THE EFFECT OF USING ACTIVE KNOWLEDGE SHARING STRATEGY ON SPEAKING ABILITY OF THE SECOND GRADE AT MTS SWASTA JA'FAR LINGGA TIGA IN ACADEMY 2019/2020

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ABSTRACT

This study aims to determine speaking ability of students in Mts Swasta Ja'far Lingga Tiga using active knowledge sharing strategy. Data collection technique used in this research is direct observation and tests. In this study population is the entire amount to 70 students. While the sample is taken by as many as 40 students. Data analysis technique used in this study is a technique Product Moment Correlation Coefficient. Data were analyzed through the software package SPSS 20.00 (Statistical Package for Social Sciences). Results of test analysis correlation of product moment correlation coefficient formula used in this study was obtained index calculated correlation coefficient (r_h) amounted At the hypothesis test in data pretest with experiment class by using the active knowledge sharing strategy and conventional strategy in control class is getting $t_{total} = 2,79$ by significant level a = 0,05 and dk 30-2 so the $t_{tabel} = 2,04$. The criteria of test is accepted H_0 if $t_{total} < t_{tabel}$ and rejected H_0 if $t_{total} > t_{tabel}$ (2,79 > 2,04). For the data *Postest* of experiment class is using active knowledge sharing strategy and control class by using conventional strategy is getting total $t_{hitung} = 3,81$ and $t_{tabel} = 2,04$. The criteria of test is accepted H_0 if $t_{total} < t_{tabel}$ and is rejected H_0 if $t_{total} > t_{tabel}$ (3,81 > 2,04). So we can make conclusion that H_0 is rejected and H_a is accepted. Therefore H_o rejected and Ha accepted, so it can be concluded "There is a significant relationship between active knowledge-sharing strategy of the ability to speak to the students of class second grade in Mts Swasta Ja'far Lingga Tiga".

Keywords : Active Knowledge Sharing Strategy, Speaking Ability

I. INTRODUCTION

Speaking is one of the important skills that must be taught to the senior high school. Speaking activities perform an activation than a study function. Speaking also happen in real time. The success of the student in speaking is measured through the accuracy and fluency of their speaking skills. Nevertheless, speaking in a second or foreign language has often been viewed as the most demanding of the four skills. It can be concluded that speaking is the most basic skill that should be mastered by the students in learning English. Learning language means to learn how to express someones thought or feeling to each other or how convey messages from speaker to a listener.

A basic life skill appears to be at risk. Reading is a basic life skill and the lack of reading comprehension affects students academic growth. Reading is the corner stone of a childs sucsess in school and consequently through life. Without the ability to read effectively, opportunities for personal fulfilment and job sucsess inevitably will be lost. Reading is at the heart of all formal

learning. Students sucsess or failure in reading at the early grades resonates throughout the rest of their lives. A childs opportunity to succeed in life depends on the right to read (Depdiknas, 2008).

In general, students were provided with opportunities to practice comprehension skills, but were not actually taught the strategies themselves or the utility of applying them. They observed only rare instances of comprehension instruction, with a great deal of testing but very little explicit metacognitive awareness. There was almost complete absence of direct intsruction about comprehension strategies as well as little evidence that students were being taught to self-regulate comprehension process as they read.

Reading is an active, yet hidden process where the reader interacts with the text to obtain meaning. Due to this fact, it is a difficult task for a teacher to observe what makes a successful reader. Even a reading comprehension test would not provide the teacher with the answer as it only tests students comprehension. In other words, it reflects students product of comprehension. But to know the magic formula of successful reading, a teacher needs to focus on the process of understanding.

There are four skills that should be mastered by students, namely listening, speaking, reading, and writing. According to Harmer 1993, in his book, the four skills are divided into two types. Receptive skills is a term used to read and listening skill in which meaning is extracted from the discourse. Productive skill is the term for speaking and writing, skills where students actually have to produce language. The fourth skill is very important, but the most important speech that seems to naturally be the most important.

