

**THE EFFECT OF APPLYING HASSLE LINE STRATEGY ASSISTED BY
KINE MASTER ON THE STUDENTS' SPEAKING ACHIEVEMENT**

SKRIPSI

*Submitted in Partial fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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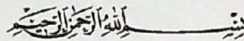


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ABSTRACT

Rismadila. 1502050276. *The Effect of Applying Hassle Line Strategy Assisted by Kine Master on the Students' Speaking Achievement at Seventh Grade of SMP Negeri 17 Medan at Academic Years 2018/2019. English Department of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2019.*

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

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CHAPTER I

INTRODUCTION

A. The Background of the study

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 themselves 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 be able communication with other people orally. In addition, the students have to be 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 intrinsic motivation or extrinsic motivation. Intrinsic 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.

That is why, the researcher interested to conduct this study entitle “*The Effect of Applying Hassle Line Strategy Assisted by Kine Master on the Students Speaking Achievement*”.

B. The Identification of the Problems

The problems of this research was identified as follows:

1. the students’ achievement were poor in speaking skill.
2. The students still had low motivation other instristic motivation or extrinsic motivation.
3. the students had lack vocabulary till had difficult to express their ideas and opinion in front of the class.
4. the teacher taught speaking still use traditional strategy and did not use variation strategy in teaching.

C. The Scope and Limitation of Study

The scope of this research focused on speaking by using Hassle line strategy assisted by Kine Master and is limited at seven grade students of SMP Negeri 17 Medan in first semester at Academic Year 2018/2019.

D. The Formulation of the Problem

Based on the identification of problem, the problems were formulated as follows:

1. Is there any effect of applying Hassle Line strategy assisted by Kine Master on the students speaking achievement?

2. Are the students' speaking skill better after they are taught by Hassle Line strategy assisted by Kine Master than conventional method?

E. The Objectives of the Study

Based on the formulation of the problem above, the objective of the research namely:

1. To find out effect of applying Hassle Line strategy assisted by Kine Master on the students speaking achievement.
2. To find out students' speaking skill better after they are taught by Hassle Line strategy assisted by Kine Master than conventional method.

F. The Significance of the Study

The results of the study were expected to be used theoretically and practically:

a. Theoretically

The theoritically explained that useful results of this study was expected to be able widen the skill of teachers in using Hassle Line strategy assisted by Kine Master in order to improve the students' achievement in speaking English.

b. Practically

1. For the students

The result of this research was suggested that students can apply Hassle Line strategy assisted by Kine Master in learning and mastering English especially speaking skill.

2. For the teachers

it can be reference in teaching speaking English in improving students' achievement and by applying Hassle Line strategy assisted by Kine Master can make the students are more enjoyable in front of the class.

3. For the researcher

This reseach gave contribution to the researcher in helping find out the best method for teaching speaking and can be reference to further research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Concept of Speaking

1.1 Definition of Speaking

Speaking is one of the important skills which must be mastered by everyone. Since one was born, they will be able to speak. The child will try day by day to speak to everyone. People need the speaking ability when they want delivery the information. Speaking is an activity when people use their voice to deliver their opinions, suggestions, information even critics. Kushartanti defines speaking as a set of voices uttered by one and understood by someone else. It means to delivery thought or opinion. While speaking is many things, it is thinking of what one wishes to say. Choose the right words from the vocabulary, putting the words in the proper grammatical framework and communicating the feelings we have.

Harmer (2001: 189) states that giving a suitable topic and task can make students speak English. In other words they are required to show mastery of the following sub competencies/ skills:

- a. Linguistic competence: This includes the following skills: 1) Using intelligible pronunciation. 2) Following grammatical rules accurately. 3) Using relevant, adequate and appropriate range of vocabulary.
- b. Discourse competence: This includes the following skills: 1) Structuring discourse coherently and cohesively. 2) Managing conversation and interacting effectively to keep the conversation going.

Pragmatic competence: This includes the following skill: 1) Expressing a range of functions effectively and appropriately according to the context and register. 2) Fluency: this means speaking fluently demonstrating a reasonable rate of speech.

Topic of speaking is important to be mastered by speaker because by mastering the topic the speaker will be easier to divide the important things from the topic that will be asked to the listeners. The second element is vocabulary, it is important for speaker in order to speak well at least the speaker has enough vocabularies to express some ideas. Grammar is very useful when people speaking, because grammar is able to give implicit meaning in speaking activity. The last one is intonation: by using appropriate intonation probably make the information successfully transferred to the listeners. All of the elements are needed to make a good understanding between speaker and listener.

Besides listening, reading and writing, speaking becomes the first designed in curriculum for the students. The curriculum is designed to focus on speaking and fluency while building phonemic awareness and preparing students for study English. Arends (2004:79) define that speaking skill are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. As known that language ability can measured from our language skill however now days people usually judge the language skill from how will someone able to speak in language itself. The professionals are expected to have good speaking skill. In addition, many people speak in order to show their ability and influence someone, for example politicians, teacher, lawyer however president.

Speaking is ability which is used for communication in daily activities. People send and receive message through speaking. They give reports, ideas, advices, instructions, complain, apologize, agree, disagree and much means by speaking. The communication means to talk to other people orally in spoken form. So what does speaking mean, it means a process using a language that is done by speakers by combining both codes and message. In speaking there are many elements that we should understand those are: the topic of what the speaking about, vocabulary, grammar, and also intonation.

From all statements above it can be concluded that speaking skill is an important skill to be mastered when someone learns about language, especially a foreign language. Speaking skill becomes the most important skill since people have belief that language mastery is able to be judge from how well someone speak. In language teaching, language is essentially speech. Someone on his or her daily life needs to be able using English as good as in order to make a comprehensible situation in speaking. In addition, the language function should also involved in this skill which it involves the use of grammar, comprehension, fluency, and all of these should be used appropriately in social interaction.

1.2 Teaching of Speaking

Many language learners regard speaking ability as the measure of knowing a language. The fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. Teaching speaking as the most important which can acquire, and assess the progress in term of accomplishments in spoken communication. In teaching speaking, appropriate

teaching methods and techniques should be applied. Brown (2001:230) defines a teaching method as a step-by-step and generalized set of classroom specifications for accomplishing linguistic objectives. Meanwhile, techniques are any of a wide variety of activities, exercises or tasks used in the classroom to achieve teaching and learning objectives. There are many methods and techniques that can be applied in teaching speaking. Students learn English in order that they can communicate in English fluently, accurately and appropriately in their everyday life. Therefore, the methods and techniques used in teaching speaking should encourage students to use the target language in certain context and develop their speaking strategies. Brown (2001:231) proposes some principles for designing speaking techniques. Those principles are as follows:

1. Using techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning and fluency.
2. Providing intrinsically motivating techniques.
3. Encouraging the use of authentic language in meaningful context.
4. Providing appropriate feedback and correction.
5. Capitalizing on the natural link between speaking and listening.
6. Giving students opportunities to initiate oral communication.
7. Encouraging the development of speaking strategies.

Moreover, Kayi (2006) presents some basics of teaching speaking in EFL setting. In the teaching and learning process of speaking, the learners should be able to:

1. Use word and sentence stress, intonation patterns and the rhythm of the target language.
2. Select appropriate words and sentences based on particular special setting, audience and situations
3. Organize their thought in meaningful and logical sequence, and
4. Use the language quickly, confidently and fluently to express their ideas.

To achieve these goals, English teachers should create real-life context and provide appropriate materials or models when students learn how to speak English in the classroom.

In addition, Harmer (2001:191) mentions three basic reasons why it is good to give students speaking tasks. First, it is very important to give students opportunities to freely practice speaking in the classroom so that they can use English in their daily conversation. For example, getting students to have a free discussion gives them a chance to rehearse having a discussion outside the classroom. Second, speaking tasks provides feedback for both students and teacher. It means that teachers can monitor how well their students perform, what language problems they have and how to solve the problems, while students can see what they need to improve their skills. Speaking tasks can improve students' motivation and self-confidence and with teacher guidance can encourage them into further study. Third, good speaking tasks should be highly motivating so that students can engage with the teaching and learning process. If teacher sets up the activities properly and can give useful feedback and all students are fully participating, they will get tremendous satisfaction from the activities.

1.3 Teaching Speaking in Junior High School

English becomes the global language that is necessary for the young learners to know. It is very important for communication everyone in the world. Now days, English has been taught in every school, starting from Junior High School. Teaching English to young learners or teenagers is considered the most challenging by some expert since students in this level have little knowledge of the target language (Brown, 2001:238). They have limited vocabulary, insufficient, grammar, pronunciation and expressions to carry out meaningful conversations. The English teaching in junior high schools in Indonesia is aimed at developing students' communicative competence which covers the four language skills: listening, speaking, reading and writing (SKKD, 2006). Students are expected to speak and communicate in English in everyday life, both in the written and spoken form. Therefore, to achieve the goal, the teaching of four language skills should be proportional. The teachers should improve both students' receptive and productive skills equally. Speaking is one of the four major skills students should acquire. In the curriculum, the basic competence of speaking is the use of language variation accurately, fluently, and appropriately in daily conversations. Students have to be able to convey meanings and intentions in English both inside and outside the classroom.

1.4 The Indicators of Students' Achievement in Speaking

According to Brown (2004:110) that there are several aspect that indicate students' achievement in speaking such as the following:

1. Fluency

This refers to good the students are keeping talking at the right speed and how good they are connecting their ideas together. There are many factors that influence the fluency of speaker. Besides, when the listener listens to the speaker, he may not concentrate on the sound on the message.

2. Vocabulary

Vocabulary is a part of language. There is no language without vocabulary, so it is very essential for us in learning language. A vocabulary is the body of words used particular language or in a particular sphere of activity, the body of words to know to individual persons with an explanation of their language.

3. Grammar

Grammar refers to the grammatical mastery in speaking. It is important because the language is a system that would be followed.

4. Pronunciation

This refers to how well the students pronounce the language. As well as considering the communicate effect of the students' pronunciations. There is contribution how much strain is causes on a listener, and how not cable their accent is, although accent itself is not to be able to produce the phonological of speech.

5. Comprehension

This refers to how good the students understand the meaning of something. The word 'comprehension' refers to the ability to make sense of something or to understand something. It can also be defined as the art of comprehending or

perceiving. Comprehension also describes information or knowledge that is acquired through understand about information or message which they say.

2. Concept of Hassle Line Strategy

2.1 Definition of Hassle Line

In teaching language, teacher must have some strategies to make students interest to learn, one of the strategies is Hassle line strategy. 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 (Putri, 2014).

It concludes that hassle lines 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. Furthermore, Bowers *et al* (2011:96) states that Hassle line is ensures that everyone has an opportunity to share in a discussion. So, there is no gap between students who active to speak and those

who are not. Furthermore, it extends students speaking practice and students would have an equal opportunity to speak in the classroom.

2.2 The Procedure of Hassle Line Strategy

There are some procedures of hassle line strategy according to Taylor (2007:34), as follow:

1. The class forms two groups. Teacher divides all students in the class into two groups.
2. The two groups form two lines facing each other. Teacher asks the students to make two lines in each group. Then, teacher asks the students to shake hands with the students opposite them to make sure they have partner.
3. Pupils in line one is assigned a role. All students in line one are assigned by teacher to get same role.
4. Pupils in line two are assigned a different role. All students in line two get different role. They can choose a role that they want, expect the role as main character.
5. The scenario is explained by teacher for students who learn English as Second language. It means that teacher just explains the story or scenario orally and shortly and then students act out it directly in front of class. But, for students in Indonesia who learn English as Foreign language, teacher will describes the story or scenario first shortly, and then teacher will ask and guide the students to write the scenario. After the students finish their scenario, the teacher asks students to practice it orally.

6. Each pair should then act out the scenario. Students should get practice and finally students have to act out it in front of the class.
7. If time permits, roles could be reversed.
8. A debrief might be beneficial, including questions such as: what did it feel like being in that role? Does anyone have any good solutions to share with the class?
9. The activity might be repeated with different scenarios.

