



**THE SPEAKING ABILITY OF THE ELEVENTH GRADE STUDENTS
OF MA NU BANAT KUDUS IN ACADEMIC YEAR 2014/2015
TAUGHT BY USING PICTURE-GUESSING GAME**

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TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2015**



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SKRIPSI

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

By

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2015**

MOTTO AND DEDICATION

❖ Motto :

- ◆ Do the best and let's God do the rest.
- ◆ Be yourself and everything that anyone said, no problem.
- ◆ “Actually after difficulties, there will be abridgment, if you have finished doing something, and then doing other business seriously.” (Q.S. Al-Insyiroh: 6-7)

❖ Dedication :

This *Skripsi* is dedicated to:

- ◆ *Her beloved parents*
- ◆ *Her beloved sisters and her brothers*
- ◆ *All of her close friends and other friends*
- ◆ *Everybody who supports her*

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Hidayah Nilal Amal (NIM:2011-32-056) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

Kudus, 22 May 2015

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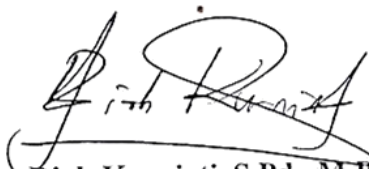
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Kudus, 13 June 2015

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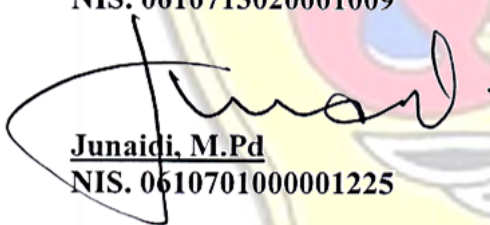
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ACKNOWLEDGEMENT

Glory and praise is to the almighty Allah SWT, the lord of universe, who has been giving the writer mercy and blessing, so the writer can accomplish this Skripsi entitled “The Speaking Ability of The Eleventh Grade Students of MA NU Banat Kudus in Academic Year 2014/2015 Taught by Using Picture-Guessing Game”.

The writer realizes that she would not be able to finish herskripsi without any guidance, advice, suggestion and encouragement from many people. Through this occasion, the writer would like to express her gratitude and thanks to:

1. Dr. Slamet Utomo, M.Pd as the Dean of the Teacher Training and Education Faculty, for all his supports.
2. Diah Kurniati, S.Pd, M.Pd as the Head of English Education Department, for all her supports.
3. Drs. Muh. Syafei, M.Pd as the first advisor, who has guided with best guidance, best support to the writer in finishing this Skripsi with all his patience.
4. Agung Dwi Nurcahyo, S.S., M.Pd. as the second advisor, who has also given the writer time, guidance, and suggestion.
5. Drs. H. Moh. Sa'id, M.Pd.I. as the principal of MA NU Banat Kuduswho has given permission to do this research at his sschool
6. Ulil Qisty Damayani, S.Pd as theEnglish teacher who has given chance to use her class to do this research..

7. All XI IPS 1 class students of MA NU Banat Kudus in academic year 2014/2015 for their cooperative as the subject of writer's research.
8. Her beloved parents and families who always care, support, love, and pray for everything.
9. Her teachers since she was child, thanks for the patience in teaching her with all of their heart. Let her remember and take this as a gift.
10. Her best friends. Thanks for their supports and motivations.
11. Her friends and all people that cannot be mentioned one by one for any help they have given.

The writer has a great expectation that her study will be beneficial and useful for everybody who interest in reading this research. Furthermore, she expected that the research proposal might be useful for the writer particularly and the readers generally, especially for those who are involved in English teaching profession.

