

**IMPROVING STUDENTS' SPEAKING SKILL BY REPORTING NEWS AT  
THE SECOND YEAR OF SMA NEGERI 2 PALOPO**



**A THESIS**

**Submitted To the English Language of S1 Tarbiyah Department of state  
College for Islamic Studies of Palopo in Partian Fulfillment of Requirement  
For S.Pd Degree in English Educaton**

**By**

**EKA PRATIWI**

**NIM. 10.16.3.0029**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE  
STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
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2014**

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Declares that thesis I wrote to fulfill of requirement for the degree of Sarjana Pendidikan (S.Pd) in Tarbiyah Department, the State College for Islamic Studies Palopo entitled “Improving Students’ Speaking Skill by Reporting News at The Second Year of SMA Negeri 2 Palopo”, is truly my original work. It does not incorporate and materials previously written or published by another person except does indicated in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

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## NOTA DINAS PEMBIMBING

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Lamp : -

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*Assalamualaikum Wr. Wb*

Sesudah melakukan bimbingan skripsi mahasiswa tersebut dibawah ini:

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Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk diproses selanjutnya,

Wassalamualaikum Wr. Wb.

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Pembimbing I

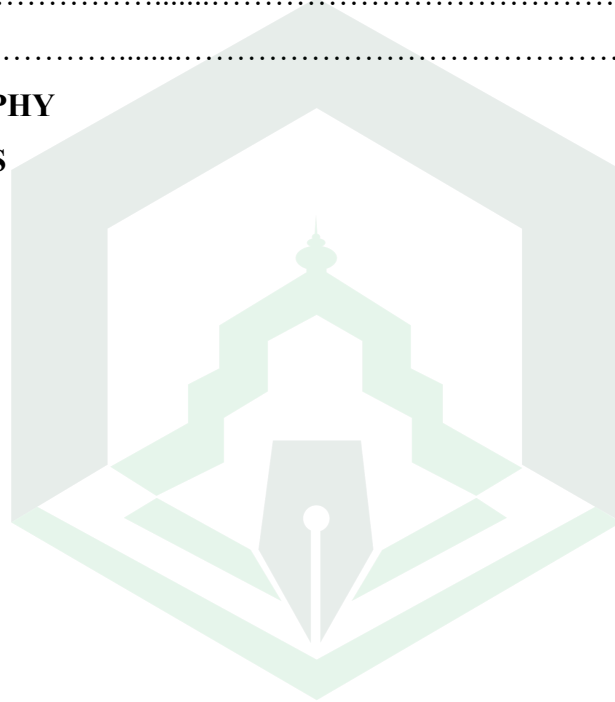
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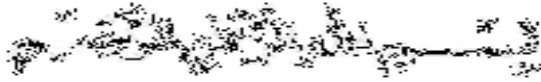
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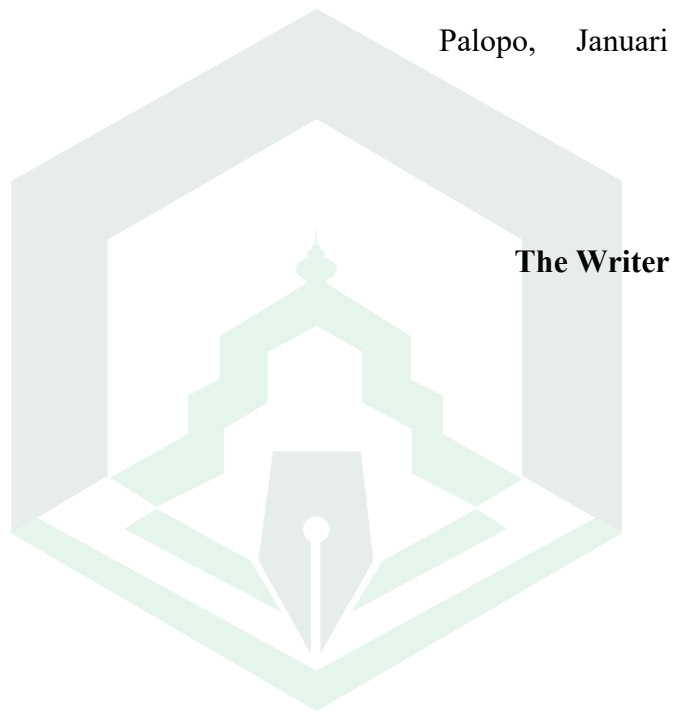
The writer hopes this thesis can give some values to the students of English department and English teachers and the readers especially improving in teaching-learning of speaking. The writer admits that this thesis is not perfect, so that the

writer will accept suggestions from the readers in order to make better. The writer hopes that this thesis would be beneficial to everyone.

Finally, the writer dedicates this thesis may ALLAH SWT, bless us.

Amin.

Palopo, Januari 2015,



**The Writer**

**IAIN PALOPO**

## ABSTRACT

Pratiwi, Eka, 2014, **Improving students' Speaking Skill by Reporting News at The Second Year of SMA Negeri 2 Palopo**. Thesis, English Study Program of Tarbiyah Department of State College for Islamic Studies (STAIN) Palopo. Under Supervisors: Wahibah as the first consultant and Jufriadi as the second consultant.

Key Words : Speaking, Reporting, News

The problem statement of this thesis are; “Does the reporting news technique develop students' speaking skill at the Senior High School 2 Palopo?” and “How is the students' response towards reporting news technique in developing students' speaking skill at the Senior High School 2 Palopo?”

Based on the problem statement above, the researcher answers that reporting is effective to improve student's ability in speaking skill. The objectives of the research to find out the effectiveness reporting in improving speaking skill at second year of SMA Neg 2 Palopo. And the result finds that reporting is effective in speaking skill. The result of this research are expected;

For teacher: by using reporting news, the method will be more helpful for teachers in teaching and learning process for improving student's speaking skill. For students : by using reporting news, the students will be more easy to speak and improving their speaking skill. For others : by using reporting news, it will motivate them to study English.

This thesis applied pre-experimental method. The researcher got the score of three aspects in speaking skill; accuracy, fluency, and comprehensibility by using a test namely pre-test and post-test.

The population of this research was the students at second year of SMA Neg 2 Palopo. The sample was taken by using purposive sampling. The number of sample was 20 students of class Exact 3.

The result of the data analysis shows that  $t_{test}$  (13,877) is higher than  $t_{table}$  (2.093). It indicates that the reporting news is effective in improving speaking at second year of SMA Neg 2 Palopo.

## CHAPTER I

### INTRODUCTION

#### *A. Background*

Speaking is ‘the activity of giving speeches and talks’.<sup>1</sup> Speaking is an activity used to communicate with other. It takes place everywhere and should become part of our daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling and thought. He or she also shares information to others through communication. Speaking is one of the skills that have to be mastered by students in learning English. We can master it if we always practice it.

There are four English skills to learn, namely speaking, reading, writing, and listening skill. Speaking seems intuitively the most important skill to master. The success is measured in terms of the ability to carry out conversation in language. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking is very important because by mastering speaking skill, people can carry out conversations with others, give the ideas and exchange the information with others. Hence, in speaking classroom the learners should work as much as possible on their own, talk to one another directly and not through the medium of teacher. But we have to know that, we can talk to one another by using English if we have many vocabularies and always practice it.

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<sup>1</sup> Collins Cobuild, *Advance Learner’s English Dictionary*, 5 edition (Greece: Andrew Betsis ELT. 31 pyrgou street pireas, 2006), p. 139 .

The purpose of learning English is how to make the students know and understand in using English as foreign language because in globalisation era, English language is very important and the students or people have to know and understand English language. And the teacher have to find the good way to make the students interest to study English and the teacher as fasilitator must give spirit to student in leaning English.

There are many ways to improve the learners speaking skill. One of the way is spoken language skill can be developed simply by assigning students general topic to discuss or by getting them to talk on certain subject. Studying speaking by reporting the news is one of the technique that invite the students talk about something after they see news report. The students will give attention seriously in learning if the material and the video are interesting for them. So that in this research the researcher discuss about one of technique that can improve students' speaking skill.

In learning speaking skill, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because of motivation lack to practice the second language in daily conversation. They are also to shy and afraid to take part in the conversation. That's what I found from the students of the second grade of Senior High School 2 Palopo when I was PPL and my observation.

To develop the students' speaking skill the teachers have to implement an interesting activity in the classroom that involve students' knowledge and it has

possibility to make the students more active to speak by giving an interesting activity that can be spoken by the students and the students can do that activity.

This technique can be applied to the students at senior high school to improve their speaking skill. Especially the students are in Senior High School 2 Palopo. Because their speaking skill is still low standard. As a fact is we never heard that they are practice their speaking when they meet each other.

Based on explanation above, the researcher interest to do the research about improving students's speaking skill by rereporting news at the second year of Senior High School 2 Palopo.

### ***B. Problem Statement***

Based on the background above, the researcher formulates the research question as follows:

1. Does reporting news technique effectively improve students' speaking skill at the Senior High School 2 Palopo?
2. How is the students' response towards reporting news technique in developing students' speaking skill at the Senior High School 2 Palopo?

### ***C. Objective of the Research***

Relevant to the research questions above, the researcher state the objective of this research as follows.

1. To find out whether reporting news technique develop students' speaking skill at the second year of Senior High School 2 Palopo.



2. To find out the students' response toward the reporting news technique in developing students' speaking skill at the second year of Senior High School 2 Palopo.