In hassle lines strategy, the teacher divides students into two lines and then teacher gives students a topic or theme such as a scenario and then teacher asks students perform the scenario in front of class. The students have to show their best performance. Next, the other group can give some questions related to topic or theme.

2.3 The Advantages of Hassle Line Strategy

The advantages of using hassle line strategy are to give chance for every student to participate equally. In group work usually there is student that tends to more dominant or active than other students. Besides that, there are also students that tend to passive and silent in the class. This strategy will ensure every student to participate. Moreover, Taylor states other advantage is develops students' speaking and listening skill in which shy students, low achievers, and less-fluent students are encouraged by the social norms of the structure to fully participate and develop their language skills (Bowers, 2011: 200).

In addition, hassle line also useful in building on other's idea, contributing ideas, and elaborating, encouraging contribution, encouraging others, negotiating,

and working together. Taylor's chart in the book of active learning also show there are some skills or abilities that can be developed by using hassle line as follows:

a. Team building

Through team building, teammates get acquainted, create a team identity, promote mutual support, value individual differences, and develop synergistic relationship.

b. Social skill

Students require a variety of social skills to be successful in cooperative learning and in life. These are the very skills students practice daily in the cooperative classroom; Active listening, appreciating others' idea , caring, conflict resolution skills, cooperation, Diversity skills, encouraging others, leader ship skills, patience, respect, responsively, sharing. Many of these skills are naturally acquired in the process of working together.

c. Communication skill

Being able to communicate effectively is the most important of all life skills. Communication is simply the act of transferring information from one place to another, whether this be vocally (using voice), written (using printed or digital media such as books, magazines, websites or emails), visually (using logos, maps, charts or graphs) or non-verbally (using body language, gestures and the tone and pitch of voice). How well this information can be transmitted and received is a measure of how good our communication skills are. Developing out communication skills can help all aspects of our life, from our professional life to social gatherings and everything in between. The ability to communicate

information accurately, clearly and as intended, is a vital life skill and something that should not be overlooked.

d. Knowledge building

Knowledge building refers to the process of creating new cognitive artifacts as a result of common goals, group discussions, and synthesis of ideas. These pursuits should advance the current understanding of individuals within a group, at a level beyond their initial knowledge level, and should be directed towards advancing the understanding of what is known about that topic or idea.

2.4 The Disadvantages of Hassle Line Strategy

There are some disadvantages of Hassle line such as:

- a. People need different speeds: Some need more time than other to understand and absorb the information. In group show students need to catch up which may cause tension because others are pulled back or delayed.
- b. Some students may try to make over the group: Everyone has an equal voice in a group. One person may dominate the group while others feel left out. Some students do not trust the abilities of other in the group which result in tension and refusing to cooperate.
- c. The students may not feel comfortable: Some students are as shy or reserved. They fell awkward when working with others. Not sure whether others will appreciate a person's beliefs and values.

3. Description of Kine Master

3.1 Definition of Kine Master

Kine Master is one of the programs of the video editing which can use in mobile phone (Fajariyah, 2018). Kine master used in the listening class improve students' comprehension skills in listening monologues. In the productive skills, Kine master project was able to make students happy during the instruction and arouse student's motivation in the classroom and improve their writing, speaking and ICT literacy skills. Some features in this Kine Master application: (1) precision editing using some frame, (2) instant preview for the current editing part, (3) multi-tracks audio enable users to use more than one audio in a time, (4) multiple layers for text, visuals, stickers, and video, (5) various color adjustment, (6) available voice recording and etc.

3.2 The Procedure Using Kine Master

There are some steps in doing mobile-based digital using kine master. They are: (1) creating a new project, (2) adding the visuals from media browser, (3) inserting audio and/or voice, (4) giving effect on layers, and (5) saving the project (Fajariyah, 2018) as follows:

a. Creating a New Project

To be able to do mobile-based digital storytelling using Kinemaster, make sure that Kinemaster has been installed to your smartphone. If so, to create a new project, click Kinemaster after that click the red picture with a cross inside and you will see the next appearance. To create a new project, just click the red picture with "empty project". The new project can be started.

b. Adding the Visuals from Media Browser.

After getting ready to create new project, you can add the visuals from the media browser. Touch media browser to get the collections of your photos or pictures. Choose the ones you want to add to the timeline. They will be automatically added to the timeline. You can edit the position of the visuals by dragging them from left to right. You can also manage the duration of the visuals show by expanding the picture or the opposite.

c. Inserting Audio and/or Voice

After the visuals are added, audio and or visuals can be added to the timeline. Kinemaster enable users to have multi tracks of audio. To insert the audio, users can just click “audio”. They can choose the audio from their collections. After choosing the audio they want, just click the (+) and the audio is automatically inserted in the timeline. Besides inserting the available audio from the collections, kinemaster als allows users to record their voice. First, click “voice”.

d. Giving Effects on Layers

The effects are inserting handwriting, text, overlay, effect, and media. One of them is “text”. Text can be added to give narration to the picture. The duration of the effects can be managed by editing the timeline. Users can explore more about Kinemaster effect through direct practice. After finish editing the timeline, the project can be saved.

e. Saving the Project

The project in Kinemaster can be saved in many ways. First click the following symbol. After click that symbol, choose the destination of the project. It can be saved into the gallery of the phone or directly shared in the social media.

4. Conventional Method

Conventional method (old concept) emphasizes the importance of mastering the lesson material. Traditional language teaching is based on a traditional approach to the target language, which regards the language as a body of grammatical rules and an enormous number of words that are combined according to the rules. Conventional method thus focuses on grammatical structures and isolated items of vocabulary.

Conventional or traditional teaching is concerned with the teacher being the controller of the learning environment. Power and responsibility are held by the teacher and they play the role of instructor (in the form of lectures) and decision maker (in regards to curriculum content and specific outcomes). They regard students as having 'knowledge holes' that need to be filled with information. In short, the traditional teacher views that it is the teacher that causes learning to occur. According to Vierra (2008) states that conventional, teacher-centered teaching and lecture is the most common teaching behavior found in schools worldwide. Teacher-centered teaching can be very effective, particularly for:

- a. Sharing information that is not easily found elsewhere
- b. Presenting information in a quick manner
- c. Generating interest in the information

d. Teaching learners who learn best by listening

However, teacher-centered teaching also presents several challenges, including:

- a. Not all learners learn best by listening
- b. Keeping learners' interest is often difficult
- c. The approach tends to require little or no critical thinking
- d. The approach assumes that all learners learn in the same impersonal way

From the passage above, it can be concluded that conventional or traditional method is teaching technique in which the teacher becomes the controller or teacher-centered approach and the students just respond what the teacher asks and they study in a silent way.

B. Relevant Studies

There were some previous studies which relate to this research, namely:

1. Fajariyah (2018), *Report Text Writing Through Cerdig Project With Kinemaster*, Jurnal Didaktika Pendidikan Dasar Vol 2, No 1. The research objective was to improve the tenth grade students' report texts in English in semester 1 and 2 in the Junior Secondary School 5 Panggang through "cerdig" project with Kinemaster basis. The learning steps consisted with topic selection, scripting and storyboarding, digitizing the elements, evaluating, and publishing. The significance of the project was to improve the students' understanding in writing report texts in English. This was a Best Practice Research in writing. Data were collected through observation and analyzed descriptively and qualitatively. The results show that students were enthusiastic

in participating in the activities as well as ability in monologue. The students' creativity and skill in technology were improved.

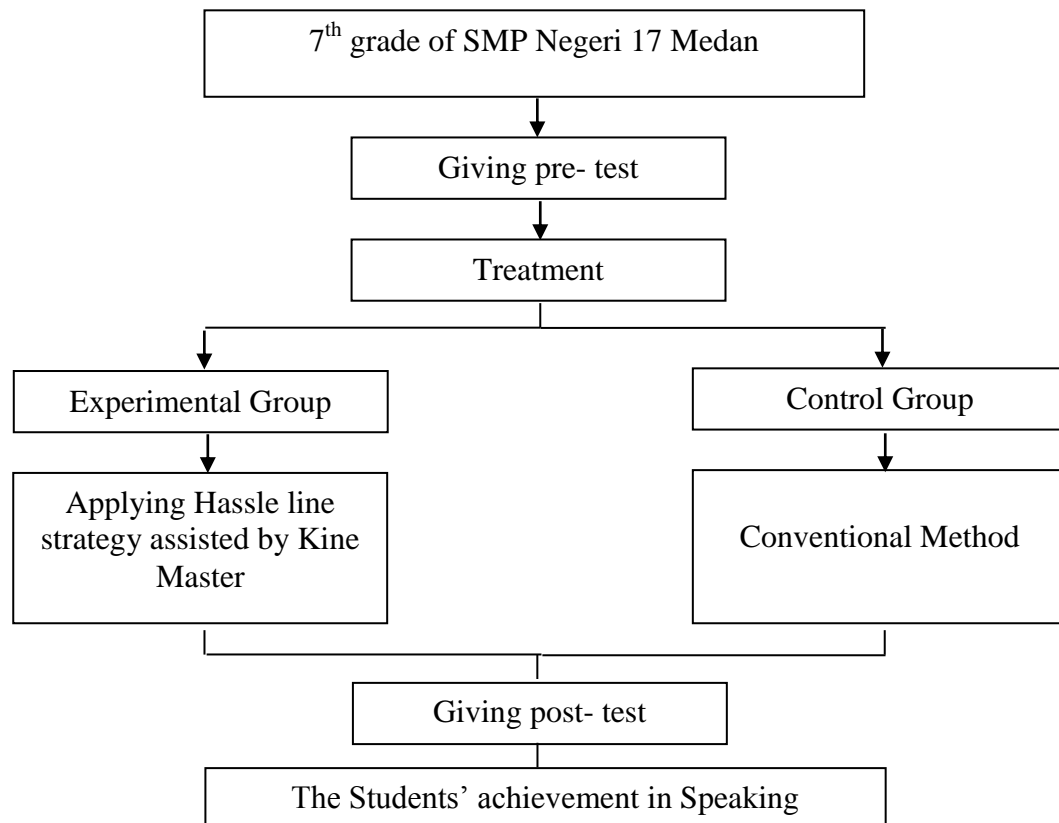
2. Fajariyah (2018). *Kinemaster: Mobile-Based Digital Storytelling In The English Instructions*, Jurnal Dikdaktika Pendidikan Dasar Vol 2, No 1. Digital storytelling becomes one of trends in the ICT uses in the English classroom. With the rapid growth of the smartphone uses in the daily lives, more applications are mobile-based technologies. Kinemaster is one of video editing programs that can be run using the smartphones. Kinemaster allows users to do digital storytelling. The steps are: (1) creating a new project, (2) adding the visuals from media browser, (3) inserting audio and/or voice, (4) giving effect on layers, and (5) saving the project. This paper also provides practical uses of Kinemaster in the English instructions in two possible ways. Those are the tools for: (1) teachers to develop the digital story as learning media, and (2) students to do digital storytelling.

C. Conceptual Framework

In this case, speaking is one of the important skills which must be mastered by everyone. The students need a good strategy to increase their speaking by using hassle line strategy assisted by Kine master. Hassle line strategy able to develop students' speaking and listening skill. In addition, hassle line is the strategy that makes the value of everyone's contribution tangible and give chance to speak. Its means all students have the same opportunity in the classroom if one student has two times for speaking. Besides that, the purpose of this activity is to draw conclusions from participants; it is used as a way to

manage the discussion so that every participant has a chance to contribute. Active learning can make students be more active, it can make students are working together to accomplish shared learning goals and to minimize their own and their group achievement.

Figure 2.1 Conceptual Framework by Sugiyono, 2011



D. Hypothesis Research

Based on the problems of the study, the hypothesis will be formulated as the following “there is significant effect when the students are thought by using Hassle line strategy assisted by Kine Master”.