Kudus, May 2015

The writer

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ABSTRACT

Amal, Hidayah Nilal. 2015. *The Speaking Ability of The Eleventh Grade Students of MA NU Banat Kudus in Academic Year 2014/2015 Taught by Using Picture-Guessing Game*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (i) Drs. Muh. Syafei, M.Pd (ii) Agung Dwi N, S.S., M.Pd

Keywords: Teaching Speaking, Speaking Ability, Picture-Guessing Game

The improvement of the students' English speaking ability can be reached if the speaking uses the appropriate teaching technique and it is appropriate with the principles for the teaching speaking. Picture-Guessing Game is one of the appropriate games to improve students' speaking ability in English. This game is used to overcome the lack of students' self-confidence in speaking English. It is caused by the activities in the picture-guessing game which require the students to logically guess what the picture is based on the clues given. It makes the students more confident to speak in English.

This research has a purpose to find out whether there is any significant difference of the speaking ability of the eleventh grade students of MA NU Banat Kudus in academic year 2014/2015 before and after being taught by using picture-guessing game.

This is an experimental research. The writer uses one group. The population used is the eleventh grade students of MA NU Banat Kudus in academic year 2014/2015 while the sample is class XI IPS 1. The material is identifying something. First, the writer gives pre test, and then gives treatment in four meetings, and the last is giving post test to find out the differences result in before and after being taught by Picture-Guessing game.

The result of the experiment shows that the mean of pre test is 61.97 with the standard deviation of 6.11 and the mean of post test is 73.69 with the standard deviation of 5.84. It was found t-observation is 12.84 in the level of significance 5% from degree of freedom (df) N-1 ($42-1 = 41$), and t-table 2.021. 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 confirmed. So, the result of the research is "there is significant difference of the speaking ability of the eleventh grade students of MA NU Banat Kudus in academic year 2014/2015 before and after being taught by using picture-guessing game".

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

ABSTRAKSI

Amal, Hidayah Nilal. 2015. *Kemampuan Berbicara Siswa Kela XI MA NU Banat Kudus Tahun Ajaran 2014/2015 Diajar Menggunakan Permainan Tebak Gambar*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Dosen Pembimbing: (i) Drs. Muh. Syafei, M.Pd (ii) Agung Dwi N, S.S., M.Pd

Kata Kunci: Mengajar Berbicara, Kemampuan Berbicara, Permainan Tebak Gambar

Peningkatan kemampuan berbicara bahasa Inggris murid dapat ditingkatkan jika mengajar berbicara menggunakan teknik pengajaran yang tepat. Permainan tebak gambar adalah salah satu permainan yang tepat untuk meningkatkan kemampuan berbicara bahasa Inggris murid. Permainan ini digunakan untuk mengatasi kurangnya percaya diri pada murid dalam berbicara bahasa Inggris. Itu disebabkan oleh aktivitas dalam permainan tebak gambar yang mana mengharuskan murid untuk menebak gambar yang sesuai dengan petunjuk yang diberikan. Ini membuat murid lebih percaya diri untuk berbicara bahasa Inggris.

Penelitian ini mempunyai tujuan untuk mengetahui apakah ada perbedaan yang penting antara kemampuan berbicara murid kelas sebelas MA NU Banat Kudus tahun ajaran 2014/2015 sebelum dan sesudah diajar menggunakan permainan tebak gambar.

Ini adalah sebuah penelitian percobaan. Penulis menggunakan satu kelompok. Populasi yang digunakan adalah murid kelas sebelas MA NU Banat Kudus tahun ajaran 2014/2015 yang mana contohnya adalah kelas XI IPS 1. Materi yang digunakan adalah mengidentifikasi sesuatu. Yang pertama, penulis memberikan pre test dan 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 permainan tebak kata.

Hasil dari percobaan menunjukkan bahwa rata-rata pre test adalah 61,97 dengan standar deviasi 6,11 dan rata-rata post test adalah 73,69 dengan standar deviasi 5,84. Dalam level of significance 5% dari degree of freedom (df) $N-1$ ($42-1=41$) dan t table (t_t) 12,84. 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 MA NU Banat Kudus tahun ajaran 2014/2015 sebelum dan sesudah diajar dengan menggunakan permainan tebak kata”.

