

SKRIPSI



**THE EFFECTIVENESS OF TENSE GUESSING GAME
FOR TEACHING SPEAKING TO THE TENTH GRADE STUDENTS
OF SMA 2 BAE KUDUS IN 2017/2018 ACADEMIC YEAR**

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

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

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MOTTO AND DEDICATION

Motto :

- ❖ Many things are not equal but everyone gets the same 24 hours a day.
- ❖ The only people not making mistakes are those who are not doing anything.
- ❖ If you want something you have never had, you must be willing to do something you have never done (Thomas Jefferson)



Dedication :

This final project is dedicated to :

- ❖ Allah SWT
- ❖ Her beloved parents
- ❖ Her beloved sisters and young brother
- ❖ All of her best friends in wisuda squad and people who teach about life

APPROVAL OF SKRIPSI ADVISORS

This is to certify that the *Skripsi* of Ghyca Mahardika (201432056) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

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ACKNOWLEDGMENT

Her special thank must first and foremost go to Allah SWT, the almighty and he merciful for the blessing, health, miracle, and inspiration give to her leading so completion of this Skripsi and finishing her study.

This Skripsi is notmerely her own work. It is because having been greatly improved by some great people who suggested and guided thye writer by giving some comments and notes to make it better. Therefore, the researcher would like to express her gratitude to :

1. Dr. Slamet Utomo, M.Pd., the Dean of Teacher Training and Education Faculty.
2. Nuraeningsih, M.P.d, the Head of English Education Department of Teacher Training and Education Faculty.
3. Atik Rokhayani, M.Pd., the first advisor for her valuable help. guidance, correction and, suggestions for completion Skripsi.
4. Farid Noor Romadlon, M.Pd., the second advisor for his best guidance.sugestion and, motivation in finishing Skripsi.
5. Saiful Bakri, M.Pd., as Headmaster of SMA N 2 Bae Kudus for giving his permission to conduct his research.
6. Siti Zaenab, S.Pd., as the English teacher for her help.
7. All of the students of SMA N 2 Bae Kudus especially X MIPA 2, students who participates in conducting his research.
8. Her lectures in Teacher Training and Education Faculty YMK especially English Education Department.
9. Her beloved family who always give much support, pray, spirit, and love.
10. Her best friends in wisuda squad and in UMK.

Finally, the researcher realize this Skripsi is far from perfectness. So, the researcher hopes the criticism and suggestion from the readers to make this Skripsi perfect.

Kudus, June 2018

The Researchet

Ghyca Mahardika

ABSTRACT

Mahardika, Ghyca. 2018. “ *The Effectiveness of Tense Guessing Game in Teaching Speaking to the Tenth Grade Students of SMA N 2 Bae Kudus in 2017/2019 Academic Year*”. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors : (1) Atik Rokhayani, M.Pd. (2) Farid Noor Romadlon, M.Pd.

In learning English students are expected to acquire good score such as reading, writing, listening and, speaking. For developing all the skills in English, learner must be master the first step of English, it is speaking. It was the one of skills in English, which should be master by students. In curriculum 2013, speaking is the one of competence standards in Senior High School. Based on syllabus, there are materials in speaking that being taught in SMA N 2 Bae Kudus, one of them is recount text. It was a text told about what happened in the past. It was difficult enough because the students should have more attention in constructing the sentences, grammar especially in the differences of the verb.

The Researcher use Tense Guessing Game in teaching speaking, it was expect to encourage the students' interest in speaking English. It is a essential technique to teach speaking because the students feel comfortable to speak and they know the differences of the words.

This research aims to know the effectiveness of Tense Guessing Game in teaching speaking for the tenth grade students of SMAN 2 Bae Kudus in 2017/2018 academic year. In this research the researcher used experimental research design without control group. The researcher determined the tenth Grade students of SMA N 2 Bae Kudus in 2017/2018 academic year as the population and took X MIPA 2 class as the sample. The researcher used speaking test as instrument to get accuracy of the data.

