



**IMPROVING THE STUDENTS' SPEAKING ABILITY  
BY USING THREE COMMUNICATIVE ACTIVITIES  
(A Classroom Action Research for the Students of EECC Kudus)**

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2015**



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(A Classroom Action Research for the Students of EECC Kudus)**

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**In English Education**

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## MOTTO AND DEDICATION

### **Motto:**

- ⊕ *Doing everything with heart.*
- ⊕ *Whatever will be, will be.*
- ⊕ *When you started well, everything will run well.*

### **Dedication:**

*This skripsi is dedicated to:*

- ⊕ *His beloved parents, Mr. Arif and Mrs. Mood, and his dearest sister and brother, Avida and Rozak, thanks for your support and blessing.*
- ⊕ *His all beloved teachers.*
- ⊕ *His best friends "Alex, Ian and Ant".*
- ⊕ *His best friends "Heritage Foundation".*
- ⊕ *His friends in boarding house.*
- ⊕ *All of English Education Department 2011 friends of UMK,*
- ⊕ *Anybody who support him.*

**ADVISORS' APPROVAL**

This is to certify that the skripsi of Ach. Nurudin Almubarak (201132183) has been approved by the skripsi advisors for further approval by the Examining Committee.

Kudus, September 9<sup>th</sup> 2015

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## ABSTRAK

Almubarak, Achmad Nurudin. 2015. *Meningkatkan Berbicara Kemampuan Siswa dengan Menggunakan Tiga Kegiatan Komunikatif (Penelitian Tindakan Kelas untuk Siswa dari EECC Kudus)*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Penasihat: (i) Dra. Sri Endang Kusmaryati, M.Pd, (ii) Farid Noor Romadlon, S.Pd, M.Pd.

Kata kunci: Tiga Aktivitas Komunikatif, Kemampuan Berbicara dan Penelitian Tindakan Kelas.

Bahasa merupakan bagian dari dunia, di mana-mana kita berdiri, kita akan menghadapinya. Ini menjadi bagian dari kehidupan kita; kita perlu untuk berkomunikasi dalam kehidupan sehari-hari. Bahasa Inggris telah menjadi bahasa yang sangat kuat di dunia; menjadi salah satu bahasa internasional, dan paling digunakan masyarakat global, bahasa Inggris sebagai media komunikasi dengan yang lain. Salah satu kemampuan bahasa yang penting untuk dipelajari dan dikuasai oleh siswa terutama dalam era globalisasi merupakan berbicara. Jadi siswa mencari cara untuk meningkatkan bahasa Inggris mereka, salah satu cara yang mereka lakukan dengan pergi ke kursus. Bahkan, ketika penulis melakukan observasi di salah satu saja bernama EECC, penulis menemukan beberapa siswa merasa sangat bingung ketika ingin berbicara di depan kelas dan teman-teman mereka. Itu karena mereka kurang berlatih yang membuat pengucapan, tata bahasa, kosa kata, bahkan kefasihan dan pemahaman dalam berbicara mereka tidak memuaskan dan prestasi kemampuan berbicara mereka di bawah standar nilai (65). Oleh karena itu, penulis mengusulkan Tiga Kegiatan Komunikatif sebagai teknik pengajaran untuk memecahkan masalah siswa.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada peningkatan siswa dalam kemampuan berbicara Bahasa Inggris di EECC Kudus yang diajarkan dengan menggunakan tiga kegiatan komunikatif, dan untuk mengetahui pelaksanaan Tiga Kegiatan Komunikatif untuk meningkatkan kemampuan berbicara siswa di EECC Kudus. Penulis berharap ada peningkatan siswa untuk menyampaikan dan mengembangkan ide-ide mereka ke dalam bentuk lisan.

Penulis menggunakan Tiga Komunikatif Aktivitas sebagai teknik untuk membuat siswa latihan dalam berbicara. Tiga kegiatan komunikatif dalam penelitian ini berarti teknik untuk membuat siswa latihan dalam berbicara yang terdiri dari tiga kegiatan; ada kesenjangan informasi, diskusi, dan bermain peran. Penelitian ini merupakan penelitian tindakan kelas. Penelitian ini dilakukan di EECC Kudus, sedangkan subjek penelitian ini adalah Pelatihan Kelas yang terdiri dari 9 siswa. Sebelum melaksanakan siklus dalam penelitian, penulis mendapat data dari pra-siklus. Data menunjukkan bahwa skor rata-rata adalah 56,89, dan hanya satu siswa yang lulus dari standar nilai. Penelitian ini dilakukan dalam 2 siklus. Selain itu, penulis menggunakan dua instrumen dalam penelitian ini; lembar observasi yang digunakan untuk mengetahui guru dan siswa selama proses kegiatan belajar mengajar, sedangkan tes lisan untuk mengukur kemampuan siswa berbicara.

