this occasion, the writer would like to express her gratitude to the God, Allah S.W.T, who has given us mercies and blessing so that the writer can finish this skripsi entitled **“The Speaking Ability of the Tenth Grade Students of SMA N 1 Jekulo Kudus in Academic Year 2013/2014 Taught by Using Word guessing Technique”**.

During the struggle to finish this proposal, the writer would also like to convey her special gratitude to:

1. Dr. Drs. SlametUtomo, M.Pd. as the Dean of English Education Department of Teacher Training and Education Faculty of Muria Kudus University.
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3. Atik Rokhayani, S.Pd, M.Pd. as the first advisor, who has guided and given her advice to the writer in finishing this skripsi wisely and patiently.
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7. The students of SMA N 1 Jekulo Kudus in academic year 2013/2014, especially the tenth grade for their participation as sample of the research.

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10. All of her friends.

The writer hopes that this skripsi will be useful for those especially who are in the field of education.



Kudus, June 2014

The Writer

**Evivani**

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## ABSTRACT

Eviyani. 2014. *The Speaking Ability of the Tenth Grade Students of SMA N 1 Jekulo Kudus in Academic Year 2013/2014*. .Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Atik Rokhayani, S.Pd, M.Pd., (2) Mutohhar, S.Pd, M.Pd

Key Words: Teaching Speaking, Speaking Ability, Word Guessing Technique

The improvement of the students' English speaking ability can be reached if the teaching speaking uses the appropriate teaching technique and it is appropriate with the principles for teaching speaking. Word Guessing is one of the appropriate teaching techniques to improve students' speaking ability in English. This technique is used to overcome the lack of students' self-confidence in speaking English. It is caused by the activities in Word Guessing technique which require the students to prepare, practice and perform Word Guessing technique with their groups. It makes the students be more confidence to speak English because they feel enjoy with the activity. Word Guessing technique also effective to help the students to improve their vocabulary and develop the speaking skill of the students. The students have to describe the picture by using W/H question to find out the answer. The students must create different description until they get the answer.

This research has a purpose to find out whether there is a significant difference between the speaking ability of the eleventh grade students of SMA N 1 Jekulo Kudus in academic year 2013/2014 before and after being taught by using Role Play technique.

This is an experimental research. The writer uses one group. The population used is the tenth grade students of SMA N 1 Jekulo Kudus in academic year 2013/2014 while the sample is class X. The material is descriptive text. First, the writer gives pre test, and then gives treatments in four meetings, and the last is the writer gives post test to find out the differences result in before and after being taught by using Word Guessing technique.

The result of the experiment shows that the mean of pre test is 55.03 by standard deviation is 5.9 and the mean of post test is 72.95 by standard deviation is 9.64. It was found t-observation is 18.96. in the level of significance 5% from degree of freedom (df)  $N-1$  ( $36-1 = 35$ ), and t-table ( $t_t$ ) 2.04. In other word t-observation falls in the critical region. Therefore, it can be said that the null hypothesis is rejected, while the hypothesis of the research is accepted. So, the result of the research is "there is a significant difference between the speaking ability of the tenth grade students of SMA N 1 Jekulo Kudus in academic year 2013/2014 before and after being taught by using Word Guessing technique".

Based on the result of the research above, the writer suggests that the teachers should use interesting and appropriate technique in teaching and learning process. It is to make students active and feel enjoy in the class.

## ABSTRAKSI

Evuyani. 2014. *Kemampuan Berbicara Murid Kelas Sepuluh SMA N 1 Jekulo Kudus di Tahun Ajaran 2013/2014 dengan Menggunakan Teknik Tebak Kata*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Dosen Pembimbing: (1) Atik Rokhayani, S.Pd, M.Pd., (2) Mutohhar, S.Pd, M.Pd

Kata Kunci: Mengajar Berbicara, Kemampuan Berbicara, Teknik Bermain Peran

Peningkatan kemampuan berbicara bahasa inggris murid dapat ditingkatkan jika mengajar berbicara menggunakan teknik pengajaran yang tepat. Tebak kata adalah salah satu teknik pengajaran yang tepat untuk meningkatkan kemampuan berbicara bahasa inggris murid. Teknik ini digunakan untuk mengatasi kurangnya percaya diri pada murid dalam berbicara bahasa inggris. Itu disebabkan oleh aktivitas dalam teknik tebak kata yang mana murid memerlukan persiapan, praktik and penampilan bermain perannya dengan kelompok mereka. Itu membuat murid lebih percaya diri untuk berbicara bahasa inggris karena mereka menikmati aktivitas tersebut. Teknik tebak kata juga efektif dalam menambah kosakata mereka dan meningkatkan kemampuan berbicara murid. Murid harus mendeskripsikan gambar dengan memakai kata tanya W/H untuk menemukan jawaban. Murid harus menciptakan gambaran atau deskripsi yang berbeda dari yang lain sampai mereka berhasil menemukan jawabannya.

Penelitian ini mempunyai tujuan untuk mengetahui apakah ada perbedaan yang penting antara kemampuan berbicara murid kelas sebelas SMA N 1 Jekulo Kudus di tahun ajaran 2013/2014 sebelum dan sesudah diajar dengan menggunakan teknik bermain peran.