There are several strategies for teaching English which can help to talk with teachers to build or creat a situation in which the language is used actively. One is the active knowledge sharing strategy is a strategy thsat is in accordance with the main objectives in teaching speaking skills. According to Zaini

2008, active knowledge sharing (sharing active knowledge) is one strategy that can bring students to be rarely to learn the subject matter quickly and can be used to look at the level of the students ability to establish teamwork.

Based on preliminary observation that researcher do in Mts Swasta Ja'far Lingga Tiga, many students, especially second grade are less motivated to follow the lesson in English, especially in the aspect of speaking. There are still many students who scored below the minimum completeness criteria (KKM) by statues or standard that is taken by the subject teachers of English at the school, which is equal to 65. After that they don't lack of english speaking ability. Students still have difficulty in speaking English ability using material particularly expression of making and canceling an appointment. Students difficulty expressing meaning in conversation transactional (to get things done) and interpersonal (social) official and continued (sustained) by using a variety of verbal language accurately, fluently and acceptable in the context of everyday life.

Some effort have been made to improve students speaking skills, among others; the provision of duty-duty, giving praise to students who are active and provide remedial for students who have difficulty learning. But the effort-the effort is less able to deliver its intended result. Students who are active in the learning activities is still lacking. In fact, many students do not learn the time will repeat, for reasons still exist remedial daily test. This makes some students lazy to learn, let alone actively in learning activities. Based on the background, the identifcation of the problem: How is the students speaking ability using the Active Knowledge Sharing Speaking on Speaking Ability of The Second Grade at Mts Swasta Ja'far Lingga Tiga in academy 2019/2020.

II. RESEARCH METHODOLOGY

This Research will be done on October at Mts Swasta Ja'far Lingga Tiga which was located on Jalan Besar Lingga Tiga Rantau

Selatan Kabupaten Labuhanbatu. The writer used an experimental method in this research. In formal terms an experiment is a means of collecting evidence to show the effect of one variable upon another. Place the implementation of this research is on Mts Swasta Ja'far Lingga Tiga, which is located Lingga Tiga, Sigambal. To get the result of this reasearh, the quantitave approach was applied by the writer. And classified the students became 2 classes namely experimental and control class, and for treatment, the writer gave the different ways in teaching speaking. In experimental class, writer taught speaking by using active knowledge sharing strategy. Meanwhile, the writer taught speaking in the control group by using conventional strategy. It is only 2 class of 4 classes, about 60 students. Then, the writer will give them post test and pre test as the way of collecting data. The Instrument Data Collecting that the author did was as follows: Direct Observation, test. The Data were analyzed through the software package SPSS 20.00 and the validity is an instrument measure what it set out to measure. The reliability is conducted to know level the stability of instruments. Reliability is a significant part of assessment instrument and assessment technique in reserach. The reliability should be proved to measure the reliance of the research instrument. To determine how much the correlation between Active Knowledge Sharing Startegy forward students on Speaking Ability The criteria used is correlation or influence between variable X with Y if : $r_{aritmatic} > r_{table}$. This correlation is used for product moment correlation, namely:

$$r_{XY} = \frac{N \sum x\,y - (\sum x)(\sum y)}{\sqrt{\{N\sum X^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

The correlation coefficient between the variables x dan y

r_{xy} : Correlation coefficient product moment

X : Raw numbers free variable

Y : Raw numbers dependent variable

N : Total sample

Value *r* then consulted with r_{table} to level α = 0.05. If $r_{aritmatic}$ of the above formula > r_{table} it can be concluded there is the effect or correlation.