CHAPTER III

RESEARCH METHOD

A. Location of The Research

The research was conducted at SMP Negeri 17 Medan on Jl. Kapten M Jamil Lubis No. 108. It was conducted at the 7th 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.

B. Population and Sample

1. Population

The population of this research were taken from 7th 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.

Table 3.1
The Population

No.	Class	Population
1	VII-1	30
2	VII-2	32
3	VII-3	32
4	VII-4	29
5	VII-5	35
6	VII-6	31
7	VII-7	28
8	VII-8	33
Total		250

2. Sample

The sample of this research were 64 students which consisted of two classes. Each class consisted 32 students. The researcher used cluster random sampling by Indra Jaya (2010: 37). There were two classes which choosed as the sample. They were VII-2 as experimental group which consisted of 32 and VII-3 as control group which is consisted of 32 students.

Table 3.2
The Sample of Research

No.	Class	Population
1	VII-2	32
2	VII-3	32
Total		64

C. Research Design

This research was conducted by experimental research. In this research, there were two groups, namely experimental group and control group. The experimental group which taught by using Hassle line strategy assisted by Kine Master and control group which taught without using Hassle line strategy assisted by Kine Master or conventional method. The details showed in the tables below:

Table 3.3
The Research Design

Group	Pre-test	Treatment	Post-test
Experimental (X)	√	Hassle line strategy assisted by Kine Master	√
Control (Y)	√	Conventional method	√

C. Instrument of Research

To collect the data, the instrument were used by the researcher was speaking test (written and spoken) to know clarity, pronunciation, vocabulary, grammar, and fluency. The test which consists of pre-test and post-test.

1. Test

Test is valuable measuring instruments for educational research. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. In tests, researchers have at their disposal a powerful method of data collection, an impressive array of tests for gathering data of a numerical rather than verbal kind.

1.1. Pre-Test

Pre-test was implemented prior to experiment to both the control and experimental group. It aimed to measure that the students in both groups have the same performance.

1.2. Post-Test

Post-test was given after the treatment in both control and experimental group. Then the result of the post-test was compared with the result of pre-test to find out if there improvement of Hassle line strategy assisted by Kine Master in speaking.

In scoring of speaking skill, the researcher used speaking assesment rubric by Paul Richard Kuehn (2013: 198) as following :

No	Assesment	Score	Detail
1	Clarity	5	Poor All questions and answers were awkward and incomprehensible
		10	Fair Questions and answers were awkward and incomprehensible to understand at times.
		15	Good

			Questions or answers were awkward at times but always understandable.
		20	Excellent Questions and answers were clear and comprehensible.
2	Pronunciation	5	Poor Student's pronunciation was incomprehensible.
		10	Fair Student's pronunciation made understanding difficult.
		15	Good Student's pronunciation was understandable with some error.
		20	Excellent Student's pronunciation was like a native speaker.
3	Fluency	5	Poor Student was unable to ask or respond to questions.
		10	Fair Student took a long time to ask and respond to questions
		15	Good Students were able to ask and answer the questions with little difficulty.
		20	Excellent Students were able to communicate clearly with no difficulty.
4	Comprehension	5	Poor Student was unable to comprehend questions. Questions had to be repeated.
		10	Fair The student showed little comprehension of questions. Questions had to be repeated.
		15	Good The student understood most of what was asked of him/her.
		20	Excellent The student fully understood the questions asked and answered correctly.
5	Content	5	Poor Did not ask appropriate question for information, no response to question
		10	Fair Ask some inappropriate questions for information or answered question with

			very limited answers.
		15	Good Gave appropriate questions for survey information but responses were limited in content
		20	Excellent Gave appropriate questions and good content in responses to questions.

D. Technique of Collecting Data

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

E. Technique of Analyzing Data

In analyzing the data, the result of the data was analyzed by using statical procedure which of consisted of mean, standard deviation (SD) and dependent t-test. The mean was used to find out the average of the sample. To find the mean, namely:

1. Mean by Sugiyono (2011: 49)

$$\bar{X} \equiv \frac{\sum X}{N}$$

Where :

\bar{X} = mean

Σ = sum of

X = raw score

N = number of cases

To measure the students score, the researcher used standard deviation formula as follows:

2. Standard Deviation by Sugiyono (2011: 56)

$$S_D = \sqrt{\frac{\sum (x_i - \bar{x})^2}{(N - 1)}}$$

S_D = standard deviation

D = deferences between with t=-test and post-test

N = number of pairs

3. Independent Sample T-test by Sugiyono (2011: 122)

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sum X_1^2 - (\sum X_1)^2/n_1 + \sum X_2^2 - (\sum X_2)^2/n_2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where : X_1 = mean score of experimental group

X_2 = mean score of control group

n = The number of sample

s_1 = standard deviation of experimental group

s_2 = standard deviation of control group

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data

The data of this study were the results of speaking. The data were collected by asking the students in conversation as mentioned on the instrument of collecting data. The data were divided into two groups, namely experimental group and control group. Experimental group was VII-2 consisted 32 students and control group was VIII-3 consisted 32 students. Both of groups were given the same essay on test form in speaking in pre test and post test. Hence, the researcher got the score of students' speaking as the data and it was analyzed in the data analysis.

B. Data Analysis

1. The effect of applying Hassle Line strategy

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 post-test 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. It could be seen in the tables below:

Table 4.1
The Result Score of Experimental Group

No.	Students' Initial	Score	
		Pre-Test	Post-Test
1	AJ	55	75
2	AA	45	85
3	AN	55	85
4	AP	50	80
5	AK	65	75
6	BA	65	95
7	DA	45	80
8	DS	50	80
9	DAS	45	85
10	DF	50	90
11	FD	50	85
12	HR	55	95
13	JS	50	85
14	KI	55	90
15	LK	50	75
16	MF	50	85
17	MK	40	80
18	MA	60	80
19	MHA	45	85
20	MD	40	95
21	MR	55	85
22	NC	40	75
23	RM	45	75
24	RA	45	85
25	RIA	50	85
26	RS	60	90
27	SI	70	95

28	SR	70	95
29	SK	50	85
30	SL	50	90
31	SN	45	80
32	SB	55	85
Σ		1655	2710
Mean		51.72	84.69

From the table above, the total score of students in experimental group on pre-test was 1655 and the number of students who take the test was 32 students, so the students' mean was:

$$\begin{aligned} \text{Mean} &= \frac{\Sigma X}{N} \\ &= \frac{1655}{32} \\ &= 51.72 \end{aligned}$$

While mean score in post-test of experimental group was:

$$\begin{aligned} \text{Mean} &= \frac{\Sigma X}{N} \\ &= \frac{2710}{32} \\ &= 84.69 \end{aligned}$$

It can be concluded that the total score of pre-test is 1655 and the mean is 51.72. In post-test, the total score is 2710 and the mean of the score is 84.69. So, the total and mean score in post-test of experimental group is higher than the total and mean score in pre-test. To know score and mean of experimental Group can be seen at diagram below:

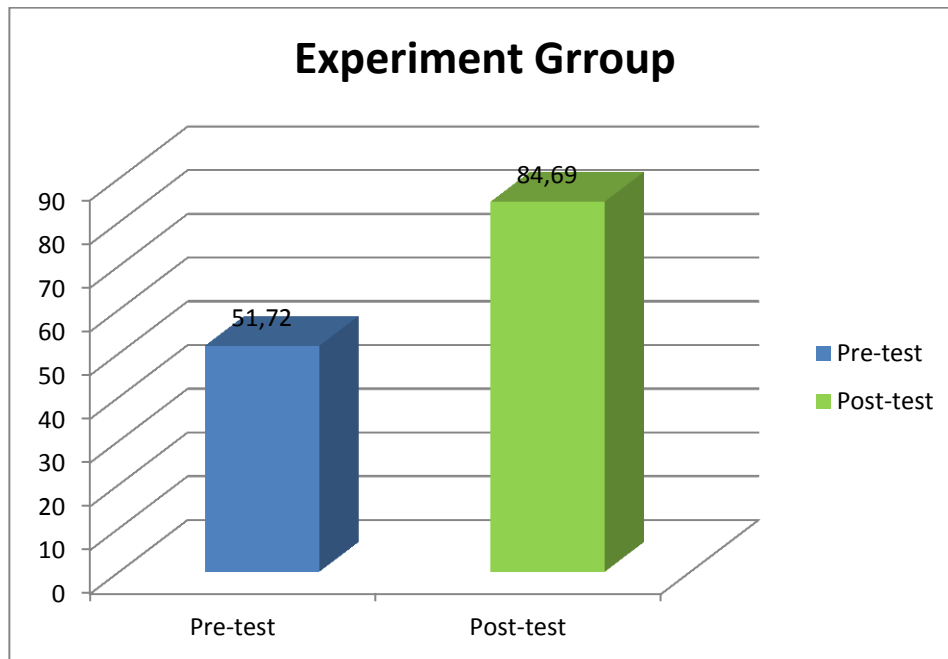


Chart 1: The result of students score in Experimental Group

**Table 4.2
The Result Scores of Control Group**

No.	Students' Initial	Score	
		Pre-Test	Post-Test
1	AA	45	70
2	AS	55	60
3	AF	45	65
4	AI	40	50
5	AM	55	60
6	AL	45	55
7	AH	40	50
8	AFB	40	50
9	AY	50	65
10	AR	45	50
11	DK	40	55
12	FR	40	50

13	FS	45	50
14	HD	65	70
15	HM	50	55
16	HL	45	50
17	IN	40	50
18	KN	45	50
19	NS	45	70
20	NN	55	60
21	PD	40	50
22	RN	45	55
23	RRF	40	50
24	RH	40	50
25	RA	50	70
26	SA	45	50
27	SL	40	60
28	SJ	45	65
29	SF	50	65
30	SA	50	60
31	SM	50	60
32	SS	55	75
Σ		1525	1845
Mean		47.66	57.66

From the table above, it can be concluded that the total score of pre-test is 1525 and the mean is 47.66. In post-test, the total score is 1845 and the mean of the score is 57.66. So, the total and mean score in post-test of control is higher than the total and mean score in pre-test. However, Experimental Group was higher than Control group with total of mean was 84.69. It can be concluded that, Hassle Line strategy assorted by Kine Master significant affect students' speaking skills. To know score and mean of Control Group can be seen at diagram below:

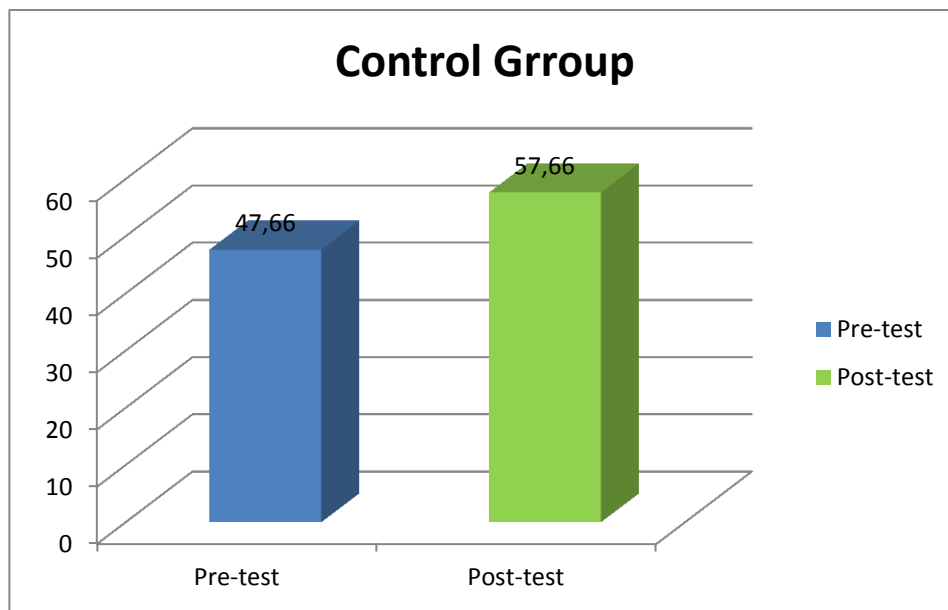


Chart 2: The result of students score in Control Group

1. Analyzing the Data by Using Variance and standard deviation

After the researcher assessed students' scores, then they were calculated into formulas to find out variance, Standard Deviation and T-Test to know the differences between the students' score in the experimental group and control group, it could be seen in the tables below:

Table 4.3
The Score of the Experimental Group

No.	Students' Initial	Pre-Test (x1)	Post-Test (x2)	$x_2 - x_1$ (D)	D^2

1	AJ	55	75	20	400
2	AA	45	85	40	1600
3	AN	55	85	30	900
4	AP	50	80	30	900
5	AK	65	75	10	100
6	BA	65	95	30	900
7	DA	45	80	35	1225
8	DS	50	80	30	900
9	DAS	45	85	40	1600
10	DF	50	90	40	1600
11	FD	50	85	35	1225
12	HR	55	95	40	1600
13	JS	50	85	35	1225
14	KI	55	90	35	1225
15	LK	50	75	25	625
16	MF	50	85	35	1225
17	MK	40	80	40	1600
18	MA	60	80	20	400
19	MHA	45	85	40	1600
20	MD	40	95	55	3025
21	MR	55	85	30	900

22	NC	40	75	35	1225
23	RM	45	75	30	900
24	RA	45	85	40	1600
25	RIA	50	85	35	1225
26	RS	60	90	30	900
27	SI	70	95	25	625
28	SR	70	95	25	625
29	SK	50	85	35	1225
30	SL	50	90	40	1600
31	SN	45	80	35	1225
32	SB	55	85	30	900
Σ		1655	2710	1055	36825
Mean		51.72	84.69	32.98	1150.79

From table above, the researcher analyzed Standard Deviation (SD) to know differences between pre-test and post-test. So, the researcher used formula below:

$$\begin{aligned}
 S_D &= \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}} \\
 &= \sqrt{\frac{36825 - \frac{(1055)^2}{32}}{32 - 1}} \\
 &= \sqrt{\frac{36825 - (34782.03)}{31}} \\
 &= \sqrt{65.90}
 \end{aligned}$$

$$= 8.12$$

From the analyzed above, the result of standard deviation in experimental group was 8.12. After knew the result of standard deviation in experimental group then, the researcher analyzed Standard Deviation (SD) in control group. it can be seen in table below:

Table 4.4
The Score of the Control Group

No.	Students' Initial	Pre-Test (x_1)	Post-Test (x_2)	$x_2 - x_1$ (D)	D^2
1	AA	45	70	25	625
2	AS	55	60	5	25
3	AF	45	65	25	625
4	AI	40	50	10	100
5	AM	55	60	5	25
6	AL	45	55	10	100
7	AH	40	50	10	100
8	AFB	40	50	10	100
9	AY	50	65	15	225
10	AR	45	50	5	25
11	DK	40	55	15	225
12	FR	40	50	10	100
13	FS	45	50	5	25
14	HD	65	70	5	25

15	HM	50	55	5	25
16	HL	45	50	5	25
17	IN	40	50	10	100
18	KN	45	50	5	25
19	NS	45	70	25	625
20	NN	55	60	5	25
21	PD	40	50	10	100
22	RN	45	55	10	100
23	RRF	40	50	10	100
24	RH	40	50	10	100
25	RA	50	70	20	400
26	SA	45	50	5	25
27	SL	40	60	20	400
28	SJ	45	65	20	400
29	SF	50	65	15	225
30	SA	50	60	10	100
31	SM	50	60	10	100
32	SS	55	75	20	400
Σ		1525	1845	370	5600
Mean		47.66	57.66	11.56	175

$$\begin{aligned}
S_D &= \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}} \\
&= \sqrt{\frac{5600 - \frac{(370)^2}{32}}{32 - 1}} \\
&= \sqrt{\frac{5600 - (4278.12)}{31}} \\
&= \sqrt{42.64} \\
&= \mathbf{6.52}
\end{aligned}$$

From analyzed above that standard deviation in control group was 6.52.

Thus, those values can be used to find out the result of applying t-test formula. It can be seen in the following:

$$\begin{aligned}
t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum X_1^2 - \frac{(\sum X_1)^2}{n_1} + \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \\
t &= \frac{32.98 - 11.56}{\sqrt{\frac{36825 - \frac{(1055)^2}{32} + 5600 - \frac{(370)^2}{32}}{32 + 32 - 2} \left(\frac{1}{32} + \frac{1}{32} \right)}} \\
t &= \frac{21.42}{\sqrt{\frac{36825 - \frac{(1113025)}{32} + 5600 - \frac{(136900)}{32}}{62} (0.03 + 0.03)}} \\
t &= \frac{21.42}{\sqrt{\frac{36825 - (34782.03) + 5600 - (4278.12)}{62} (0.06)}} \\
t &= \frac{21.42}{\sqrt{\frac{2042.97 + 1321.88}{62} (0.06)}}
\end{aligned}$$

$$t = \frac{21.42}{\sqrt{54.27 (0.06)}}$$

$$t = \frac{21.42}{\sqrt{3,25}}$$

$$t = \frac{21.42}{1.80}$$

$$t = \mathbf{11.9}$$

The result of t-calculation showed that t-test is 11.9 and t-table is 1.67. The t-test is higher than the t-table ($11.9 > 1.67$). It means that using Hassle Line strategy assorted by Kine Master significantly affects on students' speaking skill.

2. Testing Hypothesis

In analyzing the hypothesis, it referred to the t-table at the level significant of α 0.05. The testing criterion used for hypothesis result is; If t-test $>$ t-table, it means that the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. Furthermore, the t-table with the level significance of α 0.05 with the degree of freedom (df) $\rightarrow n-1 = 64-1 = 63$ is 1.67. This means that H_a is this study is accepted since the students' t-test was 11.9 and the t-table was 1.67 because the t-test value is higher than the t-table ($11.9 > 1.67$). Therefore, it can be concluded that Hassle Line strategy assisted by Kine Master can improve students' skills in speaking.

2. The students' Speaking After Using Hassle Line

Teaching speaking using Hassle Line strategy assisted by Kine Master can made the students more enjoyable and deep understanding in material.

Furthermore, the students can explore their emotional and voice technique in direct action through a short drama related to particular topic that given by the teacher. After applying Hassle Line strategy assisted by Kine Master there were developing in their speaking. It could be seen from 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.

C. Discussion

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.

Table 4.1
The Result Score of Experimental Group

No.	Students' Initial	Score	
		Pre-Test	Post-Test
1	AJ	55	75
2	AA	45	85
3	AN	55	85
4	AP	50	80
5	AK	65	75
6	BA	65	95
7	DA	45	80
8	DS	50	80
9	DAS	45	85
10	DF	50	90
11	FD	50	85
12	HR	55	95
13	JS	50	85
14	KI	55	90
15	LK	50	75
16	MF	50	85
17	MK	40	80
18	MA	60	80
19	MHA	45	85
20	MD	40	95
21	MR	55	85
22	NC	40	75
23	RM	45	75
24	RA	45	85
25	RIA	50	85
26	RS	60	90
27	SI	70	95

28	SR	70	95
29	SK	50	85
30	SL	50	90
31	SN	45	80
32	SB	55	85
Σ		1655	2710
Mean		51.72	84.69

From the table above, the total score of students in experimental group on pre-test was 1655 and the number of students who take the test was 32 students, so the students' mean was:

$$\begin{aligned} \text{Mean} &= \frac{\Sigma X}{N} \\ &= \frac{1655}{32} \\ &= 51.72 \end{aligned}$$

While mean score in post-test of experimental group was:

$$\begin{aligned} \text{Mean} &= \frac{\Sigma X}{N} \\ &= \frac{2710}{32} \\ &= 84.69 \end{aligned}$$

It can be concluded that the total score of pre-test is 1655 and the mean is 51.72. In post-test, the total score is 2710 and the mean of the score is 84.69. So, the total and mean score in post-test of experimental group is higher than the total and mean score in pre-test. To know score and mean of experimental Group can be seen at diagram below:

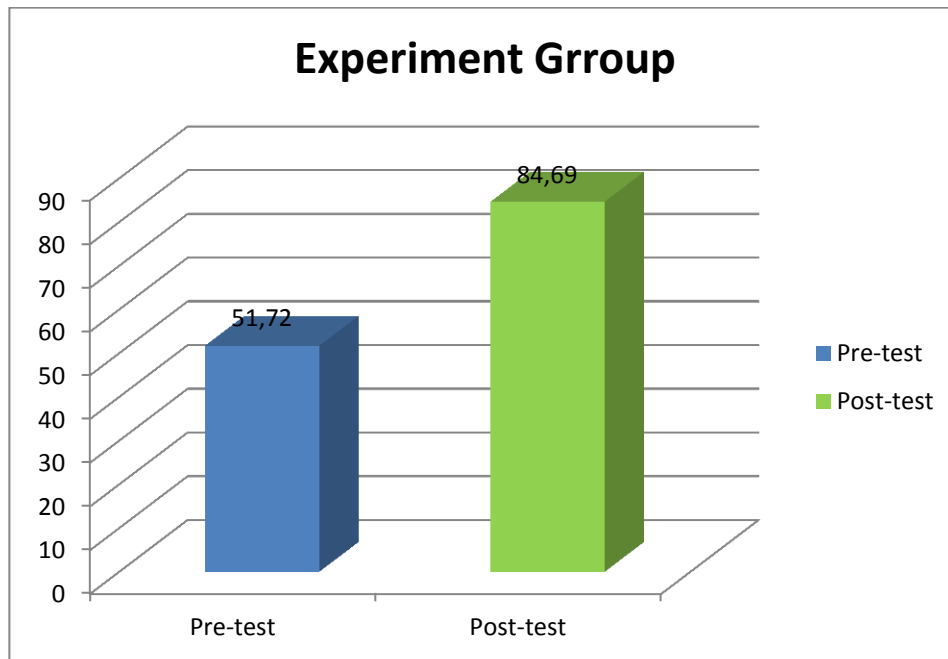


Chart 1: The result of students score in Experimental Group

Table 4.2
The Result Scores of Control Group

No.	Students' Initial	Score	
		Pre-Test	Post-Test
1	AA	45	70
2	AS	55	60
3	AF	45	65
4	AI	40	50
5	AM	55	60
6	AL	45	55
7	AH	40	50
8	AFB	40	50
9	AY	50	65
10	AR	45	50
11	DK	40	55
12	FR	40	50

13	FS	45	50
14	HD	65	70
15	HM	50	55
16	HL	45	50
17	IN	40	50
18	KN	45	50
19	NS	45	70
20	NN	55	60
21	PD	40	50
22	RN	45	55
23	RRF	40	50
24	RH	40	50
25	RA	50	70
26	SA	45	50
27	SL	40	60
28	SJ	45	65
29	SF	50	65
30	SA	50	60
31	SM	50	60
32	SS	55	75
Σ		1525	1845
Mean		47.66	57.66

From the table above, it can be concluded that the total score of pre-test is 1525 and the mean is 47.66. In post-test, the total score is 1845 and the mean of the score is 57.66. So, the total and mean score in post-test of control is higher than the total and mean score in pre-test. However, Experimental Group was higher than Control group with total of mean was 84.69. It can be concluded that, Hassle Line strategy assorted by Kine Master significant affect students' speaking skills. To know score and mean of Control Group can be seen at diagram below:

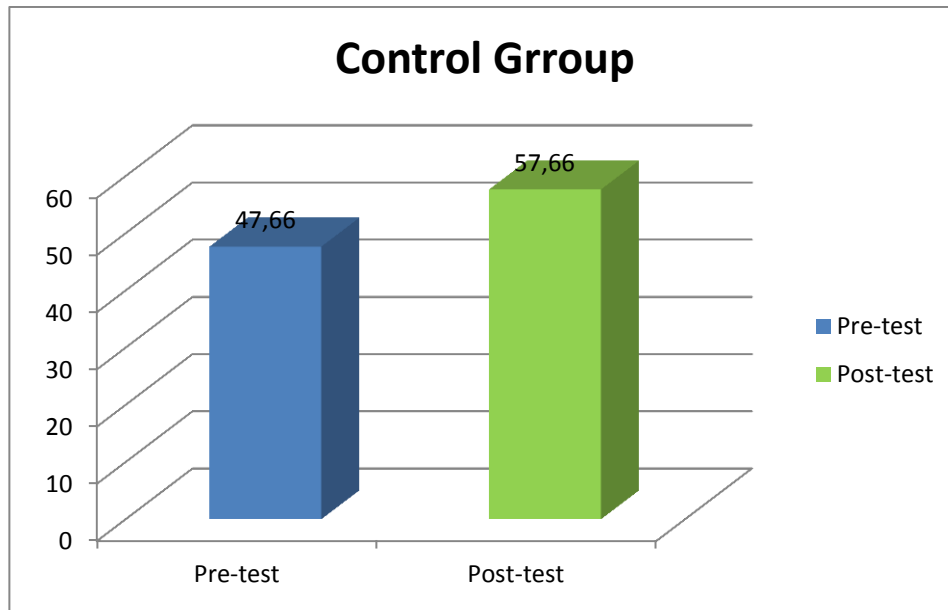


Chart 2: The result of students score in Control Group

3. Analyzing the Data by Using Variance and standard deviation

After the researcher assessed students' scores, then they were calculated into formulas to find out variance, Standard Deviation and T-Test to know the differences between the students' score in the experimental group and control group, it could be seen in the tables below:

Table 4.3
The Score of the Experimental Group

No.	Students' Initial	Pre-Test (x1)	Post-Test (x2)	x2-x1 (D)	D ²

1	AJ	55	75	20	400
2	AA	45	85	40	1600
3	AN	55	85	30	900
4	AP	50	80	30	900
5	AK	65	75	10	100
6	BA	65	95	30	900
7	DA	45	80	35	1225
8	DS	50	80	30	900
9	DAS	45	85	40	1600
10	DF	50	90	40	1600
11	FD	50	85	35	1225
12	HR	55	95	40	1600
13	JS	50	85	35	1225
14	KI	55	90	35	1225
15	LK	50	75	25	625
16	MF	50	85	35	1225
17	MK	40	80	40	1600
18	MA	60	80	20	400
19	MHA	45	85	40	1600
20	MD	40	95	55	3025
21	MR	55	85	30	900

22	NC	40	75	35	1225
23	RM	45	75	30	900
24	RA	45	85	40	1600
25	RIA	50	85	35	1225
26	RS	60	90	30	900
27	SI	70	95	25	625
28	SR	70	95	25	625
29	SK	50	85	35	1225
30	SL	50	90	40	1600
31	SN	45	80	35	1225
32	SB	55	85	30	900
Σ		1655	2710	1055	36825
Mean		51.72	84.69	32.98	1150.79

From table above, the researcher analyzed Standard Deviation (SD) to know differences between pre-test and post-test. So, the researcher used formula below:

$$\begin{aligned}
 S_D &= \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}} \\
 &= \sqrt{\frac{36825 - \frac{(1055)^2}{32}}{32 - 1}} \\
 &= \sqrt{\frac{36825 - (34782.03)}{31}} \\
 &= \sqrt{65.90}
 \end{aligned}$$

= 8.12

From the analyzed above, the result of standard deviation in experimental group was 8.12. After knew the result of standard deviation in experimental group then, the researcher analyzed Standard Deviation (SD) in control group. it can be seen in table below:

Table 4.4
The Score of the Control Group

No.	Students' Initial	Pre-Test (x_1)	Post-Test (x_2)	$x_2 - x_1$ (D)	D^2
1	AA	45	70	25	625
2	AS	55	60	5	25
3	AF	45	65	25	625
4	AI	40	50	10	100
5	AM	55	60	5	25
6	AL	45	55	10	100
7	AH	40	50	10	100
8	AFB	40	50	10	100
9	AY	50	65	15	225
10	AR	45	50	5	25
11	DK	40	55	15	225
12	FR	40	50	10	100
13	FS	45	50	5	25
14	HD	65	70	5	25

15	HM	50	55	5	25
16	HL	45	50	5	25
17	IN	40	50	10	100
18	KN	45	50	5	25
19	NS	45	70	25	625
20	NN	55	60	5	25
21	PD	40	50	10	100
22	RN	45	55	10	100
23	RRF	40	50	10	100
24	RH	40	50	10	100
25	RA	50	70	20	400
26	SA	45	50	5	25
27	SL	40	60	20	400
28	SJ	45	65	20	400
29	SF	50	65	15	225
30	SA	50	60	10	100
31	SM	50	60	10	100
32	SS	55	75	20	400
Σ		1525	1845	370	5600
Mean		47.66	57.66	11.56	175

$$\begin{aligned}
S_D &= \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}} \\
&= \sqrt{\frac{5600 - \frac{(370)^2}{32}}{32 - 1}} \\
&= \sqrt{\frac{5600 - (4278.12)}{31}} \\
&= \sqrt{42.64} \\
&= \mathbf{6.52}
\end{aligned}$$

From analyzed above that standard deviation in control group was 6.52.

Thus, those values can be used to find out the result of applying t-test formula. It can be seen in the following:

$$\begin{aligned}
t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum X_1^2 - \frac{(\sum X_1)^2}{n_1} + \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \\
t &= \frac{32.98 - 11.56}{\sqrt{\frac{36825 - \frac{(1055)^2}{32} + 5600 - \frac{(370)^2}{32}}{32 + 32 - 2} \left(\frac{1}{32} + \frac{1}{32} \right)}} \\
t &= \frac{21.42}{\sqrt{\frac{36825 - \frac{(1113025)}{32} + 5600 - \frac{(136900)}{32}}{62} (0.03 + 0.03)}} \\
t &= \frac{21.42}{\sqrt{\frac{36825 - (34782.03) + 5600 - (4278.12)}{62} (0.06)}} \\
t &= \frac{21.42}{\sqrt{\frac{2042.97 + 1321.88}{62} (0.06)}}
\end{aligned}$$

$$t = \frac{21.42}{\sqrt{54.27 (0.06)}}$$

$$t = \frac{21.42}{\sqrt{3,25}}$$

$$t = \frac{21.42}{1.80}$$

$$t = \mathbf{11.9}$$

The result of t-calculation showed that t-test is 11.9 and t-table is 1.67. The t-test is higher than the t-table ($11.9 > 1.67$). It means that using Hassle Line strategy asserted by Kine Master significantly affects on students' speaking skill.

2. Testing Hypothesis

In analyzing the hypothesis, it referred to the t-table at the level significant of α 0.05. The testing criterion used for hypothesis result is; If t-test $>$ t-table, it means that the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. Furthermore, the t-table with the level significance of α 0.05 with the degree of freedom (df) $\rightarrow n-1 = 64-1 = 63$ is 1.67. This means that H_a is this study is accepted since the students' t-test was 11.9 and the t-table was 1.67 because the t-test value is higher than the t-table ($11.9 > 1.67$). Therefore, it can be concluded that Hassle Line strategy assisted by Kine Master can improve students' skills in speaking

After applying Hassle Line strategy assisted by Kine Master there were improvement in their speaking. Moreover, the students more enjoyable and deep understanding in material. Therefore, Hassle Line strategy asserted by Kine Master was suitable in teaching speaking.

D. Discussion

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 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.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. 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.
2. 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.

B. Suggestions

Based on the data that have been confronted in this study, there were some suggestions that should be noticed, they are:

1. For the researcher, this research gave contribution to the researcher in helping find out the best method for teaching speaking and gets more information from this research.
2. For the students, the result of this research is suggested to apply Hassle Line strategy assisted by Kine Master on the students' speaking skill.
3. For the teachers, the use of Hassle Line strategy assisted by Kine Master in speaking English can make the students were more enjoyable to improve their ability in speaking English in front of the class.

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APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN

(Experimental Group)

Satuan Pendidikan	: SMP Negeri 17 Medan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/2
Materi Pokok	: Teks Interaksi transaksional Lisan dan Tulis Sederhana tentang nama hari, bulan, nama waktu
Alokasi Waktu	: 2 x 40 menit

A. KOMPETENSI INTI

- KI 1 Sikap spiritual yaitu menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 Sikap sosial yaitu menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-aktif sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR

<p>3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)</p>	<p>3.3.1 siswa dapat mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait waktu dalam hari sesuai dengan konteks penggunaannya.</p> <p>3.3.2 Siswa dapat mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi waktu dalam bentuk angka, tanggal dan tahun terkait, sesuai dengan konteks penggunaannya.</p> <p>3.3.3 Siswa dapat mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari , sesuai dengan konteks penggunaannya</p> <p>3.3.4 Siswa dapat mengidentifikasi fungsi social, struktur teks</p>
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	<p>dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama bulan , sesuai dengan konteks penggunaannya</p>
<p>4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>4.3.1 Siswa dapat menyusun teks interaksi lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama waktu dalam hari dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.3.2 Siswa dapat menyusun teks interaksi lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama waktu dalam bentuk angka,tanggal dan tahun dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.3.3 Siswa dapat menyusun teks interaksi lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi</p>

	<p>dan meminta informasi terkait nama hari dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.3.4 Siswa dapat menyusun teks interaksi lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama bulan dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>
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C. TUJUAN PEMBELAJARAN

Melalui strategi Hassle line dengan menggunakan Kine Master, peserta didik dapat mengidentifikasi waktu dengan baik, membaca, mengeja dan menulis jam dalam kata-kata dengan baik dan benar, misalnya *It's a quarter past three*.

D. MATERI PEMBELAJARAN

1. Materi Pembelajaran Reguler

Teks interaksi transaksional: memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun

- **Fungsi sosial**

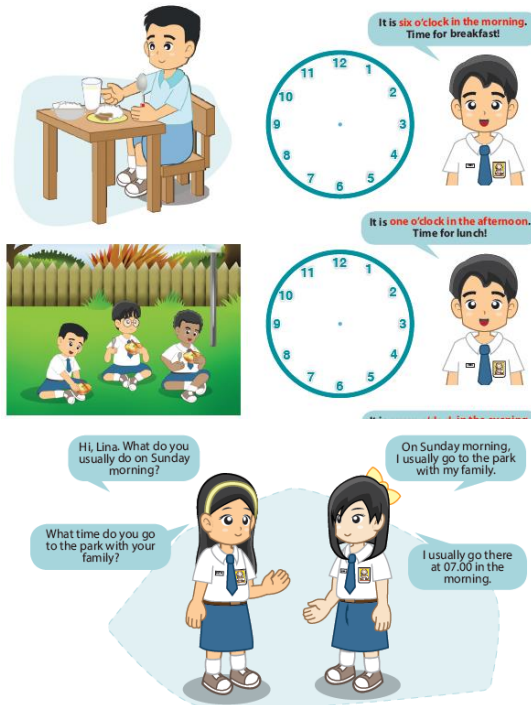
Menyebutkan/ menanyakan waktu dari kejadian/peristiwa/ kegiatan

- **Struktur teks**

dapat mencakup

- Memulai

- Menanggapi dengan menyatakan/ menanyakan tentang fakta terkait bulan, hari, tanggal, waktu tertentu.



- **Unsur kebahasaan**

- Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun
- Angka ordinal dengan *the* untuk menyebut tanggal (lisan): a.l. *the first, the second, the twenty third, the thirty first of May*)
- Angka ordinal tanpa *the* untuk menyebut tanggal (lisan): a.l. *1st, 2nd, 23rd, 31st, of May*)
- Waktu (lisan): *at one, at two fifteen, at ten to seven, at a quarter past eight*
- Waktu (tulisan): *01:00; 02:15; 06:50; 08:15*
- Artikel *the* untuk menyebut waktu dalam hari, *in the morning, in the afternoon, in the evening*
- Preposisi untuk *in* (bulan, tahun, waktu dalam hari), *on* (hari dan tanggal), *at* (jam, *at noon, at night*)
- Ucapan, tekanan kata, intonasi
- Ejaan, tanda baca
- Tulisan tangan

- **Topik**

Waktu kejadian/ peristiwa/kegiatan terkait kehidupan peserta didik di sekolah, rumah, dan lingkungan sekitar siswa serta perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri.

