

The Effect Of Applying Hassle Line Strategy Assisted By Kine Master On The Students' Speaking Achievement

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Abstract

The purpose of this study was to find out effect of applying Hassle Line Strategy Assisted by Kine Master to increase the students' speaking skill and to find out students' speaking skill better taught by Hassle Line Strategy Assisted by Kine Master than conventional method. The research design in this research was quantitative experimental research. The instrument to collect the data was test by oral test. The technique taken sample used Cluster Random sampling to determine the control and the experimental group. In addition, there were pre-test, treatment and post-test in both of the groups. It was conducted at the seventh grade students of SMP Negeri 17 Medan. The result showed that the t-test was 11.9 and the t-table was 1.67 which was used 0.05 as the significant level of this research. Because the t-test value is higher than the t-table ($11.9 > 1.67$), it showed that the result in t-test was accepted (H_a). Based on the result of this research, it can be concluded that there was significant effect of applying Hassle Line Strategy Assisted by Kine Master on the students' achievement in speaking which made the students more enjoyable and deep understanding in material. Indeed, it is recommended for teachers to apply this strategy in teaching English, especially in teaching speaking.

Keywords: *Speaking, hassle line and kine master.*

1. INTRODUCTION

Speaking is one of skills in English which focuses on communication. Speaking is also the most natural way to communicate. Without speaking, people will be in almost total isolation from any kinds of society. Moreover, speaking is one the skills which still difficult for all levels and focus on speaking must be considered during students spoke about the topic. English teacher pointed out that his/her students were poor in speaking. They were difficult to express their ideas because less self confidence and made some grammatical in speaking. Besides, some students could not pronounce the words correctly and often used Indonesia. Grammar, pronunciation, and vocabulary are the elements of accuracy. Accuracy is an element in speaking which refers to grammar, pronunciation, and vocabulary. One of grammatical error examples which happened to the students like some students said that my idea a soldier. The sentence was wrong grammatically.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking is a crucial part of second language learning and teaching (Shrouf, 2012: 35). According to Brown (2001:198) states that in beginning speaking through intermediate levels of profeciency, most of the efforts of student in oral production come in the form conversation, on dialogue.

Based on the experts above, it can conclude that speaking difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communications but also paralinguistic elements of speech such as pitch, stress, and intonation its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.

English speaking ability is very important for people interaction where people almost speak everywhere and every day through English. By speaking people can express themshelve in communicative condition and also by speaking they can express their feeling. The idea is the essence of what we talked about and words are to express it. Speaking is a complex process because it involves thinking, language and social skills. Therefore, oral proficiency is the main basis of language teaching for oral proficiency (1) is an expression frequently used, (2) is a form that is usually studied first on the children"s ability, (3) is a type of language most commonly used. Of the 2.796 languages in the world, all of which have the form of spoken language, but only 153 who developed a language he wrote (Stewig, 2000: 121). Teaching speaking is a second language that is not easy. It needs hardwork and a long process at least there are five elements in speaking. Speaking involves communicative performance and other important elements. They should be taught in any language learning to make the learners be able to use the target language to communicate.

In indicator of Curriculum 2013, the students should be able to understanding text structure, feature language, and forms in the text and the students have to able communication with other people orally. In addition, the students have to able expressing meaning in short simple transactional and interpersonal conversation by using a variety of oral languages accurately, fluently, and acceptable to interact with the environment which involves speech act, and the students have to expressing either speaking or writing in oral simple short transactional and interpersonal conversation by using a variety of oral languages accurately, fluently, and acceptable.

However in fact, based on the observation has done before at seven grade of SMP Negeri 17 Medan at academic year 2018/2019, it found that 1) the students" achievement were poor in speaking skill. When they spoke English, they took so much time thinking what they were going to say even some of them did not say anything. It has proved from students" score in speaking. Many students got low score, namely 15 students got score 30, 4 students got score 45, 8 students got score 50, and only 5 students got high score namely 80, 2) the students still had low motivation either instrinsic motivation or extrinsic motivation. Instrinsic motivation came from themselves, family, knowledge, etc. Meanwhile, extrinsic motivation

came from material, social, school, and teacher, 3) the students had lack vocabulary, so they did not know the words that they want to say. As a result, they could not communicate well and speak fluently in delivering their ideas or opinions, and 4) the teacher taught speaking still use traditional strategy and did not use variation strategy in teaching. The teacher still asked the students to perform that dialogue in front of class without asking them to develop more communication dialogue using their own way. So, they only memorized the dialogue and most of the students did not know how to use some expressions taught by their teacher in a real-life communication. This strategy cannot help the students to use language as means of communication.

Based on the problems the mentioned above, the researcher has found solution in teaching speaking to improve students' ability in speaking skill is Hassle Line strategy. As Harmer (2001:220) stated that in teaching speaking process, the teacher should pay attention to the technique or strategy that is suitable for the students. The teachers are required to create variations of teaching learning strategies especially in teaching speaking for junior high school students. The activities should reflect the atmosphere to study and to have fun with the students.