According to Sugiyono (2007) guidelines to provide interpretation of the correlation coefficient as follows:

0,00	-	0,19	=	very low
0,20	-	0,399	=	low
0,40	-	0,599	=	medium
0,60	-	0,799	=	intense
0,80	-	1,000	=	very intense

III. THE FINDING AND THE ANALYSIS

In the early stages of analysis of obtained results showed that the experimental class and control class normal distribution has a homogenous variance and had average initial score of the same. This means that the experimental class and the control class is derived from the intial condition or state of the same is the same initial knowledge. Based on the test results mean sameness right side on the analysis of the final data on tests taken before (*pre test*) constructivist learning carried out showed that *Ho* rejected and receive *Ha*. This means that the average test scores of students speaking ability by using knowledge sharing strategy is active, the experimental class is better than the control class that does not use the active knowledge sharing strategy (expository method). Learning the experimental class encourages students to be active, creative, and independent by developing their own ideas in learning to speak. Learners always required active and cooperate with other learners so as to encourage students to do better to study harder. And the most important thing in this regard is the experience of students in solving problems close to them through tools close contact with them anyway.
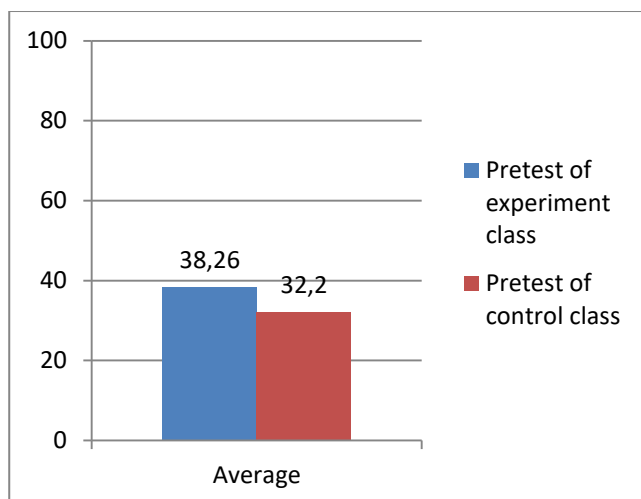
Description Statistic In Pre-Test

Based on the calculation results in pre-test in control class with the value students of pretest is 1148, the average is 38,26 with the standard deviation is 8.64 and the variant is 74.68 and the highest score is 56 and the lowest score is 24. For the calculation results in pretest for control class is 966 and the average 23.2 , standard deviation 6.81 , variant 46.44 and the highest value is 52 and the lowest score is 24.

Tabel 4.1 The Data in experiment class and control class

No.	Data	Pretest of experiment class	Pretest of control class
1.	Total	1148	966
2.	Average	38,26	32,2
3.	Standard Deviation	8,64	6,81
4.	Variant	74,68	46,44
5.	Highest	56	52
6.	Lowest	24	24

And for bar chart to description od statistic data in pretest control class and experiment class as follows:


Description Statistic of Posttest

Based on the calculation results in posttest on table 4.2 to experiment class with the total posttest students is 2168, the average is 72.26 with standard deviation is 8.33 variant is 69.44 and the highest score is 88 and the lowest score is 56. For the calculation results of posttest in control class with the total is 1924 the average is 64.13, the standard deviation is 6.76 and variant is 45.77 and the highest score is 76 and the lowest score is 56.

Tabel 4.3 The data of experiment class and control class

No.	Data	Experiment Class	Control Class
1.	Total	2168	1924
2.	Average	72,26	64,13
3.	Standard Deviation	8,33	6,76
4.	Variant	69,44	45,77
5.	Highest Score	88	76
6.	Lowest Score	56	56

