

**USING RULE OF THREE INCORPORATED IN COMMUNICATIVE  
LANGUAGE GAME TO ENHANCE STUDENTS' SPEAKING ABILITIES  
AT SMP MUHAMMADIYAH 7 PACIRAN GRADE 8<sup>TH</sup> A**

**THESIS**

**BY**  
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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ART EDUCATION  
IKIP PGRI BOJONEGORO  
2023**

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**THESIS**

Presented to

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in partial fulfillment for the requirements

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by

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# APPROVAL SHEET

## THESIS

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**LEGITIMATION**

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This is to certify that the sarjana's thesis  
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Bojonegoro, September 4<sup>th</sup> 2023

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## ABSTRACT

**Abdul Malik, 2023**, "Using Rule of Three Incorporated in Communicative Language Game to Enhance Students' Speaking Abilities at SMP Muhammadiyah 7 Paciran Grade 8<sup>th</sup> A". Thesis, Faculty of Languages and Art Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Ima Isnaini T. R., M.Pd. Advisor (II) Dr. M. Zainudin, M.Pd.

**Keywords:** Speaking skills, communicative language game, guessing games, rule of three

This research aims to enhance 8th-grade students' speaking skills at SMP Muhammadiyah 7 Paciran by using communicative language games, specifically the "Rule of Three." Classroom action research (CAR) was the chosen methodology, involving 19 students.

The research was conducted in two cycles, each consisting of planning, action, observation, and reflection, denoted as cycle I and cycle II. The findings of the study demonstrate that the integration of communicative language games, including the strategic use of the "Rule of Three," significantly contributes to the improvement of speaking skills among the students at SMP Muhammadiyah 7 Paciran.

The research involved two cycles, with the pre-test scores showing an initial average proficiency of 50.4 among students before the implementation of communicative language games and the "Rule of Three." The first cycle focused on describing objects in three sentences, but students exhibited hesitancy in posing questions and presenting in class, reflecting discomfort with practical application.

During Cycle 1, students continued to struggle with speaking, showing stuttering and unclear sentences, accuracy issues, and difficulties in comprehending spoken language. Some students were perplexed by the topic of dream jobs, possibly contributing to their passivity.

Post-test results after Cycle 1 showed modest improvement but still fell short of the desired threshold. Thus, Cycle 2 was initiated, with a new thematic focus on describing favorite animals and additional rounds of communicative language games.

Cycle 2 brought tangible improvements, particularly in fluency, student engagement, sentence pronunciation, and comprehensibility. Post-test scores reached 73.2, meeting the benchmark, indicating increased understanding, expanded vocabulary, and enhanced learning outcomes. The introduction of supplementary rounds in the guessing game was particularly fruitful, reinforcing the effectiveness of communicative language games in the learning process.

## FOREWORD

We begin by expressing our gratitude to the Divine Creator for the abundant blessings, grace, and guidance that have been a constant presence throughout the researcher's journey in completing this study. We give thanks to the Almighty, Allah SWT, for providing the strength and resilience necessary to see this thesis to its successful completion.

Our sincere appreciation extends to all those who have offered unwavering support, guidance, and motivation during the thesis preparation process. Special recognition goes to our dedicated supervisors, Dr. Ima Isnaini T. R., M.Pd. and Dr. M. Zainudin, M.Pd., whose valuable guidance, input, and encouragement were instrumental in achieving the research objectives.

The research at hand is titled "Using Rule of Three Incorporated in Communicative Language Game to Enhance Students' Speaking Abilities at SMP Muhammadiyah 7 Paciran Grade 8<sup>th</sup> A." The primary aim of this study is to investigate the difficulties faced by 8th-grade students in class 8A at SMP Muhammadiyah 7 when it comes to developing their English speaking skills. Furthermore, it seeks to propose a viable solution for improving these abilities. In the pages that follow, we will delve into the current challenges surrounding English language instruction at this institution and explore the potential benefits of integrating communicative language games, specifically utilizing the "Rule of Three," as an innovative method to address these issues. The phenomena under examination in this research bear considerable relevance within the field of

language education, with a particular emphasis on enhancing English speaking proficiency among junior high school students.

During the process of preparing this thesis, we encountered certain inevitable challenges, with one significant obstacle being the fluctuation in the researcher's mental state. However, we successfully overcame this hurdle through the valuable support of those around us, as well as appropriate medical intervention.

The realization of this thesis is a result of the advice, guidance, encouragement, and feedback received from numerous individuals. Therefore, I would like to express my sincere gratitude to the following:

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9. Special thanks to my Facebook friends, whose unwavering help, support, spirit, humor, and smiles have been a constant source of encouragement in every place and situation. We look forward to meeting in person one day.

