



**THE USE OF HASSLE LINES STRATEGY TO IMPROVE
STUDENTS' SPEAKING SKILL OF CLASS XIA OF
MA NU MAZRO'ATUL HUDA KARANGANYAR DEMAK IN
2014/2015 ACADEMIC YEAR**

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2015**



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ACADEMIC YEAR**

SKRIPSI

**Presented to the University of Muria Kudus
In Partial Fulfillment of the Requirements for Completing the Sarjana
Program
in the Department of English Education**

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2015**

MOTTO AND DEDICATION

MOTTO:

- *Be the good, because God loves the goodness.*
- *We will never know the real answer, before we try.*
- *God's plan is always more beautiful than our desire.*
- *Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning. (Albert Einstein)*
- *Trying is part of failing. If you are afraid to fail then you're afraid to. (Mrs. Cunningham)*
- *Be a young who loves parents and fears God.*
- *Science without religion is lame, religion without science is blind. (Albert Einstein)*
- *Never give up, fix mistakes, and keep stepping.*

DEDICATION:

This skripsi is dedicated to:

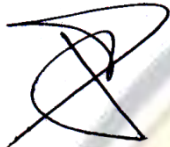
- *My beloved parents (Andi Sudirham (alm). and Sulistifah).*
- *My beloved husband and daughter (Anjung Budi Cahyono and Azrilla Mafazatul Audina).*
- *My beloved friends (especially for: Nur Faizah, Novilia, and Farida) and i can't mention one by one.*
- *All people around me.*

ADVISOR'S APPROVAL

This is to certify that the *Skripsi* of Muthia Nurul Chusna (201232020) has been approved by the *Skripsi* advisors for further approval by the Examining Committee.

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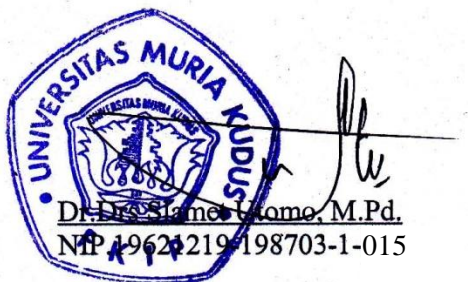
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11. Anyone that can not be mentioned directly or indirectly who has helped me in completing this *skripsi*.

Finally, I hope this *skripsi* will be useful for the readers and I do appreciate any opinion, and suggestion for the improvement of this *skripsi*.

Kudus, February 2015

The Writer

Muthia Nurul Chusna

ABSTRACT

Chusna, Muthia, Nurul. 2015. *The Use of Hassle Lines Strategy to Improve the Students' Speaking Skill of Class XIA of MA NU Mazro'atul Huda Karanganyar Demak in Academic Year 2014/2015*. Skripsi: English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Drs. Muh. Syafei, M.Pd. (2) Farid Noor Romadlon, S.Pd, M.Pd.

Key words: *Hassle Lines strategy, learning strategy, speaking skill, classroom action research*

One of four skills in English that has to be mastered by the students is speaking. It includes as one of productive skills. As productive skill, speaking is supposed to be one of the challenging skills in English. The fact shows that there are many students of class XIA of MA NU Mazro'atul Huda Karanganyar Demak that still have difficulties to express their ideas because they find difficulties to develop and arrange them into a good sentence orally. Therefore, I propose Hassle Lines strategy as a learning strategy to solve the students' problem.

The objectives of this research are to describe the implementation of Hassle Lines strategy in improving the students' speaking skill and to find out whether Hassle Lines strategy can improve the students' speaking skill of class XIA of MA NU Mazro'atul Huda Karanganyar Demak in Academic Year 2014/2015. I hope this strategy can help the students to generate and develop their ideas so they will be easier to express them orally.

This research belongs to classroom action research. The strategy that is used in this research is Hassle Lines strategy. This research is conducted in MA NU Mazro'atul Huda Karanganyar Demak, while the subject is the students of class XIA of MA NU Mazro'atul Huda Karanganyar Demak that consist of 34 students. Before implementing cycles in this research, I found the data from the teacher. The data showed that the average score was 48,67 with 28 students got score ≤ 60 and 2 students got score ≥ 75 . Grounded on the data mentioned, the students' achievement is categorized poor. This research is done in 2 cycles. In addition, I use two instruments in this research. The first is observation sheet that is used to know the teacher's and the students' activity in teaching and learning process, while the second one is oral test to measure the students' speaking skill.