#### ***D. Significance of the Research***

The result of the research is expect to be useful information to learners of English as foreign language in general and which should improve their ability espesially, in speaking skill. The result of this research can be useful:

1. To give contribution and solution to the learners of English espesially for the students at the second year of senior High School 2 Palopo to find out effective methods in improving their ability in English espesially in speaking.

2. To give new information for the English teachers espesially at the second year of Senior High School 2 Palopo as an effort to motivate the students and improve their quality of English learning espesially in speaking skill.

#### ***E. Scope of the Research***

The scope of the research is limited on the research in using reporting news technique after watching RCTI Seputar Indonesia news video namely Straight News and Investigation News with the tittles are *Vacation In Kabaena Beach*, *Zebra Jaya Operation*, *KPK Investigate Jero Wacik*, *Mini Porcupine from Africa*, *Fikri's Family doesn't agree to do the autopsy*, *An Educative Vacation* and the interest of the students toward reporting the news to improve and motivate the students at the second year of Senior High School 2 Palopo.

### ***F. Operational Definition***

Based on the title is Improving students' Speaking Skill by Reporting News at the Second Year of SMA Negeri 2 Palopo, the researcher give definition as follows:

1. Speaking is the ability to express the opinions or thoughts and feelings to a person or group verbally, either face or by distance.<sup>2</sup> Speaking is second language activities done by people in daily activity, speaking is a second activity after listening the words based on the sounds are listen then the human study to pronounce the words what they heard, finally the human is able to reveal their idea nicely, speaking have to master the pronouncing and vocabularies that has relations, beside that when the people speak, they know what they want to reveal about their statments or ideas and has skill to understand people's speak. In speaking, it is needed skill to master to the voice what we heard and ability to reveal and receiving symbol of sounds like visual marks is done in our activity.

2. Reporting is to carry back and repeat to another.<sup>3</sup> Reports are very important in all various forms along with the usual evidences like in a crimes scene people usually leave behind evidences. They fill a vast array of critical needs for many of society's important organizations. Police reports are extremely important to society for a number of reasons. They help to prosecute criminals while also helping the innocent become free. Reports are a very useful method for keeping track of important information.

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<sup>2</sup> Masnur Muslish, *Melaksanakan PTK Itu Mudah*, Cetakan 4, Jakarta: Bumi Aksara, 2010. p. 262

<sup>3</sup> Houghton Mifflin Harcourt, *American Heritage Dictionary of the English Language* (fifth edition: Brown University: Houghton Mifflin Company, 2011)

3. News is new information about something that has happened recently.<sup>4</sup>

News can be presented in the form of print media, the internet, broadcasting, or by word of mouth. Journalists have an important task in finding and collecting news reports. When the news reported by journalists, the report into the facts ideas selected recent deliberate editorial news, media to broadcast the news that the selected assumption that can attract audiences because it contains many elements of news. In general stadium has television news shows and display them all the time. The need is very important news for the community as an addition to insight.



**IAIN PALOPO**

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<sup>4</sup> Bull, Victoria, *Oxford Learners' Pocket Dictionary* (Fourth edition: Oxford University Press, 2008)

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Previous Studies*

In writing this thesis, the researcher found some research related to this studies as follows:

Do Thi Lan Ah, in his research about Using Movies and Videos to Teach English Speaking to the 10<sup>th</sup> form Students. He concludes that of using movies and video to teach speaking provides interest to learn English.<sup>1</sup>

Nasrullah, in his research “Improving Speaking Skill Through Retelling Story at the Tenth Year Students of Madrasah Aliyah Negeri (MAN) Palopo”. He states that, retelling story strategy is one way to improve students’ speaking skill. Through this strategy, the students had more times to practice their speaking in learning process.<sup>2</sup>

Nurmin Maulana had conducted research about Developing Students’ Speaking Skill by Reporting News at the third semester English Students of STAIN Palopo. She concludes that having conducted the treatments by using reporting news, it was found that this technique was able to give significant developments toward to the students’ speaking ability in English. It means

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<sup>1</sup>Do Thi Lan Ah, *Using Movie to Teach English Speaking to the 10<sup>th</sup> form Students*, (Vietnam National University), A Published Thesis, Hanoi 2010, p. 60[http://en.wikipedia.org/wiki/Film.\\_\(2012\)](http://en.wikipedia.org/wiki/Film._(2012))

<sup>2</sup>Nasrullah, *Improving Speaking Skill Through Retelling Story at the Tenth Year Students of Madrasah Aliyah Negeri (MAN) Palopo*, (The State College for Islamic Studies,2008).

that reporting news was able to develop speaking skill on third students' at STAIN Palopo.<sup>3</sup>

## ***B. Theories of Speaking***

### 1. Definition of speaking

Speaking is talk to somebody about something; use your voice to say something, be able to use language, make a speech to an audience, say or state something.<sup>4</sup>

Speaking is second language activities done by people in daily activity, speaking is a second activity after listening the words based on the sounds are listen then the human study to pronounce the words what they heard, finally the human is able to reveal their idea nicely, speaking have to master the pronouncing and vocabularies that has relations, beside that when the people speak, they know what they want to reveal about their statments or ideas and has skill to understand people's speak. In speaking, it is needed skill to master to the voice what we heard and ability to reveal and receiving symbol of sounds like visual marks is done in our activity.

Jafnizar in Masnur states that speaking is the ability to express the opinions or thoughts and feelings to a person or group verbally, either face or by distance.<sup>5</sup> Further Guntur tarigan argues that "speaking is the ability to pronounce

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<sup>3</sup> Nurmin Maulana, *Developing students' Speaking Skill by Reporting News at the Third Semester English Students of STAIN Palopo*, (The State College for Islamic Studies, 2014).

<sup>4</sup> Victoria Bull, *Oxford Learners' Pocket Dictionary* (Fourth edition: Oxford University Press, 2008), P.426.

<sup>5</sup> Masnur Muslish, *Melaksanakan PTK Itu Mudah*, Cetakan 4, Jakarta: Bumi Aksara, 2010. p.262

articulate sounds or words to express, state and communicate thoughts, ideas, and feelings.” While as the result or form of the speaking is called as a tool to communicate an idea which is conceived and developed in conform to the needs of the listener.<sup>6</sup>

So the essence of speaking is an expression of feelings, ideas and thoughts of someone who expressed in language sounds. The ability to speak is not only construct a sentence that take place through communication, but how to say the words to express thoughts, ideas and feeling so that listeners can receive messages or information delivered through a series of one orintonation well which assisted by the expression or the way information delivered.

Based on the definition above, speaking is used to communicate or interact to people, express idea, feeling, thought, etc.

## 2. Element of Speaking

There are three elements of speaking which are very crucial and important to be mastered by those who are learning English. These three elements should be understood well by the teachers and the students in order to apply and practice in improving the students’ speaking skill through retelling fable.

The elements are used as the parameters in assessing the speaking skill. Those are accuracy, fluency, and comprehensibility.

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<sup>6</sup><http://www.scribd.com/scribd/pembelajaran-berbicara.html> (20<sup>th</sup> August 2014)

a. Accuracy

Accuracy in speaking is the use of correct forms of grammar, vocabulary and pronunciation,<sup>7</sup> are described belows:

1) Grammar

Grammar ‘describes how we combine, organize and change words and parts of words to make the meaning’.<sup>8</sup> We can use grammar to describe parts of speech, grammatical structure and how words are formed.

Grammar is partly the study of what forms (or structure) are possible in language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus, grammar is ‘a description of the rules that govern how a language’s sentences are formed’.<sup>9</sup>

Mastering grammar knowledge will help one in speaking English, because it will know how to arrange word in sentence, what tense will be used, how to use appropriate utterance. In other word, grammar is important role to master the spoken of the language.

2) Vocabulary

Mastering vocabulary is first step to speak English if we do not master vocabulary we cannot utterance what is our purpose. If we do not have many vocabularies, it is impossible to express our opinion or idea in speaking English. So vocabulary is important thing to make accuracy in speaking.

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<sup>7</sup>Mary spratt, dkk, *The TKT Teaching Knowledge Test Course* (T.Cet; Cambridge, 2005), p. 34

<sup>8</sup>*Ibid.*, p.5.

<sup>9</sup> Scott Thornbury, *How To Teach Grammar* (Bluestone Press, Charlbury, Oxfordshire, UK, 2006), p. 1.

### 3) Pronunciation

Pronunciation is one of the most important aspects also one has to master when learning English. The pronunciation system of English word is unique. That is the reason why many people say that the pronunciation of English language is difficult. Listening music, watching English movie, reading English book, etc are ways to become our pronunciation well.

#### b. Fluency

Fluency is 'speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech'.<sup>10</sup> Fluency refers to be able to communicate the ideas without thinking too much about the things to say or having to stop.

#### c. Comprehensibility

Comprehensibility deals with the the overall meaning isconveyed by the speaker. It covers the big picture and it is not always restricted to pronunciation, and inappropriate vocabulary. Therefore, comprehensibility refers to the general meaning of the speech delivered.

From the explanation above, the writer would like to say that the three elements of speaking (accuracy, fluency, and comprehensibility) are very important to be discussed in this research, If someone makes too much mistakes in a foreign language, he or she can be difficult to understand, so a reasonable level of correctness is important. However, it is quite unnecessary to speak or write a language perfectly in order to communicate effectively, very few adults in fact

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<sup>10</sup> David Nunan, *Language Teaching Methodology a textbook for teacher* (Sidney, Macquarie University: Phoenix ELT), p. 34.



achieve a perfect command of another language. Learner should aim to avoid serious mistakes.<sup>11</sup>

Because from those elements that can help the writer to find out the students' speaking skill in conducting this research.