The result of the research shows that there is a significant difference between speaking ability of the tenth grade students of SMA N 2 Bae Kudus in 2017/2018 academic year before and after taught by using Tense Guessing Game. The speaking ability of the tenth grade students of SMA N 2 Bae Kudus after being taught by using Tense Guessing Game better than before. The speaking ability before being taught by using Tense Guessing Game is categorized sufficient. The mean and the standard deviation before being taught by using Tense Guessing Game are 69.2 and 10.2. Meanwhile, the result mean and the standard deviation after being taught by using Tense Guessing Game are 82.2 and 9.6. The calculation of t- observation (t_0) got result 15.23 in the level significance = 0.05 and the degree of freedom (df) 33 is gained from $N - 1 = 34 - 1 = 33$ t-table is 2.04. It means that H_0 rejected and H_1 accepted because t_0 falls in critical region. It means that Tense Guessing Game is an effective technique to teach speaking. Therefore, the researcher hopes this research can be used b y the English teacher as one of technique to enrich the reference about teaching speaking in the tenth grade students.

ABSTRAKSI

Mahardika, Ghyca. 2018. “ *Keefektivan dari Tense Guessing Game dalam Mengajar Bahasa Inggris untuk Siswa Kelas Sepuluh SMA N 2 Bae Kudus tahun ajaran 2017/2018*” . Skripsi .Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Atik Rokhayani, M.Pd. (2) Farid Noor Romadlon, M.Pd.

Dalam belajar Bahasa Inggris siswa diwajibkan untuk menguasai kemampuan dalam bahasa Inggris diantaranya membaca, menulis, mendengarkan dan, berbicara. Untuk mengembangkan kemampuan dalam bahasa Inggris siswa harus menguasai salah satu kemampuan dalam bahasa Inggris yaitu kemampuan berbicara. Di dalam Kurikulum 2013, kemampuan berbicara salah satu standart kompetensi di Sekolah Menengah Atas. Berdasarkan sillabus di sana ada beberapa materi di dalam kemampuan berbicara salah satunya adalah recount text. Ini adalah teks yang menceritakan kejadian di masa lalu. Materi ini bisa dikatakan cukup sulit untuk siswa karena mereka harus memerhatikan yang lebih dalam membangun kalimat, tata bahasa dan khususnya adalah perbedaan di dalam setiap kata kerja.

Menggunakan Tense Guessing game di dalam mengajar bahasa Inggris, karena ini diharapkan dapat meningkatkan minat siswa dalam berbicara bahasa Inggris. Teknik ini pada dasarnya digunakan untuk mengajar bahasa Inggris karena membuat siswa lebih percaya diri dalam berbicara bahasa Inggris dan mereka tahu perbedaan dari kata kerja.

Penelitian ini bertujuan untuk mengetahui keefektifan dari Tense Guessing Game untuk siswa kelas sepuluh SMA N 2 Bae Kudus dalam tahun ajaran 2017/2018. Dalam penelitian ini, penulis menggunakan desain penelitian eksperimen tanpa kelompok control. Peneliti menentukan kelas sepuluh SMA N 2 Bae Kudus tahun 2017/2018 sebagai populasi dan mengambil kelas X MIPA 2 sebagai sampel. Peneliti menggunakan tes kemampuan menulis sebagai instrument untuk mendapatkan data yang akurat.

Hasil dari penelitian ini menunjukkan bahwa adanya perbedaan antara kemampuan berbicara siswa kelas sepuluh SMA N 2 Bae Kudus tahun ajaran 2017/2018 sebelum dan sesudah menggunakan Tense Guessing Game. Kemampuan berbicara siswa setelah menggunakan teknik Tense Guessing Game lebih baik daripada sebelum menggunakan teknik ini. Kemampuan bahasa Inggris sebelum menggunakan Tense guessing game dikategorikan cukup. Hasil nilai rata rata dan standar deviasinya sebelum menggunakan Tense Guessing Game adalah 69.2 dan 10.2. Sementara itu, hasil dari nilai rata rata dan standar deviasi setelah menggunakan Tense Guessing Game adalah 82.2 dan 9.6. Untuk Uji hipotesisnya t- observasi (t_0) di peroleh 15.23, pada level signifikan = 0.05 dan derajat kebebasan (df) diperoleh dari $N - 1 = 34 - 1 = 33$ t-table is 2.04. Ini berarti bahwa H_0 ditolak dan H_1 diterima karena t_0 jatuh pada daerah kritis. Jadi, ini berarti bahwa Tense Guessing Game adalah teknik yang efektif untuk mengajar kemampuan berbicara. Oleh karena itu, peneliti berharap penelitian ini dapat digunakan guru bahasa Inggris sebagai salah satu teknik untuk menambah referensi tentang mengajar kemampuan berbicara pada siswa kelas sepuluh.

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