

**THESIS**

**USING COMMUNICATION GAMES TO INCREASE  
SPEAKING ABILITY OF SEVENTH GRADE  
STUDENTS OF SMP NYIUR MELAMBAI ILE  
BOLENG IN THE SCHOOL YEAR 2014/2015**



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WIDYA MANDIRA CATHOLIC UNIVERSITY  
KUPANG  
2014**

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**Presented as a Partial Fulfillment of the Requirements for the Degree  
of Sarjana Pendidikan in English Language Education**



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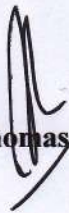
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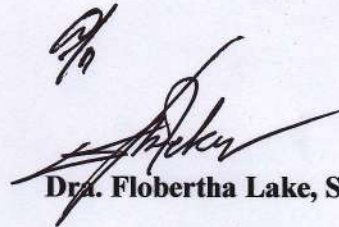
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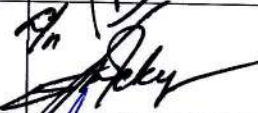



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# MOTTO

“My Life, My Rules  
But  
They are not absolute”.

(Yeremias Beda Daton)

## DEDICATION

*This thesis is particularly dedicated to:*

- *My Beloved parents  
(Bernadus basa Marin (the late) and  
Veronika Ina Tokan)*
- *My Beloved Brothers (Denny  
Daton and Lake Nuba)*
- *My Beloved Sisters (Metty Timuk,  
Atty Asan and Onyo Kewa Suban)*
- *My Beloved Aunt Marta Barek  
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Kupang, October 2014

The writer

## ABSTRACT

This study is entitled **Using Communication Games to Increase Speaking Ability of Seventh Grade Students of SMP Nyiur Melambai Ile Boleng in the school year 2014/2015.**

This study was designed to increase the students' speaking ability by using communication games. The objective of the study was to find out whether or not the communication game can increase students' ability in speaking in the seventh grade students of SMP Nyiur Melambai Ile Boleng in the school year 2014/2015. The method used in this study was Classroom Action Research (CAR). This study was done based on Kurt Lewin's model with the following procedures: planning, acting, observing, and reflecting. In planning, it was carried out in two cycles. But because the result of cycle 1 has fulfilled the target of success that has been decided before, the researcher just did one cycle in research. The cycle consisted of three meetings. The data of the study were gathered through the following instruments – questionnaire and test. The subjects of this study were 20 students from 25 students of seventh grade of SMP Nyiur Melambai in the school year 2014/2015.

The result of this study showed that using communication games in teaching speaking was very effective to help the students increase their speaking ability. Most of the students gained good scores at the end of the cycle. The score of Minimum Mastery Criterion of English subject was 74 (seventy four). The students' mean score in pre test was 55.00, in the post test was 81.4. On the other hand, the students who passed Minimum Mastery Criterion in the pre test was 0.00 % or the were no student passed, whereas in the post test there were 18 students or 90 % passed Minimum Mastery Criterion, so the criteria of success was achieved. Then from the result of post questionnaire, it showed 89 % students were motivated during the implementing of Communication Games in learning speaking. Moreover, the writer also noticed when he was teaching in class, the students were enthusiastic and communicative. The class condition during teaching learning process was also good. In addition there was positive response from the students by learning using Communication Games Technique whereas all of students took opportunity to speak in English speaking class. In conclusion Communication Games can increase speaking ability of students and also can increase students' motivation and participation. And suggestion for any other researchers who want to do the research with the same method that it is better to do at least 2 cycles and applying this method in another level of students.

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