In conclusion, the author wishes to declare a readiness to accept constructive criticism, suggestions, and input for the improvement of this research and our growth as researchers. May this research be beneficial to the advancement of knowledge in the field of English education and contribute positively to society and academia.

Bojonegoro, September 5<sup>th</sup> 2023

Author

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## **LIST OF ABBREVIATION**

CAR : Classroom Action Research

CLT : Communicative Language Teaching

CLG : Communicative Language Games

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

In today's globalized world, English has emerged as the most crucial language for effective communication among people from diverse nations. Its widespread usage as a communication tool has made it easier for individuals to interact and communicate with one another. This language has also gained immense significance in various fields, such as business, politics, culture, communication, and education, further highlighting its indispensability. Given this scenario, it is imperative for individuals in Indonesia to attain proficiency in English.

To achieve mastery in English, learners primarily focus on developing four essential abilities, namely speaking, writing, listening, and reading. Of these, speaking has gained increased importance as a means of communication, particularly in situations where English is a second or foreign language. As such, it is the responsibility of English language instructors to assist learners in communicating effectively through oral language by fostering their speaking skills, among others.

Speaking is considered an active or productive ability, and although all four communication skills are important, it is the most crucial one to master. Speaking involves engaging in conversation with another person and using language to effectively express one's thoughts, feelings, and ideas. Through

effective speaking, individuals can convey their message clearly and articulate their viewpoints with confidence. Therefore, developing effective speaking skills is vital for successful communication in both personal and professional settings.

As a result, learners who have developed effective speaking skills are likely to feel more confident and motivated, which in turn can encourage them to retain information shared during conversations, comprehend it, and communicate their understanding effectively. In light of this, there is a need to undertake innovative action research that can enhance the development of oral communication skills.

Numerous techniques are available to teach speaking, including the use of games that foster communication. Incorporating games and activities in the classroom can facilitate interaction, teamwork, and active learning. Communicative games, specifically, are designed to promote the use of communicative language in the classroom. These games facilitate conversation and collaboration, and unlike exercises that solely focus on grammar or pronunciation, they have identifiable goals. As such, communication-promoting games are an effective means of improving learners' speaking skills.

The school-based curriculum outlines the objective of enhancing junior high school students' oral and written communication skills in English. As communicative competence is the primary focus of the students' learning objectives, the communicative language teaching (CLT) approach has become widely adopted. The core method of CLT involves encouraging students to engage in creative activities such as games, dramas, songs, or role-plays in the

target language to fulfill the curriculum's communicative aim. Furthermore, communicative language activities in the form of games can be employed to teach new concepts and reinforce language structures, thereby supporting students' language development during class. This approach fosters students' interest in their learning process by integrating fun activities into their language education.

Upon observation, it was evident that a majority of grade 8<sup>th</sup> A students at SMP Muhammadiyah 7 faced difficulties in producing English speech during instruction and learning sessions. Pronunciation errors were a common occurrence, and students struggled to acquire English vocabulary and functional expressions, making it challenging for them to comprehend spoken language. Furthermore, a lack of motivation and confidence hindered their progress.

The teacher's approach to addressing this issue was ineffective, as students were not provided with adequate opportunities to practice using the target language. Instead, the teacher primarily relied on explanations, resulting in a lack of genuine conversation during the activity. As a result, the activities were repetitive and lacking in communication, leading to disinterest and boredom among the students.

To address this problem, the researcher conducted a study titled "Using Rule of Three Incorporated in Communicative Language Game to Enhance Students' Speaking Abilities at SMP Muhammadiyah 7 Paciran Grade 8<sup>th</sup> A." The study aimed to assist English teachers in enhancing students' speaking skills and supporting them in achieving the objective of learning English.



## **B. Statement of the Problem**

Drawing on the aforementioned research background, the primary research question for this study is as follows: "How can the implementation of communicative language games, specifically utilizing the 'Rule of Three,' enhance the process of learning to speak English in the classroom at SMP Muhammadiyah 7 Paciran?"

## **C. Objective of the Study**

This research aims to enhance the speaking skills of 8<sup>th</sup> A grade students at SMP Muhammadiyah 7 Paciran by implementing a communicative language game as a teaching method.

## **D. Significance of the Study**

The anticipated outcomes of this research are as follows:

### 1. Theoretical significance

The objective is for the research findings to serve as a point of reference for the theory of speaking acquisition.

### 2. Practical significance

#### a. The students

The goal of utilizing communicative games as a means of teaching speaking skills is to enhance the students' ability to

communicate in English with greater fluency, accuracy, and effectiveness.

b. The teachers

In order to facilitate student comprehension and active participation in the learning process, particularly with regard to speaking activities, English teachers must improve their teaching methods. This necessitates thinking creatively to design engaging speaking exercises.