Penny Ur states the problem with speaking activities, they are:

1) Inhibition.

Learners are often inhibited about trying to say things in a foreign language in the classroom: because they are worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attract or they do not have self-confidence to speak in front of other people.

2) Nothing to say.

Even they are not inhibited, learners cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3) Low or uneven participation.

Only one participant can talk at the time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all

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<sup>11</sup> Michael Swan, *Practical English Usage*, (America : Oxford University Press, Third Edition, 2005), p.ix.

#### 4) Mother-tongue use.

Some of the learners share the same mother tongue, they may tend to use it: because it is easier, they feel unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes-particularly the less disciplined or motivated ones-to keep to the target language.<sup>12</sup>

Based on the problem of speaking, the teacher can help students to solve of the problems as follow:

1. Use group work.

This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the class. This is true that group work means the teacher cannot supervise all learner speech, so that not all utterances will be correct and learners may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full class set-up.

2. Base the activity on easy language.

In general, the level of language needed for a discussion should be lower than that used in intensive language learning activities in the same class: it should be easily recalled and produced by the participant, so that they can speak fluently

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<sup>12</sup> Penny Ur, *A Course in Language Teaching* (Cet. I. United Kingdom: University Press, 1996), p. 121.

with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

3. Make a careful choice of topic and task to stimulate interest.

On the whole, teacher has to choose a interesting title to make students easy and the clearer the purpose of the discussion the more motivated participants will be.

4. Give some instruction or training in discussion skill.

If the task based on group discussion then include instruction about participation when introducing it. Teacher must give clear instruction before conducting discussion.

5. Keep students speaking the target language.

You might appoint one of the group as monitor, whose job it is to remind participants to use the target language, the perhaps report later to the teacher how well the group manage to keep to it.

The successful communication can be seen when mutual understanding between speaker and listener in exchanging ideas work as their wishes. Teacher should know the characteristic of successful speaking activity. Penny Ur also explains that there are four Characteristics of Successful Speaking activity as follows:<sup>13</sup>

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<sup>13</sup>*Ibid.*, p.120

a. Learners talk a lot.

As much as possible teacher gives a chance to learners to talk a lot. So, learners do not feel shy and they have become accustomed.

b. Participation is even.

Classroom discussion is not dominated by a minority of talkative participants. All students have chance to speak and contributions are fairly evenly distributed.

c. Motivation is high.

Teacher must give them interesting titles, in order to learners are eager to speak. According to Jeremy Harmer, 'motivation is some kinds of internal drive that encourages somebody to pursue a course of action'.<sup>14</sup>

d. Language is of an acceptable level.

Learners express themselves or speak in utterances that are relevant easily comprehensible to each other, and of an acceptable level of language accuracy. According to Manroe, 'the characteristics of the successful speaker are the more important human activities success depends upon knowledge, self-confidence, and skill; these same characteristics form the basis for effective in speaking'.<sup>15</sup> Without knowledge, self confidence and skill when you speak becomes empty, lacks power, and often crude or monotonous.

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<sup>14</sup> Jeremy Harmer, *The Practice of English Language Teaching* (Cambridge, 1991), p.3.

<sup>15</sup> Alan H. Manroe, *Principle and Types of Speech* (third edition ; Scott, Foresman and Company printed in the United States of America, 1949), p. 7.

According to Porter, Patricia and Grant, Margaret: the success of speaking, include :

- 1) Making sure that student participation is talking a lot
- 2) Making sure that students want to speak because they are interested in the topic.
- 3) Making sure that students have something comprehensible to speak.
- 4) Making sure that students can be understood by everyone.
- 5) Making sure that there aren't frequent interruptions while a student is speaking.<sup>16</sup>

### 3. The Problem of Speaking

Speaking is important for language learners.<sup>17</sup> There are two factors affecting students to learn English as a foreign language, the linguistic factors and the non-linguistic factors. The linguistic factors among others is the fact that English and Indonesia are two different languages. They have different system of sound, vocabulary, structure, and culture. Thus Indonesians learning English means learning a different system of sound, vocabulary, structure, and culture. It really takes a long time. Linguistic factor also includes first language interference. This Process is unavoidable especially when adult students learn a foreign language. They can not really master the language fully because their fossilized errors especially in pronunciation and intonation.

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<sup>16</sup>Porter, Patricia and Grant, Margaret, *Communicating Effectively in English: Oral Communication for non-native speaker*, (Heinle : ELT 1992-2012).

<sup>17</sup>Christine C.M Gob, *Teaching Speaking In the Language Classroom*, (Singapore:SAMEO Regional Language Centre,2007),p.1

There are at least 8 points that belong to the non-linguistic factors. They are students, teachers, objective, method, environment, evaluation, and time. The students must be highly motivated and in small groups. The teacher must be a good model with good qualification both in the language and methodology. The objective must be specific, not too much so that it is attainable. All methods are good depending on the objective sought. Communicative Approach is not appropriately used when the stated objective is the skill in reading college textbooks written in English. Studying English in the Indonesian setting is hard work.

English is only spoken and used in the classroom. Outside the classroom few people speak English. English exposure in Indonesia setting is quite rare. The Australians and Americans coming here as tourists now speak Indonesian. Evaluation of any instructional program should be based on the objective that we have stated earlier. If the objective is too ambitious the program is difficult to evaluate and we cannot justify precisely whether it is successful or failing.<sup>18</sup>

#### 4. Strategies for Developing Speaking Skill

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their

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<sup>18</sup> Margo Suwito, Rahmat. *Improving Students' Speaking Skill Through English Meeting on the Third Semester at STAIN Palopo*. Palopo (Unpublished Thesis): Sekolah Tinggi Agama Islam Negeri Palopo, 2010), p.20

confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

a. Using minimal response

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

b. Recognizing Scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitation, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the script for different situation so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

c. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that conversation

partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various communication situations that they may encounter outside the classroom.

#### 5. Principles designing speaking technique

- a. Use techniques that cover the spectrum of learner needs, from language based focused on accuracy to message-based on interaction, meaning, and fluency.
- b. Provide intrinsically motivating techniques.

Intrinsic motivation is driven by different interests, feelings, goals or needs of an individual, whereas extrinsic motivation comes from the outside (environment) of an individual, such as challenges, recognition and appreciation. Intrinsic motivation can be strengthened by applying motivation techniques whereas the extrinsic motivation requires outside factors or influences to be increased.

- c. Encourage the use of authentic language in meaningful contexts.
- d. Provide appropriate feedback and correction.
- e. Capitalize on the natural link between speaking and listening.



- f. Give the students opportunities to initiate oral communication.
- g. Encourage the development of speaking strategy.<sup>19</sup>

#### 6. Principles for teaching speaking

Before teaching speaking in the classroom, it is very important to know the principles for teaching speaking. Because it will help us guiding to know what the teaching speaking looks like. It also can make the instructor easier in managing the students and the learning process in speaking class, and also to make easier to get the goal of teaching speaking itself. The mastery of speaking skill in English is a priority for many second-language or foreign-language learners.<sup>20</sup>

- a. Balancing accuracy-based with fluency-based practices
- b. Contextualising practice
- c. Personalising practice
- d. Building up confidence
- e. Maximising meaningful interactions
- f. Helping students develop speaking strategies

Making the best use of classroom learning environment to provide sufficient language input and practice for the students.<sup>21</sup>

There are five principles for teaching speaking according to Khatleen, those are:

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<sup>19</sup> Khatleen M Bailey, practical English Language Teaching, David Nunan (Ed.) Speaking (Interaction Editor, USA),p.48

<sup>20</sup> Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice* (New York: Cambridge University Press, 2008),p.19.

<sup>21</sup><http://www.gxtc.edu.cn/jpkc/yyjxl/upload/Unit%2010%20Teaching%20Speaking.ppt> (9<sup>th</sup> September 2014)

- 1) Be aware of the differences between second language and foreign language learning contexts.
- 2) Give students practice with both fluency and accuracy.
- 3) Provide opportunities for the students to talk by using group work or pair work and limiting teacher talk.
- 4) Plan speaking task that involve negotiating for meaning.
- 5) Designing classroom activities that involve guidance and practice in both transactional and international speaking.<sup>22</sup>

### ***C. Reporting News***

#### 1. Definition

Reporting News is defined as live filming or photography and transmission (with or without audio recording) as “active” or “breaking” news, by a qualified news reporting service. All requests for News Reporting should be referred to the UCLA office of Media Relations. Written permits are not required unless special circumstances apply, in which case the decision to require a permit will be made on a case-by-case basis.

Reports are very important in all various forms along with the usual evidences like in a crimes scene people usually leave behind evidences. They fill a vast array of critical needs for many of society's important organizations. Police reports are extremely important to society for a number of reasons. They help to prosecute criminals while also helping the innocent become free. Reports are a very useful method for keeping track of important information. The information

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<sup>22</sup>Khatleen M. Balley, *Practical English Language Teaching*, David Nunan (ED), Speaking (USA): International Editor), p. 54.

contained in reports can be used to make very important decisions that affect our lives daily.