E. PENDEKATA DAN METODE PEMBELAJARAN

Model : Active Learning

Strategi : Hassle Line

F. MEDIA PEMBELAJARAN

1. Media : video Kine Master

2. Alat : Laptop, LCD, dan Speaker Active

G. SUMBER BELAJAR

1. Suara Guru

2. Buku Siswa dan Buku Guru Bahasa Inggris Kelas VII *When English Rings a Bell*. Buku Bahasa Inggris SMP kelas VII, Intan Pariwara.

H. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	1. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa inggris agar English Environment dapat langsung tercipta di pertemuan pertama. 2. Guru dapat menggunakan kalimat” <i>Good morning students</i> ”. 3. Pastikan peserta didik merespon dengan menjawab kembali “ <i>Good morning, Teacher/ Sir/ Ma’am</i> ”.	10 menit

	<p>4. Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran.</p> <p>5. Jika memungkinkan, guru dapat bertanya keberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru</p> <p>6. Guru menyampaikan tujuan pembelajaran</p>	
Kegiatan inti	<p><i>Observing</i></p> <p>a. Guru dapat memberikan contoh bagaimana mengucapkan dan membaca kalimat kalimat tersebut dengan baik dan benar.</p> <p>b. Untuk memahami wacana yang diberikan untuk menterjemahkan wacana tersebut.</p> <p>c. Peserta didik untuk membacakan teks yang ada.</p> <p><i>Questioning</i></p> <p>d. Guru dapat memberikan pertanyaan yang berhubungan dengan wacana tersebut, seperti :</p> <ol style="list-style-type: none"> 1. <i>What do you see in the picture?</i> 2. <i>How many number in the clock?</i> 3. <i>How many people in the picture?</i> 4. <i>What is he doing?</i> 5. <i>What are they doing?</i> 6. <i>How many times do you eat in a day?</i> 7. <i>What time do you have breakfast/lunch/dinner?</i> 8. <i>dll</i> <p>e. Peserta didik menjawab pertanyaan-</p>	60 menit

	<p>pertanyaan yang diberikan</p> <p>f. Guru dapat mengulang-ulang pertanyaan tersebut.</p> <p>bahkan mengacak pertanyaan tersebut sehingga peserta didik benar benar memahami makna dari pertanyaan yang diutarakan oleh guru.</p> <p><i>Associating</i></p> <ul style="list-style-type: none"> ▪ Membahas unsur kebahasaan Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. <p><i>Experimenting</i></p> <ol style="list-style-type: none"> a. Peserta didik mengamati video dengan aplikasi Kine Master tentang waktu (jam). b. Guru bertanya kepada siswa isi yang ada didalam video. c. Kemudian guru membagi semua siswa menjadi dua grup yang saling berhadapan. d. Setiap pasangan memiliki peran masing-masing terhadap lawan bicaranya sesuai video yang ditonton. e. Kemudian guru menjelaskan scenario dari video tersebut dan kemudian siswa berbicara secara langsung dengan temannya. f. Guru meminta setiap pasangan untuk menuliskan waktu dalam bentuk angka. <p><i>Communicating</i></p> <ul style="list-style-type: none"> ▪ Peserta didik mempresentasikan hasil 	
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	<p>pekerjaannya secara lisan (tidak membaca)</p> <ul style="list-style-type: none"> ▪ Guru dan peserta didik lain memberikan pendapat kepada peserta didik yang persentasi. ▪ Guru membahas hasil presentasi peserta didik 	
Penutup	<p>a. Peserta didik diminta untuk membuat kesimpulan tentang materi pembelajaran</p> <p>b. Guru memberikan pekerjaan rumah yang berkaitan dengan materi yang telah dipelajari.</p> <p>c. Guru mengucapkan salam dan menutup pertemuan.</p>	10 menit

I. PENILAIAN HASIL BELAJAR

1. Sikap Spiritual

- a. Teknik Penilaian : Observasi
- b. Bentuk Instrument : Lembar Observasi

2. Sikap Sosial

- a. Teknik Penilaian : Observasi
- b. Bentuk Instrument : Lembar Observasi

3. Pengetahuan

- a. Teknik Penilaian : 1. Tes : Lisan
2. Non Tes : Penugusan Kel.
- b. Bentuk Instrument : Soal tes lisan

4. Keterampilan

- a. Teknik : Observasi
- b. Bentuk Instrument : Check list

I. Penskoran

Bentuk Instrument	Sempurna	Sebagianbesar	Beberapa	Semuanya
Clarity	20	15	10	5
Pronunciation	20	15	10	5
Fluency	20	15	10	5
comprehension	20	15	10	5
Content	20	15	10	5

Pedoman penilaian :

1. Skormaksimal = 10
2. Nilaimaksimal = 100
3. $\frac{\text{Skorperolehan}}{\text{Skormaksimal}} \times 100$

Medan, September 2019

Guru Pamong,



Rosna Spd
NIP. 197209161995122001

Mahasiswa PPL,



Rismadifa
NPM. 1502050276

Mengetahui,

Kepala UPT SMP Negeri 17 Medan



APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN

(Control Group)

Satuan Pendidikan	: SMP Negeri 17 Medan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/3
Materi Pokok	: Teks Interaksi transaksional Lisan dan Tulis Sederhana tentang nama hari,bulan,nama waktu
Alokasi Waktu	: 2 x 40 menit

J. KOMPETENSI INTI

- KI 1 Sikap spiritual yaitu menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 Sikap sosial yaitu menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-aktif sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

K. KOMPETENSI DASAR DAN INDIKATOR

<p>3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)</p>	<p>3.3.1 siswa dapat mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait waktu dalam hari sesuai dengan konteks penggunaannya.</p> <p>3.3.2 Siswa dapat mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi waktu dalam bentuk angka, tanggal dan tahun terkait, sesuai dengan konteks penggunaannya.</p> <p>3.3.3 Siswa dapat mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari , sesuai dengan konteks penggunaannya</p>
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	<p>3.3.4 Siswa dapat mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama bulan , sesuai dengan konteks penggunaannya</p>
<p>4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>4.3.1 Siswa dapat menyusun teks interaksi lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama waktu dalam hari dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.3.2 Siswa dapat menyusun teks interaksi lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama waktu dalam bentuk angka,tanggal dan tahun dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.3.3 Siswa dapat menyusun teks interaksi lisan dan tulis sangat</p>

	<p>pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.3.4 Siswa dapat menyusun teks interaksi lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama bulan dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>
--	---

L. TUJUAN PEMBELAJARAN

Melalui kegiatan mengumpulkan informasi dan asosiasi peserta didik dapat mengidentifikasi waktu dengan baik, membaca, mengeja dan menulis jam dalam kata-kata dengan baik dan benar, misalnya *It's a quarter past three*.

M. MATERI PEMBELAJARAN

2. Materi Pembelajaran Reguler

Teks interaksi transaksional: memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun

- **Fungsi sosial**

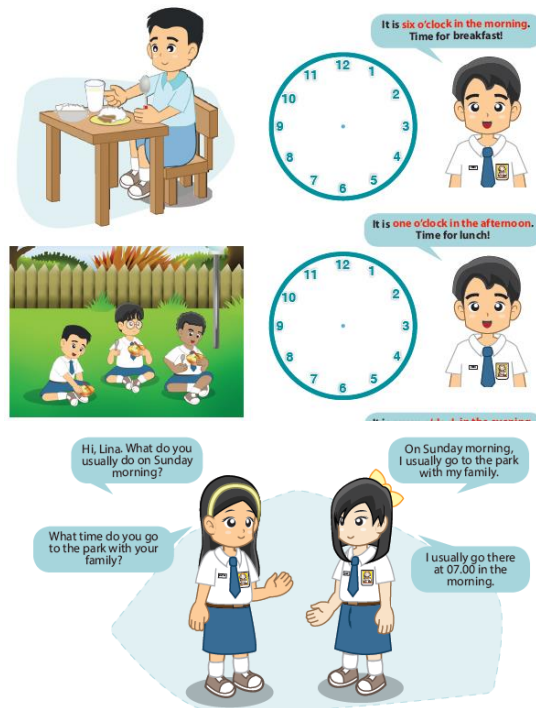
Menyebutkan/ menanyakan waktu dari kejadian/peristiwa/ kegiatan

- **Struktur teks**

dapat mencakup

- Memulai
- Menanggapi

dengan menyatakan/ menanyakan tentang fakta terkait bulan, hari, tanggal, waktu tertentu.



- **Unsur kebahasaan**

- Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun
- Angka ordinal dengan *the* untuk menyebut tanggal (lisan): a.l. *the first, the second, the twenty third, the thirty first of May*)
- Angka ordinal tanpa *the* untuk menyebut tanggal (lisan): a.l. *1st, 2nd, 23rd, 31st, of May*)
- Waktu (lisan): *at one, at two fifteen, at ten to seven, at a quarter past eight*
- Waktu (tulisan): *01:00; 02:15; 06:50; 08:15*
- Artikel *the* untuk menyebut waktu dalam hari, *in the morning, in the afternoon, in the evening*
- Preposisi untuk *in* (bulan, tahun, waktu dalam hari), *on* (hari dan tanggal), *at* (jam, *at noon, at night*)
- Ucapan, tekanan kata, intonasi

- Ejaan, tanda baca
- Tulisan tangan

- **Topik**

Waktu kejadian/ peristiwa/kegiatan terkait kehidupan peserta didik di sekolah, rumah, dan lingkungan sekitar siswa serta perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri.

N. PENDEKATA DAN METODE PEMBELAJARAN

Strategi : Conventional

O. MEDIA PEMBELAJARAN

1. Media : picture
2. Alat : papan tulis

P. SUMBER BELAJAR

1. Suara Guru
2. Buku Siswa dan Buku Guru Bahasa Inggris Kelas VII *When English Rings a Bell*. Buku Bahasa Inggris SMP kelas VII, Intan Pariwara.