Berdasarkan temuan penelitian ini, Rata-rata siswa meningkat menjadi 65,33 itu pada siklus I maka persentase siswa yang lulus dari standar nilai adalah 55,56% itu meningkat 14,83% dari pra-siklus. Dalam siklus II skor rata-rata adalah 70,67 maka persentase siswa yang lulus dari standar nilai adalah 88,89% itu meningkat 24,22%. Dari data di atas, penulis menyimpulkan bahwa kemampuan berbicara siswa meningkat secara signifikan (56,89; pra-siklus, 88,89; posttest siklus II). Berdasarkan data dari lembar observasi dan siswa checklist juga memberi respon yang baik dan banyak perhatian dan menjadi lebih interaktif dari sebelumnya meskipun masih ada beberapa siswa yang berbicara satu sama lain di dalam kelas, mereka berbicara menggunakan bahasa Inggris. Hasil ini menunjukkan bahwa ada peningkatan yang signifikan dari siklus I ke siklus II. Dari penjelasan tersebut, dapat disimpulkan bahwa ada peningkatan kemampuan siswa diajarkan dengan menggunakan Tiga Komunikatif Aktivitas berbicara.

Dari fakta di atas, penulis memberikan saran kepada guru untuk menggunakan Tiga Komunikatif Aktivitas untuk memecahkan masalah siswa. Dalam melakukan Tiga Kegiatan Komunikatif guru harus membimbing dan mengendalikan kegiatan siswa.



## ABSTRACT

Almubarak, Achmad Nurudin. 2015. *Improving the Student' Speaking Ability by Using Three Communicative Activities (A Classroom Action Research for the Students' of EECC Kudus)*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (i) Dra. Sri Endang Kusmaryati, M.Pd, (ii) Farid Noor Romadlon, S.Pd, M.Pd.

Key words: *Three Communicative Activities, Speaking Ability and Classroom Action Research.*

Language is a part of world, everywhere we are standing, and we will face it. It becomes a part of our lives; we need it to get communication in our daily life. English has become very powerful languages in the world; it becomes one of international languages, and most global community use English as a media of communication with another. One of the language skills that is important to be learned and mastered by the students especially in the globalization era is speaking. So the students looking for the way to improve their English, one of the ways are they go to the course. In fact, when the writer was doing observation in one of the course named EECC, the writer found some students feel so confuse when they want to speak in front of the class and their friends. It's because they lack of practice that make their pronunciation, grammar, vocabulary, even fluency and comprehension in speaking is under satisfied and their achievement of speaking ability is under the standard score (65). Therefore, the writer proposes Three Communicative Activities as technique of teaching to solve the students' problem.

The objective of this research are to know if there is any improvement of the students' speaking ability of Effective English Conversation Course (EECC) Kudus taught by using three communicative activities and to know the implementation of Three Communicative Activities to improve the students' speaking ability in Effective English Conversation Course (EECC) Kudus. The writer hopes there is any improvement of the students to deliver and develop their ideas into oral form.

The writer use Three Communicative Activities as the technique to get the students practice speaking. Three communicative activities in this research means a technique to get the students practice speaking that consists of three activities; there are information gap, discussion, and role-play. This research belongs to classroom action research. This research conducted in EECC Kudus, while the subject of this research is Training Class that consists of 9 students. Before implementing cycles in research, the writer got the data from pre-cycle. The data showed that the average score was 56.89, and just one student who pass the standard score. This research was done in 2 cycles. In addition, the writer uses two instruments in this research; observation sheet that is used to know the teacher's and the students' activity during the teaching and learning process, while oral test to measure the students' speaking ability.

Based on the finding of this research, the students' average score was improved into 65.33 in cycle I then the percentage of the students who passed the standard score was 55.56% it was improved 14.83% from the pre-cycle. In cycle II the average score was 70.67 then the percentage of the students who passed the standard score was 88.89% it was improved 24.22%. From the data above, the writer conclude that the students' speaking ability improved significantly (56.89; pre-cycle, 88.89; posttest cycle II). Based on the data from observation sheet and checklist students also gave good response and paid much attention and be more interactive than before although there were still some students who talked each other in the classroom, they talked using English. This result showed that there was a significant improvement from cycle I to cycle II. From the explanation, it can be concluded that there is improvement of the students' speaking ability taught by using Three Communicative Activities.

From the facts above, the writer gives suggestion to the teacher to use Three Communicative Activities to solve the students' problem. In conducting Three Communicative Activities the teacher must guide and control the students' activities.



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