Hassle line strategy is one of teaching speaking strategies that explore their emotional and voice technique in direct action through a short drama. The students should perform the drama related to particular topic or theme that given by the teacher. So, the students have to use their critical thinking to develop the topic or theme into a good scenario. The students have to do good cooperation each other in the group. As Taylor (2007:34) hassle lines strategy is a role-play strategy allows for a broad examination of perspectives relating to a particular topic or theme. It might be particularly useful for issues relating to conflict simulation and resolution scenarios. In this strategy, the students need skill to use critical thinking and working with others. It means that hassle lines strategy is one of role play strategies in teaching speaking where in this strategy the students should play drama related to particular topic and theme. This strategy ask the students work hardly to give the best performance in front of class through their critical thinking in develop scenario and improve their cooperation.

2. METHOD

The research was conducted at SMP Negeri 17 Medan on Jl. Kapten M Jamil Lubis No. 108. It was conducted at the 7 th Grade students of first semester at 2018/2019 Academic Year. This school was chosen because the researcher found some problems about students' ability in speaking.

Population The population of this research were taken from 7 th Grade students of SMP Negeri 17 Medan at Academic Year 2018/2019. This research was conducted in eight classes, they were VII-1 which consisted of 30 students, VII-2 which consisted of 32 students, VII-3 which consisted of 32 students, VII-4 which consisted of 29 students, VII-5 which consisted of 35 students, VII-6 which consisted of 31 students, VII-7 which consisted of 28 students, and VII-8 which consisted of 33 students. So, total of the population are 250 students.

In this research, there were some technique to collect the data by Sugiyono, 2011, namely: giving the same pre-test to experimental group and control group, applying the treatment by using hassle line strategy assisted by kine master was given to experimental group and conventional method was given to control group, giving post-test with the same test to experimental group and control group. listing the score of pre—test and post-test in table of experimental group and control group.

3. FINDINGS

In this research, there were some technique to collect the data by Sugiyono, 2011, namely: 1. Giving the same pre-test to experimental group and control group 2. Applying the treatment by using Hassle line strategy assisted by Kine Master was given to experimental group and conventional method was given to control group. 3. Giving post-test with the same

test to experimental group and control group. 4. Listing the score of pre—test and post-test in table of experimental group and control group.

The data of this study were obtained from the results of the pre-test and post-test were from experimental and control group. The analysis is intended to earn the significance difference between experimental groups which teachings by using Hassle Line strategy assisted by Kine master. The data of pre-test and posttest from two groups are calculated by using t-test formula. Some of students" score as representation in experimental group are analyzed taken from the highest, the middle and the lowest score. From the result, it is found that there was significant difference between experimental group and control group. Teaching speaking in experimental group by using Hassle Line strategy assisted by Kine Master was more effective than teaching speaking without using Hassle Line strategy assisted by Kine Master. Teaching speaking by using Hassle Line strategy assisted by Kine Master is a a role-play strategy allows for a broad examination of perspectives relating to a particular topic or theme. In addition, Hassle Line assisted by Kine Master can make students have fun and enjoyable in learning speaking. Meanwhile, conventional method was not effective in teaching speaking because conventional method teacher centered and include the use of lectures and discussions.

From the result, it is found that there was significant difference between experimental group and control group. Teaching speaking in experimental group by using Hassle Line strategy assisted by Kine Master was more effective than teaching speaking without using Hassle Line strategy assisted by Kine Master. Teaching speaking by using Hassle Line strategy assisted by Kine Master is a a role-play strategy allows for a broad examination of perspectives relating to a particular topic or theme. In addition, Hassle Line assisted by Kine Master can make students have fun and enjoyable in learning speaking. Meanwhile, conventional method was not effective in teaching speaking because conventional method teacher centered and include the use of lectures and discussions.

4. CONCLUSION

There was significant effect of applying Hassle Line strategy assisted by Kine Master on the students" achievement in speaking skill. The result of t-test was 11.9, while the critical value of 0.05 significant levels was 1.67. It can be concluded that value of t-test (11.9) is higher than the t-table (1.67). It means that the alternative hypothesis (H_a) is accepted and the teaching by using Hassle Line strategy assisted by Kine Master significantly affects on the students" achievement in speaking skill.

The score post-test in experimental group higher than control group, namely was 2710 with mean was 84.69 while score post-test in control group was 1845 with mean was 57.66. Moreover, Standard deviation was showed by experimental group was 8.12 and Standard deviation was showed by control group was 6.52. Therefore, it could be concluded that Hassle Line strategy assisted by Kine Master was suitable in teaching speaking and the students" speaking skill better was taught by Hassle Line strategy assisted by Kine Master than conventional method.

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