Berdasarkan hasil penelitian diatas, penulis menyarankan bahwa guru harus menggunakan permainan yang menarik dan tepat dalam proses belajar mengajar. Itu untuk membuat murid aktif dan menikmati di dalam kelas.

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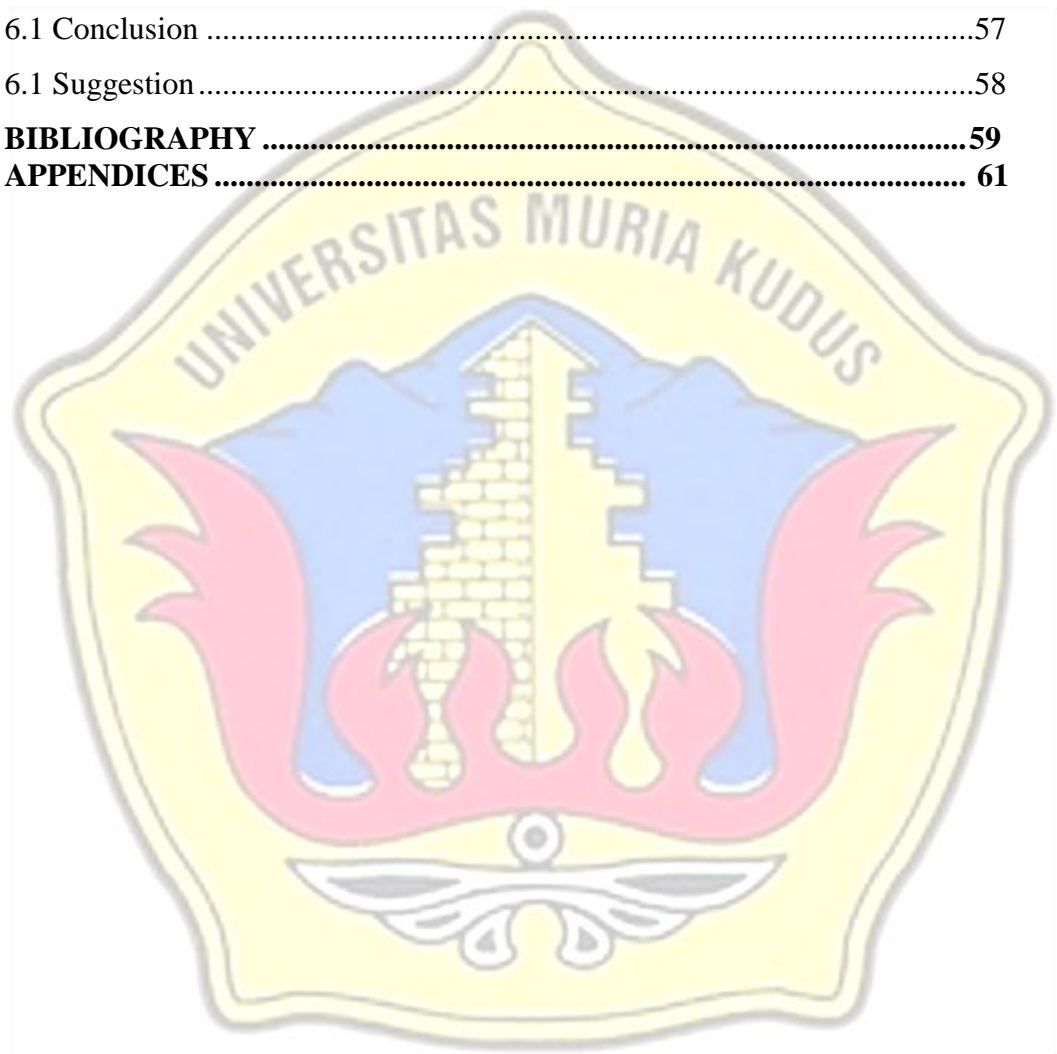
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