Based on the finding of this research, the students' average score is improved from 69.1 in cycle 1 then it is changed into percentage to be 69.1 % to 75.5 in cycle 2 that is changed into percentage to be 75.5 %. From the data above, the category of the average score of the students' speaking skill in cycle 1 is sufficient, while the category of the average score of the students' speaking skill in cycle 2 is good. From the explanation, it can be concluded that Hassle Lines strategy can improve the students' speaking skill of class XIA of MA NU Mazro'atul Huda Karanganyar Demak in Academic Year 2014/2015.

From the facts above, I give suggestions to the teacher to use Hassle Lines strategy to solve the students' problem. So the students can use the strategy as their learning strategy to help them in generating and developing their ideas.

ABSTRAK

Chusna, Muthia, Nurul. 2015. *Penggunaan strategi Hassle Lines untuk Meningkatkan Keterampilan Berbicara Siswa Kelas XIA MA NU Mazro'atul Huda Karanganyar Demak Tahun Ajaran 2014/2015*. Skripsi: Pendidikan Bahasa Inggris, Fakultas Keguruan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (1) Drs. Muh. Syafei, M.Pd. (2) Farid Noor Romadlon, S.Pd, M.Pd.

Kata-kata kunci: *strategi Hassle Lines, strategi pembelajaran, ketrampilan berbicara, penelitian tindakan kelas*

Salah satu dari empat keterampilan yang harus dikuasai oleh para siswa adalah berbicara. Keterampilan ini termasuk dalam salah satu dari keterampilan produktif. Sebagai keterampilan produktif, berbicara dianggap menjadi salah satu keterampilan yang menantang dalam bahasa Inggris. Fakta menunjukkan bahwa banyak siswa kelas XIA MA NU Mazro'atul Huda Karanganyar Demak yang masih mempunyai kesulitan dalam mengekspresikan ide-ide mereka dikarenakan mereka masih mengalami kesulitan dalam mengembangkan dan menyusun ide-ide menjadi paragraf yang baik secara oral. Maka dari itu, saya mengajukan strategi Hassle Lines untuk mengatasi masalah para siswa tersebut.

Tujuan dari penelitian ini adalah untuk mendeskripsikan penerapan strategi Hassle Lines dalam meningkatkan ketrampilan berbicara siswa dan untuk mengetahui apakah strategi Hassle Lines dapat meningkatkan ketrampilan berbicara siswa kelas XIA MA NU Mazro'atul Huda Karanganyar Demak Tahun Pelajaran 2014/2015. Saya berharap strategi ini dapat membantu siswa dalam menghasilkan dan mengembangkan ide-ide mereka, sehingga mereka akan lebih mudah untuk mengekspresikan ide-ide mereka secara oral.

Penelitian ini termasuk penelitian tindakan kelas. Strategi yang digunakan dalam penelitian ini adalah strategi Hassle Lines. Penelitian ini dilaksanakan di MA NU Mazro'atul Huda Karanganyar Demak, dan subjek penelitian ini adalah siswa kelas XIA yang terdiri dari 34 siswa. Sebelum menerapkan siklus-siklus pada penelitian ini, saya menemukan data dari guru. Data menunjukkan bahwa rata-rata nilai adalah 48,67 dengan 28 siswa memperoleh nilai kurang dari 60 dan 2 siswa memperoleh nilai diatas 75. Keseluruhan data menyebutkan, kemampuan siswa di kategorikan rendah. Penelitian ini diselesaikan dalam 2 siklus. Sebagai tambahan, saya menggunakan dua instrumen dalam penelitian ini. Yang pertama adalah lembar observasi yang digunakan untuk mengetahui aktivitas guru dan siswa dalam proses ajar mengajar, sedangkan yang kedua adalah tes oral yang digunakan untuk menghitung ketrampilan berbicara para siswa.

Berdasarkan temuan dalam penelitian ini, nilai rata-rata siswa meningkat dari 69.1 di siklus 1 yang kemudian diubah menjadi persentase sebesar 69.1 % menjadi 75.5 yang diubah menjadi persentase sebesar 75.5 %. Kategori nilai rata-rata siswa pada siklus 1 adalah cukup, sedangkan kategori nilai rata-rata siswa pada siklus 2 adalah baik. Dari penjelasan di atas, dapat disimpulkan bahwa strategi Hassle Lines dapat meningkatkan ketrampilan berbicara siswa kelas XIA MA NU Mazro'atul Huda Karanganyar Demak tahun ajaran 2014/2015.

Berdasarkan fakta-fakta di atas, saya memberikan saran kepada guru untuk menerapkan strategi Hassle Lines untuk mengatasi masalah para siswa. Sehingga, siswa dapat menerapkan strategi ini sebagai strategi pembelajaran untuk membantu mereka dalam menghasilkan dan mengembangkan ide-ide mereka.



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