News is information about something that is going on. News can be presented in the form of print media, the internet, broadcasting, or by word of mouth. Journalists have an important task in finding and collecting news reports. When the news reported by journalists, the report into the facts ideas selected recent deliberate editorial news, media to broadcast the news that the selected assumption that can attract audiences because it contains many elements of news. In general stadium has television news shows and display them all the time. The need is very important news for the community as an addition to insight.

News is form of report on an event that is happening recently or latest information of an event. In other words, the news is an interesting fact or something important that was delivered to the public through the media crowd. But not all facts can be lifted by the news media. Because every fact which is appropriate will be selected to present at the public.

Charles A. Dana, editor of the New York Sun, once defined it as, "Anything that interests a large part of the community and has never been brought to its attention before." In other words, news is what people are talking about. News is new. As Evelyn Waugh described it, "News is what the chap who doesn't care much about anything wants to read."<sup>23</sup>

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<sup>23</sup>Shirkey, Clay (2008). *Here Comes Everybody*. Penguin. p. 328.

## 2. Types of Report

- a. Incident Report is a report describing how close you are to completing something you planned
- b. Accident Report is a report describing how many goods or services were sold and the reasons for any differences from the plan
- c. Sales Report is a report on what has happened in a place and how close your organisation is to finishing construction
- d. Progress Report is an academic report on how and why something has changed over time
- e. Feasibility study / report is a report describing something that has happened
- f. Recommendation Report is a report on how practical a proposal is
- g. Site is a report on what your organisation should do
- h. Case Study is a report describing how someone was hurt or something was damaged.

## 3. The Types of News

- a. Direct Straight News
- b. Profound Depth News
- c. Investigation News
- d. Interpretative News
- e. Opinion News is about one person's opinion as leaders, experts.

## 4. Nature of the News

- a. Actual (new). The new stuff is more newsworthy than the things that happened a long time.

- b. Distance (far/near), Audience is more interested in the events that occur around them as compared with the incidence in more distant places.
- c. Important, Something becomes news when considered important, because it affects the lives directly.
- d. Result, something in the news because it has a great impact.
- e. Humor.

### 5. Kinds of News

#### a. Straight News

Straight News or News Live is the kind of news that is usually written to the point, simple, and concise, and unbiased information about current events / latest (actual), news, and also interesting. This is the kind of news that we normally encounter on the front page of the newspaper or newspapers that are all around us. Straight News News is divided into two kinds, among which:

- 1). Hard News, is usually a very important news updates or the latest (actual) and is very important to be conveyed to the reader so usually this kind of news made headlines in newspapers. Examples included into hard news: war news, politics, crime and the economy of the country.
- 2). Soft News, the news is usually soft or mild provide background information or stories of humanity. Examples of news included into soft news is arts, entertainment, and lifestyle.

#### b. Opinion News

Opinion News is news opinion or report that contains a person's view on a matter, creative ideas, thoughts or comments on something important. News of

this opinion usually originates or comes from the experts, scholars, professors, or official about an issue or event. Examples of opinion news, for example is the opinion of economic analysts about the decline in the world price of rupiah.

#### c. Interpretative News

News Interpretation is the type of news that is the development of Straight News. The development here means with the addition of background information, interviews with various sources and observers, as well as adding relevant data so as to produce a new, more detailed news, and more complete. Interpretative news is in dire need of extensive insight and analysis of the reporter sharpness.

#### d. Depth News

Depth News is news, that news is being developed with the deepening of the things that exist below the surface. News items are emphasized, is "Why" or "Why" (why an event could happen) and "How" or "How" (how it happened, event details), as well as So what (and how they affect or what next?). Interest Depth News is to be raised a problem in depth. Example: Capital City of Jakarta is always flooded every time the rainy season comes.

#### e. Investigation News

Investigation News is Coverage Research, referring to the news that was developed based on research or investigation from a variety of sources. Example: Corruption among officials of the Parliament.<sup>24</sup>

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<sup>24</sup> Haris Sumadiria, *Jurnalistik Indonesia: Menulis Berita dan Feature* (Cet 1: Jakarta: Simbiosis Rekatama Media, 2010)

#### ***D. Characteristics of Report***

1. Complete and Compact Document : Report is a complete and compact written document giving updated information about a specific problem.

2. Systematic Presentation of Facts : Report is a systematic presentation of facts, figures, conclusions and recommendations. Report writers closely study the problem under investigation and prepare a report after analyzing all relevant information regarding the problem. Report is supported by facts and evidence. There is no scope for imagination in a report which is basically a factual document.

3. Prepared in Writing : Reports are usually in writing. Writing reports are useful for reference purpose. It serves as complete, compact and self-explanatory document over a long period.

4. Provides Information and Guidance : Report is a valuable document which gives information and guidance to the management while framing future policies. It facilitates planning and decision making.

5. Self-explanatory Document : Report is a comprehensive document and covers all aspects of the subject matter of study. It is a self-explanatory and complete document by itself.

6. Acts as a Tool of Internal Communication : Report is an effective tool of communication between top executives and subordinate staff working in an organization. It provides feedback to employees and to executives for decision making. Reports are generally submitted to higher authorities. It is an example of upward communication. Similarly, reports are also sent by company executives to

the lower levels of management. This is treated as downward communication. In addition, reports are also sent to shareholders and others connected with the company. It may be pointed out that report writing / preparation acts as a backbone of any system of communication.

7. Acts as Permanent Record : A report serves as a permanent record relating to certain business matter. It is useful for future reference and guidance.

8. Time Consuming and Costly Activity : Report writing is a time consuming, lengthy and costly activity as it involves collection of facts, drawing conclusion and making recommendations.<sup>25</sup>

### ***E. Procedure of Reporting***

#### 1. Find Something To Write About

You have to find newsworthy topics worth writing about. You can get started by checking out the places where news often happens - your local city hall, police precinct or courthouse. Attend a city council or school board meeting. High school football and basketball games can be very exciting and provide great experience. Or interview local merchants for their take on the state of the economy.

#### 2. Do Your Interviews

Decided what to write about. Do some research about those you plan to interview, prepare some questions and make sure you are equipped with a

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<sup>25</sup><http://kalyan-city.blogspot.com/2010/11/what-is-report-meaning-features-or.html> (9<sup>th</sup> September 2014)



reporter's notepad, pen and pencil. Remember that the best interviews are more like conversations. Put your source at ease, and you'll get more revealing information.

### 3. Report

Good reporting means answering all the questions a viewer might have, and then some. It also means double-checking the information you get to make sure it is accurate. And do not forget to check the spelling of your source's name. It is Murphy's Law - just when you assume your source's name is spelled John Smith, it will be Jon Smythe.

### 4. Choose The Best Quotes to Use in Your Report

Fill your notebook with quotes from your interviews, but when you write your story you will only be able to use a fraction of what you have gathered. Not all quotes are created equal - some are compelling, and others just fall flat. Pick the quotes that grab your attention, and chances are they will grab your viewer's attention as well.

### 5. Be Objective and Fair

Hard-news stories are not the place to for opinion-spewing. Even if you have strong feelings about the issue you are covering, you need to learn to set those feelings aside and become a dispassionate observer who does objective reporting. Remember, a news story is not about what you think, it is about what your sources have to say.

### 6. Craft a Great Lede That Will Make Your Story Irresistible

So you've done your reporting and are ready to report. But the most interesting story in the world is not worth much if no one want to see it, and if you

do not report a knock-their-socks-off lede, chances are no one will give your story a second glance. To craft a great lede, think about what makes your story unique, and what you find interesting about it. Then find a way to convey that interest to your readers.

#### 7. Attribute The Information You Get From Sources

It is important in news stories to be absolutely clear about where the information comes from. Attributing the information in your story makes it more credible, and builds trust with your viewers.

#### 8. Check Your AP Style

You have reported and written a terrific story. But all that hard work will be for nothing if you report a story filled with Associated Press style errors. AP Style is the gold standard for print journalism usage in the U.S. Get used to checking your AP Stylebook whenever you report a news.<sup>26</sup>

### ***F. Direct and indirect sentence***

#### 1. Direct Sentence

Direct sentence is a sentence that is the result of a direct quote from someone who talks exactly like what he says. Rules write sentences directly: In writing the sentence immediately there are some things that must be considered, especially the use of punctuation, such as:

- a. Section sentence enclosed in quotation marks are excerpts 2 ( " ) instead of quotation 1 ( ' ).

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<sup>26</sup> Haris Sumadiria, *Jurnalistik Indonesia: Menulis Berita dan Feature* (Cet 1: Jakarta: Simbiosis Rekatama Media, 2010)

- b. The closing quotation mark is placed after the punctuation to end a sentence excerpt.

Example:

Andi said, "I'll go to school tomorrow." (True)

Andi said, "I'll go to school tomorrow." (False)

- c. Sentence companion must end with a comma, sometimes a colon and a space where part of the sentence before the sentence excerpt Bridesmaids located.

Example:

"Where are you going you today?" Asked Andi. (Correct)

"Where are you going you today?", Said Andi. (False)

- d. If there are 2 sentence excerpt, the initial letters of the sentence first excerpt use capital letters. While the passage of the second sentence uses lowercase letters unless the person's name and the word greeting.

Example:

"Just ask the same father," said the mother, "he would give it."