4.4 For the bar chart posttest in experiment class and control class as follows:
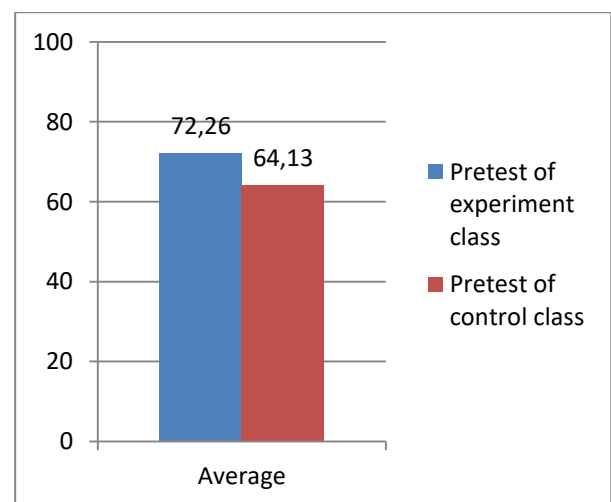
The Normality Test

The Normality test in posttest at experiment class and control class by using active knowledge sharing strategy is getting $L_{total} < L_{tabel}$ (0.06 < 2.04) dan data *Postest* by using conventional strategy in control class is getting $L_{total} < L_{tabel}$ (0.12 < 2.04).

Tabel 4.5 Normality Test in *Postest* at Experiment and Control Class

No.	Class	A	L-hitung	L-tabel	Conclusion
1.	Experiment	0,05	0,06	2,04	Normal
2.	Control	0,05	0,12	2,04	Normal

The Homogeneity Test

Based on the homogeneity test for posttest at experiment class and control class is getting $F_{total} = 1,51$ and $F_{tabel} = 1,86$ so that $F_{total} < F_{tabel}$ (1,51 < 1,86), so the sample is homogeneity.

No	Data	Ftotal	Ftabel	Information
1	*Postest* In Control Class and Experiment Class	1,51	1,86	Homogen

Hypothesis Test

Based on the normality test it can said that both class is normality distribution and having variants is homogeneity, so we can do the hypothesis test with using t-test. At the hypothesis test in data pretest with experiment class by using the active knowledge sharing strategy and conventional strategy in control class is getting $t_{total} = 2,79$ by significant level a = 0,05 and dk 30-2 so the $t_{tabel} = 2,04$. The criteria of test is accepted H_0 if $t_{total} < t_{tabel}$ and rejected H_0 if $t_{total} > t_{tabel}$ (2,79 > 2,04). For the data *Postest* of experiment class is using active knowledge sharing strategy and control class by using conventional strategy is getting total $t_{hitung} = 3,81$ and $t_{tabel} = 2,04$. The criteria of test is accepted H_0 if $t_{total} < t_{tabel}$ and is rejected H_0 if $t_{total} > t_{tabel}$ (3,81 > 2,04). So we can make conclusion that H_0 is rejected and H_a is accepted. So the active knowledge sharing strategy is effective on speaking ability of the students.

Discussion

The aim of the research to know the effect of using active knowledge sharing strategy on speaking ability of students in before and after is applied of this strategy. Based on the research in the students, the result of study in control class by using conventional strategy is getting score in pretest is 32,2 and *Postest* is 64,13. At the experiment class is using active knowledge sharing strategy is getting score in pretest is 38,26 and *Postest* is 72,26.so it can show that there is difference result study of students in control class and experiment class.

The implementation the active knowledge sharing strategy is very good, make cozy atmosphere, fun because the strategy is systematic so the students can understand the speaking.

IV. SUMMARY AND RECOMMENDATION

Based on the research results can be taken summary as follows: The average results of students in the experimental class were subjected to treatment with active knowledge sharing strategy is better than the average student learning outcomes in the control class in learning to use the expository method. Activity of students during learning also continue to increase at every lesson, and a change in attitude as well as the responses of students towards learning mathematic with an active knowledge sharing strategy is getting better. Recommendation For Teachers, teacher are expected to further motivate students to further develop cooperative skills or cooperation, which can be used in social life of students. Learning to speak English students to use knowledge sharing strategies need to be developed and implemented so that students are expected to be more motivated. For students, students are expected to be more active in learning to speak English, especially learning that

involves group of students and dare to express their opinion in front of the class.

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