Q. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	7. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa inggris agar English Environment dapat langsung tercipta di pertemuan pertama. 8. Guru dapat menggunakan kalimat” <i>Good morning students</i> ”. 9. Pastikan peserta didik merespon dengan menjawab kembali “ <i>Good morning,</i>	10 menit

	<p><i>Teacher/ Sir/ Ma'am</i>”.</p> <p>10. Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran.</p> <p>11. Jika memungkinkan, guru dapat bertanya keberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru</p> <p>12. Guru menyampaikan tujuan pembelajaran</p>	
Kegiatan inti	<p><i>Observing</i></p> <p>a. Siswa mendengarkan dan membaca beberapa contoh nama hari, dan waktu</p> <p>b. Siswa menirukan model pengucapan dan intonsi dari nama hari, dan waktu</p> <p><i>Questioning</i></p> <p>Dengan bimbingan dan arahan guru siswa menanyakan dan mempertanyakan nama hari, dan waktu dalam bhasa inggris.</p> <p><i>Associating</i></p> <ul style="list-style-type: none"> ▪ Membahas unsur kebahasaan Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi. <p><i>Experimenting</i></p> <p>g. Peserta didik mengamati gambar yang ada di papan tulis</p> <p>h. Kemudian guru menyuruh siswa berdialog di depan kelas</p> <p>i. Guru meminta siswa untuk menuliskan waktu dalam bentuk angka.</p>	60 menit

	<p><i>Communicating</i></p> <ul style="list-style-type: none"> ▪ Peserta didik mempresentasikan hasil pekerjaannya secara lisan (tidak membaca) ▪ Guru dan peserta didik lain memberikan pendapat kepada peserta didik yang persentasi. ▪ Guru membahas hasil presentasi peserta didik 	
Penutup	<p>d. Peserta didik diminta untuk membuat kesimpulan tentang materi pembelajaran</p> <p>e. Guru memberikan pekerjaan rumah yang berkaitan dengan materi yang telah dipelajari.</p> <p>f. Guru mengucapkan salam dan menutup pertemuan.</p>	10 menit

R. PENILAIAN HASIL BELAJAR

1. Sikap Spiritual

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- b. Bentuk Instrument : Lembar Observasi

2. Sikap Sosial

- a. Teknik Penilaian : Observasi
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3. Pengetahuan

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2. Non Tes : Penugusan Kel.
- c. Bentuk Instrument : Soal tes lisan

4. Keterampilan

- a. Teknik : Observasi

b. Bentuk Instrument : Check list

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Pronunciation	20	15	10	5
Fluency	20	15	10	5
comprehension	20	15	10	5
Content	20	15	10	5

Pedoman penilaian :

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3. $\frac{\text{Skorperolehan}}{\text{Skormaksimal}} \times 100$

Medan, September 2019

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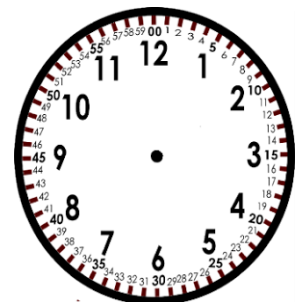
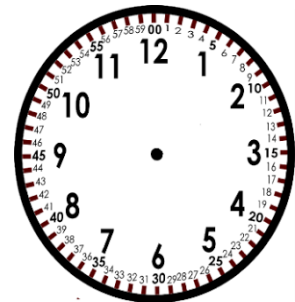
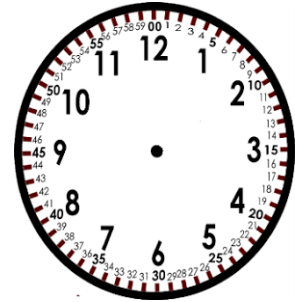
Kepala UPT SMP Negeri 17 Medan

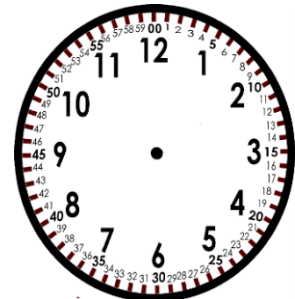
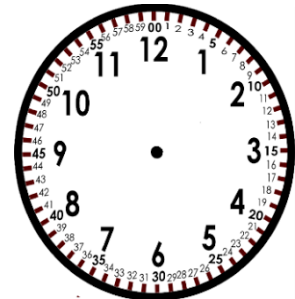
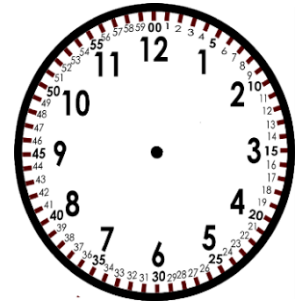


APPENDIX III

Pre-test and Post-test

Discuss with your partner this story below then write it!





APPENDIX IV

The result of Score Pre-test in Experimental Group

No	Students' Initial	Assessment in Speaking					TOTAL
		Clarity	Pronunciation	Fluency	Comprehension	Content	
1	AJ	15	15	10	5	10	55
2	AA	15	10	10	5	5	45
3	AN	10	15	10	5	15	55
4	AP	15	5	15	10	5	50
5	AK	10	15	10	15	15	65
6	BA	15	15	15	5	15	65
7	DA	5	5	10	15	10	45
8	DS	10	15	5	10	10	50
9	DAS	15	5	15	10	10	45
10	DF	15	5	10	10	10	50
11	FD	5	5	15	10	15	50
12	HR	5	15	15	10	10	55
13	JS	10	10	10	10	10	50
14	KI	10	15	10	10	10	55
15	LK	10	5	10	15	10	50
16	MF	10	5	10	15	10	50
17	MK	5	10	5	5	15	40
18	MA	10	15	10	10	15	60
19	MHA	5	10	15	10	5	45
20	MD	10	10	5	10	5	40
21	MR	5	15	10	15	10	55
22	NC	5	10	5	10	10	40
23	RM	15	10	5	5	10	45
24	RA	15	15	5	5	5	45

25	RIA	10	10	10	10	10	50
26	RS	15	10	15	5	15	60
27	SI	10	15	15	15	15	70
28	SR	15	15	10	15	15	70
29	SK	15	5	15	10	5	50
30	SL	10	15	10	10	5	50
31	SN	10	10	5	15	5	45
32	SB	10	5	10	15	15	55
	Σ						1655
	Mean						51.72

The result of Score Post-test in Experimental Group

No	Students' Initial	Assessment in Speaking					TOTAL
		Clarity	Pronunciation	Fluency	Comprehension	Content	
1	AJ	10	10	20	15	20	75
2	AA	20	20	15	15	15	85
3	AN	15	15	20	15	20	85
4	AP	15	10	15	20	20	80
5	AK	15	20	15	10	15	75
6	BA	20	20	15	20	20	95
7	DA	15	15	15	15	20	80
8	DS	15	20	15	15	15	80
9	DAS	15	15	20	20	15	85
10	DF	20	20	15	20	15	90
11	FD	20	15	15	15	20	85
12	HR	20	20	15	20	20	95
13	JS	15	20	15	20	20	85

14	KI	15	15	20	20	20	90
15	LK	15	15	10	20	15	75
16	MF	15	20	20	15	15	85
17	MK	15	15	10	20	20	80
18	MA	15	20	20	15	10	80
19	MHA	20	20	15	15	15	85
20	MD	20	15	20	20	20	95
21	MR	20	15	20	15	15	85
22	NC	15	10	20	15	15	75
23	RM	20	15	15	15	10	75
24	RA	20	15	20	15	20	85
25	RIA	20	15	15	20	20	85
26	RS	15	20	20	20	20	90
27	SI	20	15	20	20	20	95
28	SR	15	20	20	15	15	95
29	SK	20	15	20	15	15	85
30	SL	20	15	20	20	15	90
31	SN	15	15	15	15	20	80
32	SB	15	20	15	20	15	85
		Σ					2710
		Mean					84.69

APPENDIX V**The result of Score Pre-test in Control Group**

No	Students' Initial name	Assessment of Speaking					TOTAL
		Clarity	Pronunciation	Fluency	Comprehension	Content	
1	AA	10	10	10	5	10	45
2	AS	5	5	15	15	15	55
3	AF	15	5	10	5	10	45
4	AI	10	15	5	5	5	40
5	AM	15	10	10	10	10	55
6	AL	15	5	10	10	5	45
7	AH	5	10	5	10	10	40
8	AFB	10	5	5	10	10	40
9	AY	10	10	10	10	10	50
10	AR	15	5	10	10	5	45
11	DK	10	10	5	5	10	40
12	FR	5	10	10	5	10	40
13	FS	10	15	10	5	5	45
14	HD	10	10	15	15	15	65
15	HM	10	10	10	10	10	50
16	HL	15	5	10	5	10	45
17	IN	10	10	10	5	10	40
18	KN	10	5	5	10	15	45
19	NS	15	10	10	5	5	45
20	NN	5	15	51	15	15	55

21	PD	5	10	5	10	10	40	
22	RN	10	10	5	10	10	45	
23	RRF	15	10	5	5	5	40	
24	RH	5	10	10	10	5	40	
25	RA	15	5	15	10	5	50	
26	SA	10	5	10	15	5	45	
27	SL	5	10	10	10	5	40	
28	SJ	15	10	10	5	5	45	
29	SF	15	5	5	10	15	50	
30	SA	10	10	10	10	10	50	
31	SM	15	10	5	15	5	50	
32	SS	15	5	15	10	10	55	
		Σ						1525
		Mean						47.66

The result of Score Post-test in Control Group

No	Students' Initial name	Assesment of Speaking					TOTAL
		Clari ty	Pron ounci ation	Flue ncy	Comp rehen sion	Conte nt	
1	AA	15	10	15	15	15	70
2	AS	15	5	10	15	15	60
3	AF	10	15	15	10	15	65
4	AI	10	10	10	10	10	50

5	AM	10	10	15	10	15	60
6	AL	10	15	5	15	10	55
7	AH	10	10	10	10	10	50
8	AFB	10	5	5	10	15	50
9	AY	10	15	15	10	15	65
10	AR	10	15	10	10	5	50
11	DK	15	5	15	10	10	55
12	FR	15	10	10	5	10	50
13	FS	15	10	10	10	5	50
14	HD	15	15	15	15	10	70
15	HM	15	10	10	10	10	55
16	HL	10	10	15	5	10	50
17	IN	15	10	10	10	10	50
18	KN	15	5	15	10	5	50
19	NS	15	15	10	15	15	70
20	NN	10	15	15	10	10	60
21	PD	15	10	10	10	5	50
22	RN	15	15	15	15	5	55
23	RRF	15	10	10	10	10	50
24	RH	15	5	10	5	5	50
25	RA	15	15	10	15	15	70
26	SA	10	5	5	15	5	50
27	SL	10	15	10	15	10	60
28	SJ	15	15	10	15	10	65
29	SF	15	15	15	15	15	65

30	SA	10	15	15	10	10	60
31	SM	10	10	10	15	15	60
32	SS	15	15	10	15	15	75
	Σ						1845
	Mean						57.66

Daftar Kehadiran Siswa

Pre-test

Bahasa Inggris

VII-2

No	Nama Siswa	Paraf
1	Agung Juliansyah	<i>Agung</i>
2	Aidil Azhari Nst	<i>Aidil</i>
3	Aina Najifa Harahap	<i>Aina</i>
4	Amelia Putri Nst	<i>Amelia</i>
5	Aqnia Aulia Khasanah	<i>Aqnia</i>
6	Bayu Ardiansyah Sitompul	<i>Bayu</i>
7	Dea Ananda Daulay	<i>Dea</i>
8	Dicky Syahputra	<i>Dicky</i>
9	Dira Afifi Sitompul	<i>Dira</i>
10	Dwi Fitri Aidillah	<i>Dwi</i>
11	Fifi Dwi Alvianty Sir	<i>Fifi</i>
12	Hikmah Rizki BB	<i>Hikmah</i>
13	Jihan Syafika Lubis	<i>Jihan</i>
14	Khairiyah Irsan	<i>Khairiyah</i>
15	Lili Khairani	<i>Lili</i>
16	M.Fachri Mulia	<i>M.Fachri</i>
17	M.Kahfi Dwi Andhika	<i>M.Kahfi</i>
18	M.Andi Saputra	<i>M.Andi</i>
19	MHD.Andrey	<i>MHD</i>
20	MHD.Daffi Sabil	<i>MHD</i>
21	MHD.Riandi Caniago	<i>MHD</i>
22	Nurul Cahyani Nst	<i>Nurul</i>
23	Raja Muda Lubis	<i>Raja</i>
24	Rasya Anggara Nst	<i>Rasya</i>
25	Rifki Ananda Nst	<i>Rifki</i>
26	Rizky Aulia Syam	<i>Rizky</i>
27	Sabilul Iqbal Saragih	<i>Sabilul</i>
28	Shakyla Kalya	<i>Shakyla</i>
29	Shopia Ramadhani Nst	<i>Shopia</i>
30	Siti Lala Azzura	<i>Siti</i>
31	Siti Nur Halijah	<i>Siti</i>
32	Sri Bunga Nasution	<i>Sri</i>