## 2. Indirect Sentence

Indirect sentence is a sentence that report or notify the words of others in the form of news sentences. The characteristics of indirect sentence:

- a. Do not use quotation marks.
- b. Intonation flat reading.

c. There is a change in the personal pronouns

The first person turned into the third person ("I", "me" to "He" or "She"), the second person turned into the first person ("You" "She" to "I" or the name of the people), the second personal pronoun and first plural changed ("we", "us" and "them", "You" "us" to "" they "" us ").

d. Usually added the conjunction "that".

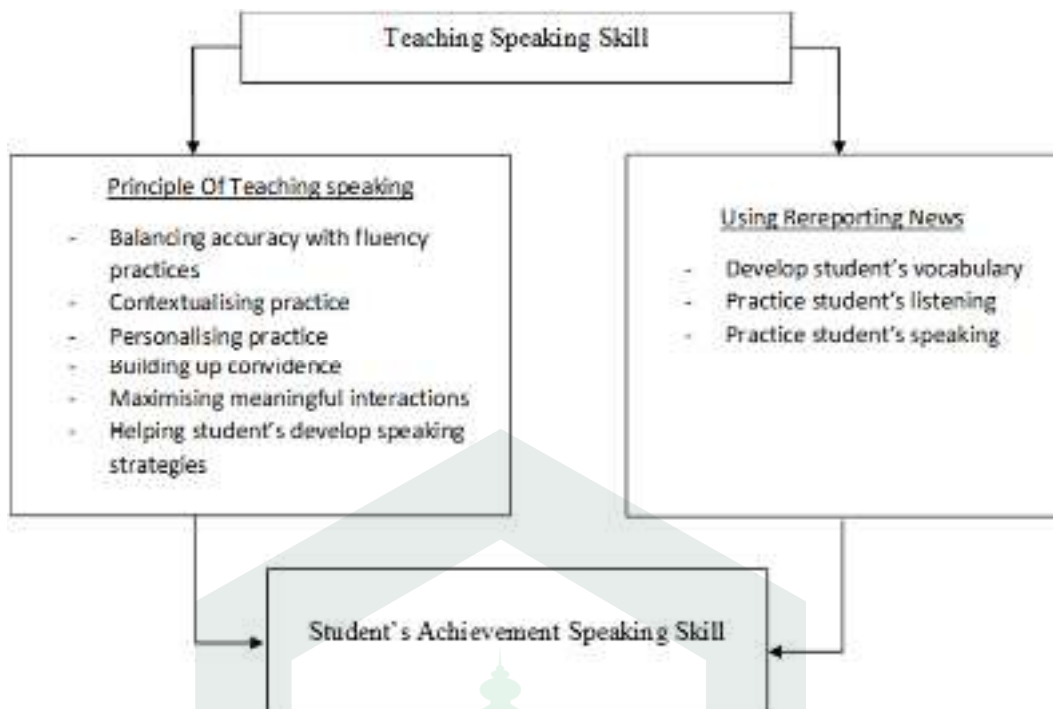
### ***G. Conceptual Framework***

In globalitation era, foreign language like English is very important for the students and others. It is more better if we know and understand English language because in our life mostly English cannot be separated in life and the world.

So that is way, the use of re reporting is useful technique to improve speaking skill because in practicing of re reporting technique, the students will speak and practice their English, automatically, the students will understand what they want to deliver to others.

The theoretical framework underlying this research is given in the following diagram:

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### ***H. Hypothesis***

The hypothesis of this research is the effectiveness in improving the students' speaking skill of second grade of SMA Negeri 2 Palopo by using reporting technique.

To test the hypothesis, this research used statistic hypothesis namely:

- a.  $H_0$  (Null hypothesis): Teaching speaking skill using reporting news technique is not effective to improve the students' speaking skill.
- b.  $H_1$  (Alternative hypothesis): Teaching speaking skill using reporting news technique is effective to improve the students' speaking skill.

## CHAPTER III

### METHOD OF THE RESEARCH

#### *A. Method and Design of Research*

##### 1. Method of Research

This research applied pre-experimental method without control class to examine the effectiveness of reporting the news to improve speaking skill at the second year of SMA Negeri 2 Palopo.

##### 2. Research Design

The way to collect the data with pre-test and post-test. Pre-test to know students' speaking skill before doing treatment and post-test to know the students' speaking skill after doing treatment.

The method that was used in this research was pre-experimental research method. The formula as follows:

$$E = O_1 \quad X \quad O_2$$

Where: E : Experimental

O<sub>1</sub>: Pre-test

X : Treatment

O<sub>2</sub> : Post-test<sup>1</sup>

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<sup>1</sup> Suharsini Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Edisi Revisi IV: Jakarta: PT. Rineka Cipta, 1998), p.84.

### 3. Research Variable

This research used two variables:

- a. Independent variable : Teaching English using reporting technique
- b. Dependent variable : Students' achievement in English speaking skill

### **B. Population and Sample**

This phase described the method of the research population and sample:

#### 1. Population

The population in this research was the students of the second year of SMA Negeri 2 Palopo in academic year 2014-2015. The population is about 120 students and they are divided into 5 classes: Exact I, Exact II, Exact III, Exact IV and Exact V.

#### 2. Sample

In this research, the sample was the second year of SMA Negeri 2 Palopo class Exact III as an object of this research. There was 20 students as sample. The researcher used purposive sampling, the sample was taken because of certain reasons. The researcher wanted to focus in a class where the students had speaking skill category was low. When the researcher asked them to speak English, they could not speak English well. So the researcher took this classroom to know, what the reporting technique could improve the student's speaking skill.

### **C. Questionnaire**

In collecting data, first of all the researcher gave some explanations how to do the questionnaire, they are distributed in order to get data about students' attitude toward reporting news, the writer gave for 30 minutes. The questionnaire

consist of 10 (ten) questions, related with positive and negative statements and have five multiple choice namely strongly agree, agree, neutral, disagree, and strongly disagree based on likert scale.<sup>2</sup>

Strongly Agree (SS)	= 5
Agree (ST)	= 4
Neutral (N)	= 3
Disagree (TS)	= 2
Strongly Disagree (STS)	= 1

#### **D. The Instrument of the Research**

##### 1. Speaking Test

The speaking test was given to the students to know their ability in speaking. The test was divided in two types, namely pre-test and post-test. The pre-test was the speaking test given before treatment. In this test, the students were interviewed. The second test, post-test was given after treatment.

##### 2. Video Recorder

The researcher was used video recorder to record the students' performance.

##### 3. LCD

The researcher was used LCD to show the news report to the students'

##### 4. Treatment

Treatment was used to measure and to classify the students are active or not during treatment.

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<sup>2</sup> Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*, (Bandung: Alfabeta, 2010), p.94



## 5. Post-test

Post-test was used after giving treatment to know student's achievement.

## E. Procedure of Collecting Data

The procedures of collecting data are chronologically performed as a follow:

### 1. Giving Pre-test

The pre-test was given before the researcher give treatments. The purpose of pre-test to find out the students' initial speaking skill before treatment. Interview was supposed to stimulate students to express their ideas based on the title. The researcher used the titles in treatment.

There were Four Steps in pre-test before giving treatment :

- a. The researcher came in to the class and explain suppose about this research and devide the students in the group.
- b. The researcher gave pre-test to know the student's knowledge in English before giving treatment.
- c. The test was modified into two kinds of report test such as watch the news and rereport the news. In pre-test the researcher gave a news about *Vacation In Kabaena Beach*
- d. The researher gave some questions to the students to measure the students' basically speaking skill.

## 2. Giving Treatment

The treatments were given after the pre-test in the classroom. There are four times of treatment with the steps of reporting technique as follow

a. The first meeting, the researcher explained about reporting news technique then giving the students one news about *Zebra Jaya Operation*. The students watch news video than discuss about the place, the situation, and what happend in the news. After that the students rereport the news infront of the class.

b. The second meeting the researcher explained about types of news than giving a news about *KPK Investigate Jero Wacik*.The students watch news video than discuss about the place, the situation, and what happend in the news. After that the students rereport the news infront of the class.

c. The third meeting the researcher explained about nature of the news than giving a news about *Mini Porcupine from Africa*.The students watch news video than discuss about the place, the situation, and what happend in the news. After that the students rereport the news infront of the class.

d. The fourth meeting the researcher explained aboutthe characteristics of news than giving a news about *Fikri's Family doesn't agree to do the autopsy*. The students watch news video than discuss about the place, the situation, and what happend in the news. After that the students rereport the news infront of the class.

### 3. Giving Post-test

The post-test was given after the treatment to know the students' achievement in using reporting news technique. The researcher gave a news video to the students and ask them to rereport the news. The news is about *An Educative Vacation*. This test is to know whether the students have different result after giving treatment or no. It took 30 minutes to get the data of post-test.

### F. Technique of Data Analysis

There were some criteria use by the researcher for the students' score. The criteria as follow :

1. Accuracy
2. Fluency
3. Comprehensibility

These all evaluated the following marking scheme (using 6-point of scale) as follow:



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Accuracy Fluency Comprehensibility

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6. Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors. Unnatural pauses. Speak without to great an effort. Easy for the listener with a fairly wide range of to understand the mother-tongue. Searches for words speaker's intention and general meaning. Only one or two and general meaning. Unnatural pauses.
5. Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct. listener. Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole. meaning are fairly clear. A few interruptions by the listener.
4. Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion. Fair range of expression. clarification. Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally several interruptions fragmentary but succeeds in conveying the general meaning. message or to seek clarification. Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message.
3. Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion. Has to make an effort for much of the time. Often has to search for the desired meaning. Rather what is said, but he must constantly seek clarification cannot understand many of the speaker's.
2. Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in halting delivery. Almost communication many up making the effort at times. "basic" grammatical and with considerable lexical errors. Long pauses while he searches for the desired meaning. (usually short sentences and phrases) can be understood-and then effort.
1. Serious pronunciation errors as well as many "basic" grammatical and lexical errors. the listener makes great effort or interrupts.<sup>3</sup> Full of long and unnatural pauses. what is said can be understood. Even when the listener makes great effort or interrupts.<sup>3</sup>
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<sup>3</sup>J.B. Heaton, *Writing English Language Tests* (UK England: Longman Group, 1991), p. 100.