Ini adalah sebuah penelitian percobaan. Penulis menggunakan satu kelompok. Populasi yang digunakan adalah murid kelas sepuluh SMA N 1 Jekulo Kudus di tahun ajaran 2013/2014 yang mana contohnya adalah kelas X5. Materi yang digunakan adalah teks descriptive. Yang pertama, penulis memberikan pre test, and kemudian memberikan treatment selama empat pertemuan, dan yang terakhir memberikan post test untuk mengetahui hasil perbedaan kemampuan berbicara murid sebelum dan sesudah diajar dengan menggunakan teknik tebak kata.

Hasil dari percobaan menunjukkan bahwa rata-rata pre test adalah 55.03 dengan standar deviasi 5.9 dan rata-rata post test adalah 72.95 dengan standar deviasi 9.64. itu ditemukan t-observation adalah 18.96 dalam level of significance 5% dari degree of freedom (df) N-1 (36-1=35), dan t-table (t<sub>0</sub>) 2.04. dalam kata lain t-observation jatuh pada daerah kritis. Oleh karena itu, dapat dikatakan bahwa the null hypothesis ditolak, sementara hipotesis penelitian diterima. Jadi, hasil penelitian ini adalah “ada perbedaan yang penting antara kemampuan berbicara murid kelas sebelas SMA N 1 Jekulo Kudus di tahun ajaran 2013/2014 sebelum dan sesudah diajar dengan menggunakan teknik bermain peran”.

Berdasarkan hasil penelitian di atas, penulis menyarankan bahwa guru harus menggunakan teknik yang menarik dan tepat dalam proses belajar mengajar. Itu untuk membuat murid aktif dan merasa enjoy di dalam kelas.

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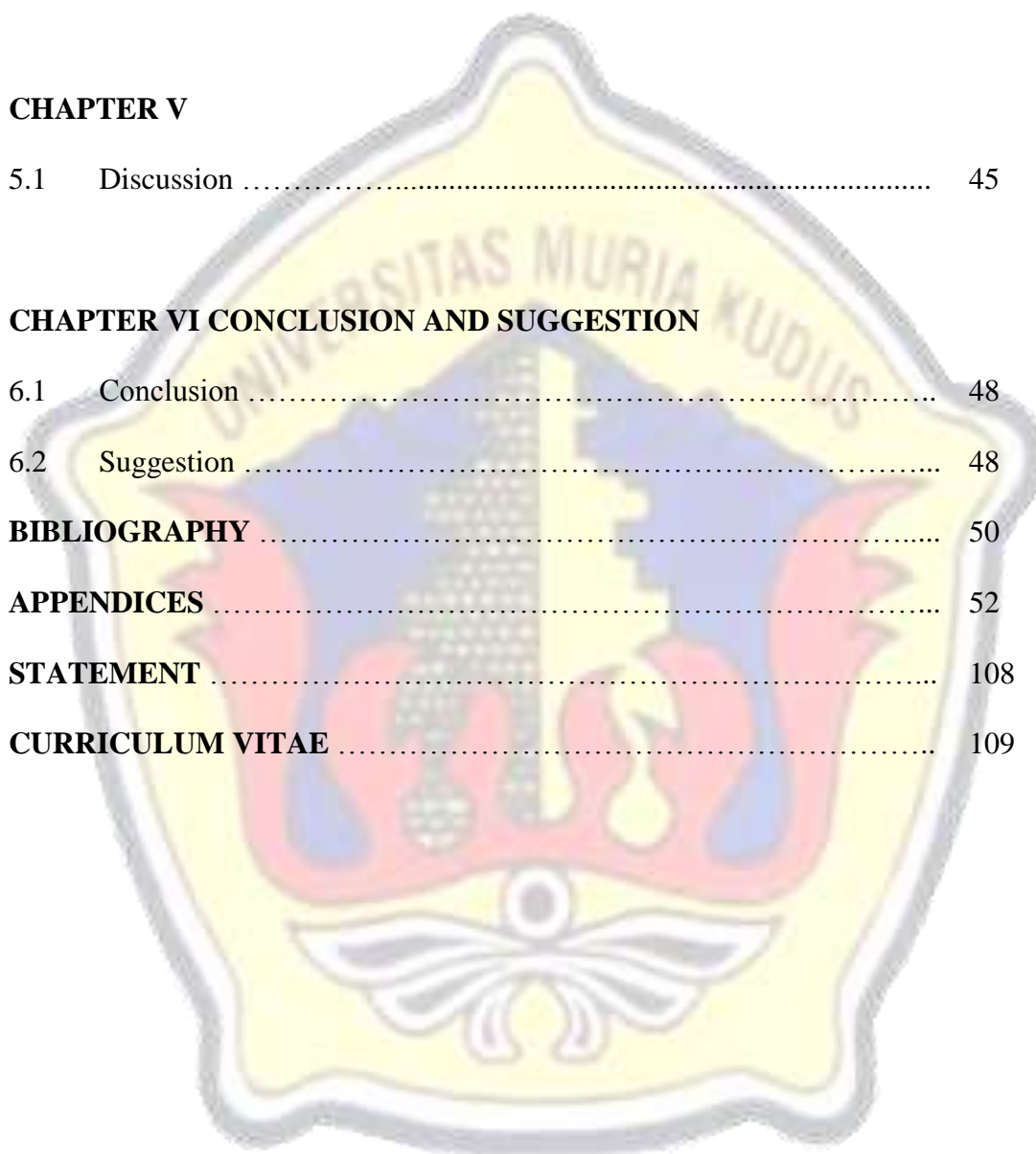
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