Daftar Kehadiran Siswa

Post-test

Bahasa Inggris

VII-2

No	Nama Siswa	Paraf
1	Agung Juliansyah	Agung
2	Aidil Azhari Nst	Aidil
3	Aina Najifa Harahap	Aina
4	Amelia Putri Nst	Amelia
5	Aqnia Aulia Khasanah	Aqnia
6	Bayu Ardiansyah Sitompul	Bayu
7	Dea Ananda Daulay	Dea
8	Dicky Syahputra	Dicky
9	Dira Afifi Sitompul	Dira
10	Dwi Fitri Aidillah	Dwi
11	Fifi Dwi Alvianty Sir	Fifi
12	Hikmah Rizki BB	Hikmah
13	Jihan Syafika Lubis	Jihan
14	Khairiyah Irsan	Khairiyah
15	Lili Khairani	Lili
16	M.Fachri Mulia	M.Fachri
17	M.Kahfi Dwi Andhika	M.Kahfi
18	M.Andi Saputra	M.Andi
19	MHD.Andrey	MHD
20	MHD.DaffiSabil	MHD
21	MHD.Riandi Caniago	MHD
22	Nurul Cahyani Nst	Nurul
23	Raja Muda Lubis	Raja
24	Rasya Anggara Nst	Rasya
25	Rifki Ananda Nst	Rifki
26	Rizky Aulia Syam	Rizky
27	Sabilul Iqbal Saragih	Sabilul
28	Shakyla Kalya	Shakyla
29	Shdopia Ramadhani Nst	Shdopia
30	Siti Lala Azzura	Siti
31	Siti Nur Halijah	Siti
32	Sri Bunga Nasution	Sri

Daftar Kehadiran Siswa

Pre-test

Bahasa Inggris

VII-3

No	Nama Siswa	Paraf
1	Abdul Azis Hasyim	AH
2	Andrian Syahputra	AS
3	Ahmad Fiki	AF
4	Ade Irsa	AI
5	Amhar Mahendra	AM
6	Angsufi Lia Darma	AL
7	Alden Hanafi Lala	AL
8	Ananda Fabio	AN
9	Aqila Yuliandi	AY
10	Arnisa Lubis	AL
11	Deswita Khairani	DK
12	Fara Diba	FD
13	Ferdiansyah Ibrahim	FI
14	Hamidah	HA
15	Helfina Maharani	HM
16	Hanif Lubis	HL
17	Intan	IN
18	Kezia Nurhadizah	KN
19	Nabila Sri Ayu	NS
20	Nurdiana Nst	ND
21	Putrid Delima Hts	PD
22	Ramsa Nst	RN
23	Rasya Fadiltuillah	RF
24	Radja Halomoan	RH
25	Riski Anugrah	RA
26	Sofia Afriani Lbs	SA
27	Sulfahmi Lubis	SL
28	Sofie Jasmine	SJ
29	Stella Fani	SF
30	Sheila Aulia	SA
31	Sakinah Mawaddah	SM
32	Syafrida Siregar	SD

Daftar Kehadiran Siswa

Post-test

Bahasa Inggris

VII-3

No	Nama Siswa	Paraf
1	Abdul Azis Hasyim	<i>Abdul</i>
2	Andrian Syahputra	<i>Andrian</i>
3	Ahmad Fiki	<i>Ahmad</i>
4	Ade Irsa	<i>Ade</i>
5	Amhar Mahendra	<i>Amhar</i>
6	Angsul Lia Darma	<i>Angsul</i>
7	Alden Hanafi Lala	<i>Alden</i>
8	Ananda Fabio	<i>Ananda</i>
9	Aqila Yuliandi	<i>Aqila</i>
10	Arnisa Lubis	<i>Arnisa</i>
11	Deswita Khairani	<i>Deswita</i>
12	Fara Diba	<i>Fara</i>
13	Ferdiansyah	<i>Ferdiansyah</i>
14	Hamidah	<i>Hamidah</i>
15	Helfina Maharani	<i>Helfina</i>
16	Hani Lubis	<i>Hani</i>
17	Intan	<i>Intan</i>
18	Kezia Nurhadizah	<i>Kezia</i>
19	Nabila Sri Ayu	<i>Nabila</i>
20	Nurdiana Nst	<i>Nurdiana</i>
21	Putri Delima Hts	<i>Putri</i>
22	Ramsa Nst	<i>Ramsa</i>
23	Rasya Fadiltuillah	<i>Rasya</i>
24	Radja Halomoan	<i>Radja</i>
25	Riski Anugrah	<i>Riski</i>
26	Sofia Afriani Lbs	<i>Sofia</i>
27	Sulfahmi Lubis	<i>Sulfahmi</i>
28	Sofie Jasmine	<i>Sofie</i>
29	Stella Fani	<i>Stella</i>
30	Sheila Aulia	<i>Sheila</i>
31	Sakinah Mawaddah	<i>Sakinah</i>
32	Syafrida Siregar	<i>Syafrida</i>

DOCUMENTATION

Teaching speaking before applies Hassle Line



Treatment





Teaching speaking after using Hassle Line





MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

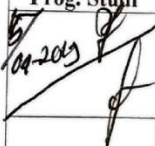

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Rismadila
NPM : 1502050276
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 136 SKS

IPK = 3,44

Peretujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Applying Hassle Lines Strategy Assisted by Kine Master on the Students' Speaking Achievement	
	The Implementation of Blind Sequencing Strategy in Increasing Students' Reading Comprehension on Narrative Text at First Calss of SMP	
	The Effect of Carousel Brainstorming Strategy to Improve Students Vocabulary at First Class of SMP	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 15 April 2019
Hormat Pemohon,



Rismadila

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Rismadila
NPM : 1502050276
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Applying Hassle Lines Strategy Assisted by Kine Master
on the Stduents' Speaking Achievement

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Dr. Hj. Dewi Kesuma Nst, SS, M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 24 April 2019
Hormat Pemohon,

Rismadila

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan




MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umu.ac.id> Email: fkip@umu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Rismadila
NPM : 1502050276
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Applying Hassle Lines Strategy Assisted by Kine Master on the Students' Speaking Achievement	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Dr. Hj. Dewi Kesuma Nst, SS, M.Hum

Medan, 15 April 2019
Hormat Pemohon,

Rismadila



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 070 /A1.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Rismadila
N P M : 1502050276
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Applying Hassle Lines Strategy Assisted by Kine Master on the Students' Speaking Achievement.
Pembimbing : Dr. Hj. Dewi Kesuma Nst. M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 25 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 20 Sya'ban 1440 H
April 2019 M



Dr. H. Effianto Nst, S.Pd, M.Pd. A
NIDN : 015057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Rismadila
N.P.M : 1502050276
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Hassle Line Strategy Assisted by Kine Master
on the Students' Speaking Achievement

Sudah layak diseminarkan.

Medan, 20 Mei 2019

Disetujui oleh
Pembimbing

Dr. Hj. Dewi Kesuma Nst, SS, M.Hum.



UMSU
Unggul, Cerdas, Terdepan

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini

Nama Lengkap : Rismadila

N.P.M : 1502050276

Program Studi : Pendidikan Bahasa Inggris

Judul Proposal : The Effect of Applying Hasle Line Strategy Assisted by Kine
Master on The Students Speaking Achievement

Pada hari ini ...Kamis..., tanggal ...23..., bulan ...Juli..., tahun 2019
sudah layak menjadi proposal skripsi.

Medan, Juli 2019

Disetujui oleh

Dosen Pembahas

Dra. Diany Syahputri, M.Hum

Dosen Pembimbing

Dr.Hj. Dewi Kesuma Nst, S.S.M.Hum

Diketahui oleh

Ketua Program Studi

Mandra Saragih, S. Pd, M. Hum

SURAT PERNYATAAN

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Rismadila
N.P.M : 1502050276
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Hassel Line Strategy Assisted by Kine
Master on the Students Speaking Achievement

Dengan ini saya menyatakan bahwa:

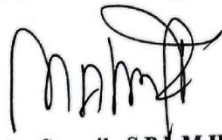
1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Juli 2019
Hormat saya
Yang membuat pernyataan,


Rismadila

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris



Mandra Saragih, S.Pd, M.Hum



UMSU

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: <http://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Nomor : 4693 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 15 Dzulqaidah 1440 H
18 Juli 2019 M

Kepada Yth, Bapak/Ibu Kepala
SMP N 17 Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Rismadila
N P M : 1502050276
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Applying Hasle Line Strategy Assisted by Kine Master on The Students Speaking Achievement.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakaatuh.



**** Pertiagal ****



PEMERINTAH KOTA MEDAN
DINAS PENDIDIKAN
UPT SMP NEGERI 17 MEDAN

Jl. Kapt. M. Jamil Lubis No.108 ☎(061) 7348955 Medan email:
smpnegeri17medan@gmail.com NPSN: 10210966

SURAT KETERANGAN

Nomor : 800 / 406 / SMPN.17 / 2019

Kepala SMP Negeri 17 Medan, Kecamatan Medan Tembung dengan ini menerangkan bahwa :

N a m a : Rismadila
NPM : 1502050276
Jurusan : Pendidikan Bahasa Inggris
Jenjang Program : S – 1

Adalah benar telah melakukan Penelitian pada tanggal : 28 Agustus 2019 s/d 18 September 2019 dengan judul “ The Effect of Applying Hasle Line Strategy Assisted by Kine Master on The Students Speaking Achievement “ di SMP Negeri 17 Medan T.A 2019/2020 “, untuk Kelengkapan penyusunan Skripsi Mahasiswa yang bersangkutan.

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk dapat dipergunakan seperlunya.

Medan, 18 September 2019.
Kepala UPT SMP Negeri 17 Medan.


Dra. HJ. KHAIRANI, M.M.
Pembina Tk. 1
NIP. 19600520 199512 2 001



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan
20238

Website: <http://www.fkip.umstu.ac.id> E-mail: fkip@umstu.ac.id



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Rismadila
NPM : 1502050276
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Hassle Line Strategy Assisted by Kine
Master on the Students' Speaking Achievement

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
29 April '19	- Table of content	
	- conceptual framework	
	- Instrument	
	- Technique of collecting data	
	- " " analyzing data	
10 Mei 2019	- Lesson plan	
	- References	
20 Mei 2019	- Appendix	
	- Revision complet.	

Medan, 20 Mei 2019
Dosen Pembimbing

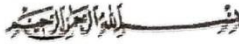
Diketahui oleh:
Ketua Prodi

Mandra Saragih, S.Pd, M.Hum

Dr. Hj. Dewi Kesuma Nst, SS, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Rismadila
N.P.M : 1502050276
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Hassle Line Strategy Assisted by Kine Master on the Students' Speaking Achievement

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
5 Sept 2019	- Achronal content	
	- Check grammar	
	- Data Analysis	
	- Conclusion	
	- Main referen ???	
	- Revisi the lesson plan	
11 Sept 2019	- Add more analysis in chapter 4	
	- References	
18 Sept 2019	- Add more analysis	
	- suggestion.	
28 Sept 2019	- Revision complete	

Medan, 28 September 2019

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum.)

Dosen Pembimbing

(Dr. Hj. Dewi Kesuma Nst, SS, M.Hum)

DAFTAR RIWAYAT HIDUP

DATA PRIBADI

Nama : Rismadila
NPM : 1502050276
Tempa/Tanggal Lahir : Tanjungbalai, 10 Agustus 1997
Agama : Islam
Kewarganegaaran : Indonesia
Jenis Kelamin : Perempuan
Status : Belum Menikah
Anak ke- : 2 (dua) dari 5 (lima) bersaudara
Alamat : Jalan Kemuning LK.III

DATA ORANG TUA

Nama Bapak : Ramli
Nama Ibu : Juliana
Alamat : Jalan Kemuning LK.III

RIWAYAT PENDIDIKAN

1. SD Negeri 132413 Tanjungbalai (2009)
2. SMP Negeri 4 Tanjungbalai (2012)
3. SMK Negeri 4 Tanjungbalai (2015)
4. Tercatat sebagai Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Program Studi Bahasa Inggris Universitas Muhammadiyah Sumatera Utara

Demikian daftar riwayat hidup ini saya buat dengan sebenar-benarnya.

Medan, 23 September 2019

Hormat saya,



RISMADILA
NPM.1502050276