The Scoring Classification of the Students based on the scale of scoring in  
Speaking Skills

Classification	Scale	Rating
Excellent	6	86 - 100
Very good	5	71 - 85
Good	4	56 - 70
Average	3	41 - 55
Poor	2	26 - 40
Very Poor	1	$\leq 25^4$

Looking for mean score and standard deviation the researcher used SPSS

21. Criteria hypothesis of acceptability

$t\text{-table} < t\text{-test}$  : Reject null hypothesis

$t\text{-test} > t\text{-tabel}$  : Receive null hypothesis<sup>5</sup>

Calculating the percentage of the students' score by using the following formula:<sup>6</sup>

<sup>4</sup>*Ibid.* P. 101

<sup>5</sup> Suharsimi Arikunto, *Prosedur Penelitian*, (cet.IV; R Cipta, 1997), p.156.

<sup>6</sup> Sudjana, *Metode Statistika* (Bandung: PT. Tarsito, 1982), p. 40.

$$P = \frac{F}{N} \times 100\%$$

Notes:

P = percentage

F = frequency

N = the total number of students



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## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter describes about the findings and discussions result of the research show the realities and comparing between theory and application in educational institution.

#### *A. Findings*

The findings of the research shows to describe the result of the data that analyzed statistically. It comprises the students' score in pre-test and post-test, classification percentage of students score in pre-test and post-test, the mean score and standard deviation of the students' pre-test and post-test.

1. The analysis students' speaking score in pre-test and post-test.

##### a. Pre-test

In this section, the researcher shows the complete score of students in speaking ability (accuracy, fluency, and comprehensibility) in pre-test, the mean score and standard deviation of students, and the rate percentage of students' speaking score in pre-test. The researcher presented them in the tables and calculating the score by using SPSS 21. For more clearly, at first the writer would show the complete students' score speaking ability of accuracy, fluency, and comprehensibility in pre-test. It was tabulated by following table:

**Table 4.1**  
**The Scores of Students' Speaking Skill in the Pre-test**

Respondent	The Aspect of Speaking Skill			Total
	Accuracy	Fluency	Comprehensibility	
R1	3	2	2	7
R2	2	3	2	7
R3	3	2	3	8
R4	2	2	2	6
R5	3	2	2	7
R6	3	2	2	7
R7	3	3	2	8
R8	3	2	2	7
R9	3	2	3	8
R10	3	3	3	9
R11	2	2	3	7
R12	3	2	2	7
R13	4	3	2	9
R14	2	2	2	6
R15	4	2	3	9
R16	3	3	3	9
R17	3	2	3	8
R18	3	2	2	7
R19	2	3	2	7
R20	2	2	2	6
N=20				$\Sigma X=149$



Speaking skill consisted of three aspects; they were accuracy, fluency and comprehensibility. So in this section, the researcher tabulates the mean score of the students' speaking ability one by one, through the following tables:

1) Accuracy

**Table 4.2**  
**The Score of Students' Accuracy in Pre-test**

Respondents	Accuracy
R1	3
R2	2
R3	3
R4	2
R5	3
R6	3
R7	3
R8	3
R9	3
R10	3
R11	2
R12	3
R13	4
R14	2
R15	4
R16	3
R17	3
R18	3
R19	2
R20	2
N = 20	

Looking at the mean score of students' accuracy in pre-test, the researcher calculated it by using SPSS 21. The result was presented into descriptive statistic table as follows:

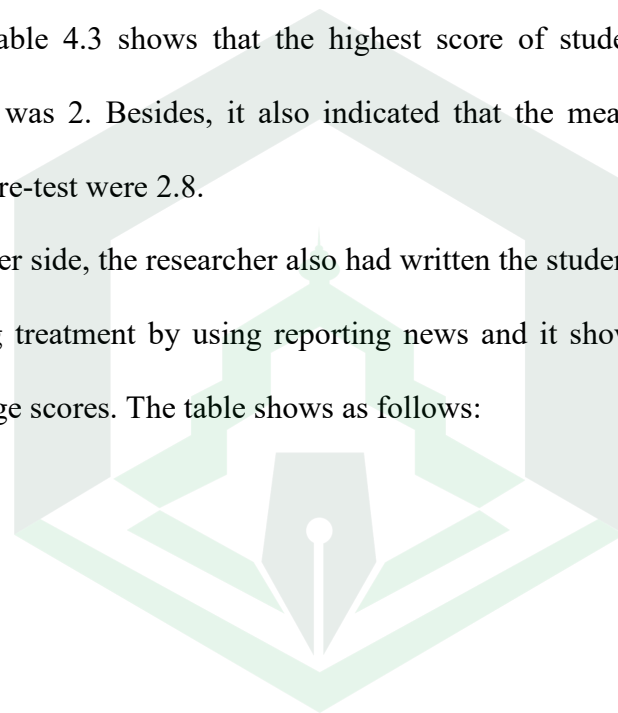
**Table 4.3**  
**The Mean Score of Students' Accuracy in Pre-test**

**Descriptive Statistics**

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Accuracy	20	2.00	4.00	56.00	2.8000	.13765	.61559
Valid N (listwise)	20						

The table 4.3 shows that the highest score of students were 4 and the lowest score was 2. Besides, it also indicated that the mean score of students' accuracy in pre-test were 2.8.

In other side, the researcher also had written the students' score of accuracy before giving treatment by using reporting news and it shows through the table rate percentage scores. The table shows as follows:



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**Table 4.4**  
**The Rate Percentages Score of the Students' Accuracy in Pre-test**

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	-	0%
Good	56-70	4	2	10%
Average	41-55	3	12	60%
Poor	26-40	2	6	30%
Very Poor	≤ 25	1	0	0%
Total			20	100%

The table shows that there was none of students got excellent (0%) and very good (0%). Besides, there were 2 students (10%) got good and there were 12 students (60%) got average. There were 6 students (30%) got poor and the last there was no student (0%) got very poor.

## 2) Fluency

**Table 4.5**  
**The Score of Students' Fluency in Pre-test**

Respondents	Fluency
R1	2
R2	3
R3	2
R4	2
R5	2
R6	2
R7	3
R8	2
R9	2
R10	3
R11	2
R12	2
R13	3
R14	2
R15	2
R16	3
R17	2
R18	2
R19	3
R20	2
N=20	

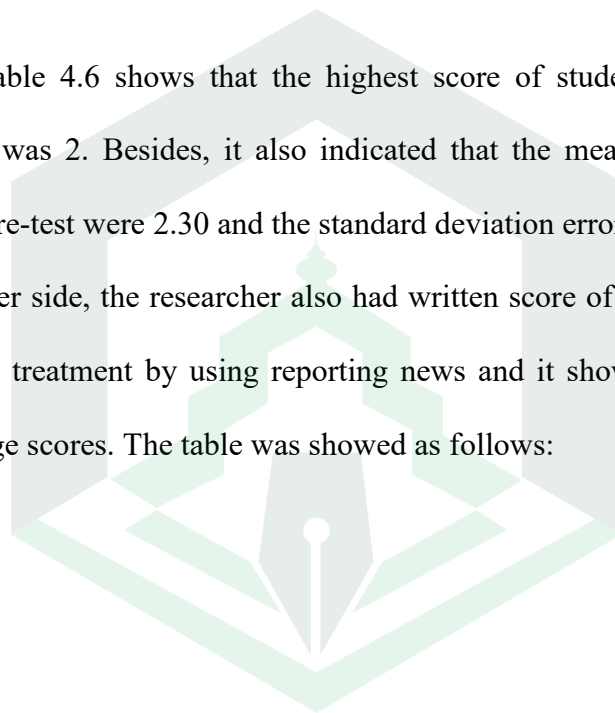
Looking at the mean score of students' fluency in pre-test, the researcher calculated it by using SPSS 21. The result was presented in to descriptive statistic table as follows:

**Table 4.6**  
**The Mean Score of Students' Fluency in Pre-test**

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Fluency	20	2.00	3.00	46.00	2.3000	.10513	.47016
Valid N (listwise)	20						

The table 4.6 shows that the highest score of students were 3 and the lowest score was 2. Besides, it also indicated that the mean score of students' accuracy in pre-test were 2.30 and the standard deviation error is 0.105.

In other side, the researcher also had written score of the students' fluency before giving treatment by using reporting news and it shows through the table rate percentage scores. The table was showed as follows:



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**Table 4.7**  
**The Rate Percentages Score of Students' Fluency in Pre-test**

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	-	0%
Good	56-70	4	-	0%
Average	41-55	3	6	30%
Poor	26-40	2	14	70%
Very Poor	$\leq 25$	1	-	0%
Total			20	100%

The table shows that there was none of the students (0%) who got excellent, very good and good. The other showed that there were 6 students (30%) got average and there were 14 students (70%) got poor. The last, it also showed that there was no students (0%) very poor.

## 3) Comprehensibility

**Table 4.8**  
**The Score of Students' Comprehensibility in Pre-test**

Respondents	Comprehensibility
R1	2
R2	2
R3	3
R4	2
R5	2
R6	2
R7	2
R8	2
R9	3
R10	3
R11	3
R12	2
R13	2
R14	2
R15	3
R16	3
R17	3
R18	2
R19	2
R20	2
N=20	

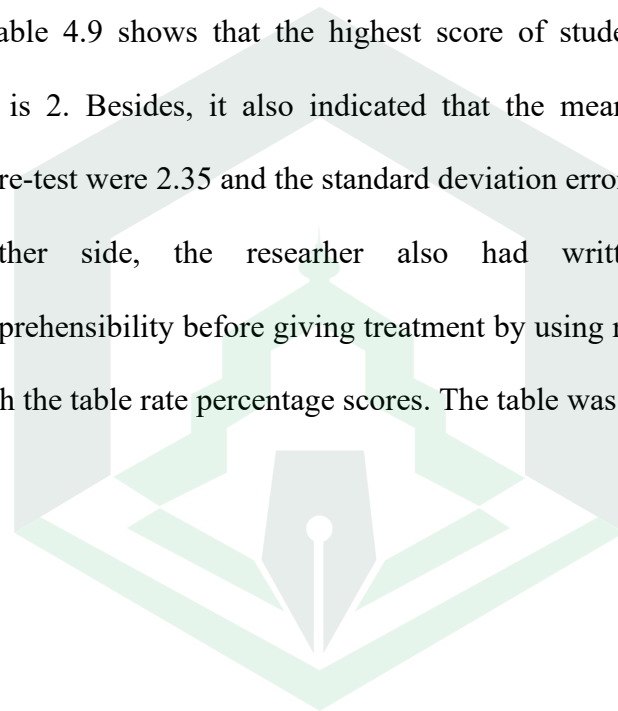
Looking at the mean score of Comprehensibility students' in pre-test, the researcher calculated it by using SPSS 21. The result was presented in to the table descriptive statistic as follows:

**Table 4.9**  
**The Mean Score of Students' Comprehensibility in Pre-test**

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Comprehensibility	20	2.00	3.00	47.00	2.3500	.10942	.48936
Valid N (listwise)	20						

The table 4.9 shows that the highest score of students were 3 and the lowest score is 2. Besides, it also indicated that the mean score of students' accuracy in pre-test were 2.35 and the standard deviation error is 0.109.

In other side, the researcher also had written score of the students' comprehensibility before giving treatment by using reporting news and it shows through the table rate percentage scores. The table was showed as follows:



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**Table 4.10**  
**The Rate Percentages Score of Students' Comprehensibility in Pre-test**

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	-	0%
Good	56-70	4	-	0%
Average	41-55	3	7	35%
Poor	26-40	2	13	65%
Very Poor	≤ 25	1	-	0%
Total			20	100%

The table above indicates that the students' score in the comprehensibility of pre-test. The table shows that none of the students (0%) got excellent, very good and good. There were 7 students (35%) got average. There were also 13 students (65%) got poor and there was no student (10%) got poor.

b. Post-test

In this area, the researcher made the rate percentage of students' score speaking ability in post-test. The results of the students' score in post-test were presented in the tables. The complete of the students' scores speaking ability of accuracy, fluency, and comprehensibility in pre-test were tabulated as follows:

**Table 4.11**  
**The Scores of Students' Speaking Skill in the Post-test**

Respondent	The Aspect of Speaking Skill			Total
	Accuracy	Fluency	Comprehensibility	
R1	3	3	4	10
R2	3	4	4	11
R3	4	3	4	11
R4	4	4	4	12
R5	3	4	4	11
R6	3	4	4	11
R7	4	4	4	12
R8	3	3	4	10
R9	4	4	4	12
R10	4	3	4	11
R11	3	4	4	11
R12	2	3	3	8
R13	5	4	5	14
R14	4	3	3	10
R15	4	5	5	14
R16	4	5	5	14
R17	4	4	4	12
R18	3	3	3	9
R19	3	4	3	10
R20	4	3	4	11
N=20				$\Sigma Y=224$

In the other side, the researcher had classified based on English speaking assessments that consisted of accuracy, fluency, comprehensibility and it was presented through the table distribution frequency and percentage. It shows as follows:



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## 1) Accuracy

**Table 4.12**  
**The Score of Students' Accuracy in Post-test**

Respondents	Accuracy
R1	3
R2	3
R3	4
R4	4
R5	3
R6	3
R7	4
R8	3
R9	4
R10	4
R11	3
R12	2
R13	5
R14	4
R15	4
R16	4
R17	4
R18	3
R19	3
R20	4
N=20	

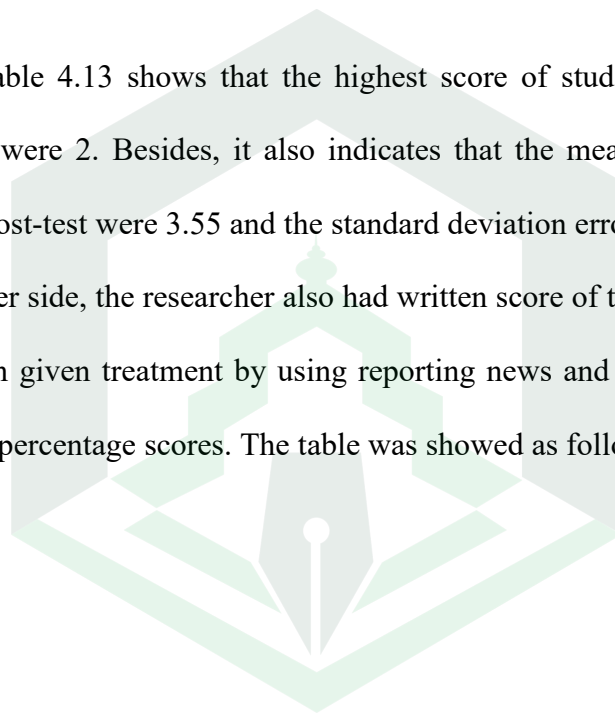
Looking at the mean score of students' accuracy in post-test, the researcher calculated it by using SPSS 21. The result presents into descriptive statistic table as follows:

**Table 4.13**  
**The Mean Score of Students' Accuracy in Post-Test**

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Accuracy	20	2.00	5.00	71.00	3.5500	.15347	.68633
Valid N (listwise)	20						

The table 4.13 shows that the highest score of students were 5 and the lowest score were 2. Besides, it also indicates that the mean score of students' accuracy in post-test were 3.55 and the standard deviation error was 0.153.

In other side, the researcher also had written score of the students' accuracy who had been given treatment by using reporting news and it presented through the table rate percentage scores. The table was showed as follows:



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**Table 4.14**  
**The Rate Percentages Score of Students' Accuracy in Post-test**

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	1	5%
Good	56-70	4	10	50%
Average	41-55	3	8	40%
Poor	26-40	2	1	5%
Very Poor	$\leq 25$	1	-	0%
Total			20	100%

Based on table above, the percentages of the students' accuracy score in post-test indicates that there was none of the students (0%) got excellent. Besides, it also shows that there was 1 student (5%) got very good and 10 students (50%) got good. There were 8 students (40%) got average and 1 student (5%) got poor. And the last there was none of students got very poor.

## 2) Fluency

**Table 4.15**  
**The Score of Students' Fluency in Post-test**

Respondents	Fluency
R1	3
R2	4
R3	3
R4	4
R5	4
R6	4
R7	4
R8	3
R9	4
R10	3
R11	4
R12	3
R13	4
R14	3
R15	5
R16	5
R17	4
R18	3
R19	4
R20	3
N=20	

Looking at the mean score of students' fluency in post-test, the researcher calculated it by using SPSS 21. The result presents into descriptive statistic table as follows:

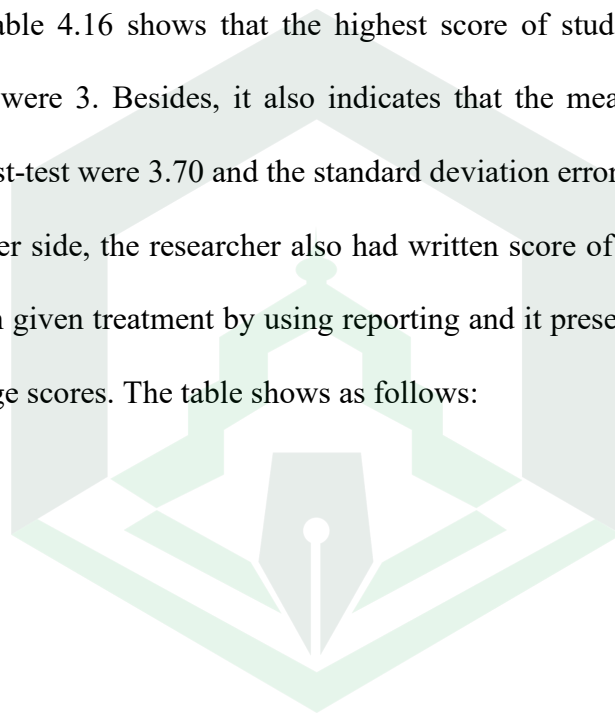
**Table 4.16**  
**The Mean Score of Students' Fluency in Post-Test**

**Descriptive Statistics**

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Fluency Valid N (listwise)	20	3.00	5.00	74.00	3.7000	.14690	.65695

The table 4.16 shows that the highest score of students were 5 and the lowest score were 3. Besides, it also indicates that the mean score of students' fluency in post-test were 3.70 and the standard deviation error was 0.146

In other side, the researcher also had written score of the students' fluency who had been given treatment by using reporting and it presents through the table rate percentage scores. The table shows as follows:



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**Table 4.17**  
**The Rate Percentages Score of Students' Fluency in Post-test**

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	2	10%
Good	56-70	4	10	50%
Average	41-55	3	8	40%
Poor	26-40	2	-	0%
Very Poor	≤ 25	1	-	0%
Total			20	100

Based on the table 4.17, the percentages of students' fluency score in post-test indicated that none of the students (0%) got excellent. But there were 2 students (10%) got very good, 10 students (50%) got good and 8 students (40%) got average. The last, it showed that none of the students (0%) got poor and none of the students (0%) got very poor.

## 3) Comprehensibility

**Table 4.18**  
**The Score of Students' Comprehensibility in Post-test**

Respondents	Comprehensibility
R1	4
R2	4
R3	4
R4	4
R5	4
R6	4
R7	4
R8	4
R9	4
R10	4
R11	4
R12	3
R13	5
R14	3
R15	5
R16	5
R17	4
R18	3
R19	3
R20	4
N=20	

Looking at the mean score of students' comprehensibility in post-test, the researcher calculated it by using SPSS 21. The result presents into descriptive statistic table as follows:

**Table 4.19**  
**The Mean Score of Students' Comprehensibility in Post-Test**

Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Comprehensibility	20	3.00	5.00	79.00	3.9500	.13524	.60481
Valid N (listwise)	20						

The table 4.19 shows that the highest score of students were 5 and the lowest score were 3. Besides, it also indicated that the mean score of students' accuracy in pre-test were 3.85 and the standard deviation error was 0.150.

In other side, the researcher also had written score of the students' comprehensibility who had been given treatment by using question word and it presented through the table rate percentage scores. The table shows as follows:

**Table 4.20**  
**The Rate Percentages Score of Students' Comprehensibility in Post-test**

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	3	15%
Good	56-70	4	13	65%
Average	41-55	3	4	20%
Poor	26-40	2	-	0%
Very Poor	≤ 25	1	-	0%
Total			20	100%

The table 4.20 indicates the percentages of students' comprehensibility score in post-test. The table shows that none of students (0%) got excellent. But there were 3 students (15%) got very good and 13 students (65%) who got good. Besides, there were 4 students (20%) average and none of students (0%) got poor and very poor.

Besides showing about the mean score in each subject of speaking skill (accuracy, fluency, and comprehensibility) one by one, this research also would present the total mean score and standard deviation of in pre-test and post-test, and then compare both of them. The result presents into descriptive statistic table as follows:

**Table 4.21**  
**The Mean Score and Standard Deviation of Pre-test and Post-test**

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pretest	20	6.00	9.00	149.00	7.4500	.99868
posttest	20	8.00	14.00	224.00	11.2000	1.57614
Valid N (listwise)	20					

The table 4.21 indicates that the standard deviation in pre-test were 0,99 and in post-test is 1.57. It also shows that mean score of the students in pre-test are 7,45 and the mean score of the students in post-test were 11,20. The result of the table above shows that the mean score of students in post-test is higher than the mean score of students in pre-test. It concludes that using reporting news is effective in teaching speaking.

To know whether the pre-test and post-test were significantly different, and also to know acceptability of the hypothesis of this research, the researcher used  $t_{test}$  analysis and calculated it by using SPSS 21. The results could be shown in the table of paired samples statistics, paired samples correlations, and paired samples test. It presents in the following tables:

**The Table 4.22** **The**  
**Paired Samples Statistics of Pre-test and Post-test**

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 posttest	11.2000	20	1.57614	.35244
pretest	7.4500	20	.99868	.22331

The table paired samples statistics of pre-test and post-test above indicated that the value of standard deviation in pre-test are 0,99 and 1.57 in post-test. Besides, the standard deviation error in pre-test was 0.22 and 0.35 in post-test. The table above also shows that mean score in pre-test are 7,45 and in post-test are 11,20. It concludes that the students' score improved from 7,45 to 11,20.

**Table 4.23**  
**The Paired Samples Correlations of Pre-test and Post-test**

Paired Samples Correlations		N	Correlation	Sig.
Pair 1	posttest & pretest	20	.642	.002

The table paired samples correlations of pre-test and post-test above presents that the correlation of the students' ability before and after treatment is 0,64. It means that there is a significant correlation of students' ability in teaching speaking by using reporting news before and after treatment.

Table 4.24

## The Paired Samples Test of Pre-test and Post-test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	posttest - pretest	3.75000	1.20852	.27023	3.18439	4.31561	13.877	19	.000

From the table sample test 4.24, the researcher got the data that  $t_0$  ( $t_{count}$ ) = 13,877 and df (degree of freedom) = 19. According to the Gay the value of  $t_t$  = 2.093.<sup>1</sup> It is the standard of signification 0.05 with degree of freedom (df) = 19. Based on the result, the researcher concludes that  $t_0$  ( $t_{count}$ ) was higher than  $t_t$  ( $t_{table}$ ),  $t_0 > t_t$ .

$$13,877 > 2.093$$

Related to the result that ( $t_0 > t_t$ ) the  $t_{count}$  is higher than  $t_{table}$ . It concludes that there is a significance difference in teaching speaking before and after using reporting news. Because of that, the researcher assumes believed that the reporting news is effective in teaching speaking at the second year of SMA Neg 2 Palopo.

<sup>1</sup>Tigor Hutapea, *Statistik: Teori dan Aplikasi*. Bandung. Cet 1: (STIE-IBEK). 1995. P. 316

## 2. Analysis of Questionnaires

To get data of students' interest in learning speaking by reporting news technique, the researcher made questionnaire that consisted of 10 items. To find out the percentage of students in questionnaire assessment by using the formula below:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = The percentage from the student's response

F = The Frequency

N = number of students.

The result and the percentages of students' score would be presented by using table. It would be explained one by one according to the indicators of interest and it could be seen by following tables:

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**Table 4.25**  
Questionnaire no. 1  
The teachers' affect

No	Statement	Classification	Frequency	Percentages
1.	The teachers' skill affect the students' understanding toward the subject	Strongly Agree	11	55%
		Agree	6	30%
		Neutral	3	15%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.25 present that there were 11 students (55%) choose "Strongly agree", 6 students (30%) choose "agree" and 3 students (15%) choose "Neutral". Besides, it shows that there was none of the students (0%) choose "disagree" and "strongly disagree".

The result above shows that most of students (14) choose strongly agree and agree than choose disagree and strongly disagree, so it can be concluded the students like studying speaking English throughreporting news technique. Because of that, the researcher assumes that the teachers' skill affect the students' understanding in learning speaking English throughreporting news technique.

**Table 4.26**

Questionnaire no. 2

The students' interest in learningspeaking throughreporting news technique

No	Statement	Classification	Frequency	Percentages
2.	Studyingspeaking English very interesting when the teacher applied reporting news technique	Strongly Agree	5	25%
		Agree	13	65%
		Neutral	2	10%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.26 present that there were 25 students (25%) choose “strongly agree”, 13 students (65%) choose “agree” and 2 students (10%) choose neutral. Besides, it shows that there was none of the students (0%) choose “disagree” and “strongly disagree”, it means that the students are interesting if the teacher applies reporting news technique.

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**Table 4.27**

Questionnaire no. 3

The students motivation in learning speaking skill

No	Statement	Classification	Frequency	Percentages
3.	Studying speaking by reporting news can motivate me to speak	Strongly Agree	11	55%
		Agree	7	35%
		Neutral	2	10%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20%	100%

Table 4.28 presents that there were 11 students (55%) choose "strongly agree", 7 students (35%) choose "agree" and 2 students (10%) choose neutral. Besides, it shows that none of the students (0%) choose "disagree" and "strongly disagree". The result indicates that most of the students more choose strongly disagree and disagree than choose strongly agree and agree.

The fact that most of students choose "Agree" and "Strongly Agree" showed that the students are interested in learning speaking through reporting news technique. Because of the students realize that reporting news technique was useful for them especially to improve their speaking. One of the benefits that they could be motivated to speak English.

**Table 4.28**

Questionnaire no. 4

The improvement of students' vocabulary

No	Statement	Classification	Frequency	Percentages
4.	Reporting news technique can improve my vocabulary in English	Strongly Agree	17	85%
		Agree	3	15%
		Neutral	-	0%
		Disagree	-	0%
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.28 presents that there were 17 students (85%) choose "strongly agree", 3 students (15%) choose "agree", Besides, it shows that none of the students (0%) choose "disagree" and "strongly disagree".

The fact that most of students choose "Agree" and "Strongly Agree" showed that the students interest in learning speaking through reporting news technique. Because of the students realize that reporting news technique was useful for them especially to improve their speaking. One of the benefits that reporting news technique can improve students' vocabulary in English.

**Table 4.29**  
Questionnaire no. 5  
Self confidence

No	Statement	Classification	Frequency	Percentages
5.	Reporting news technique can build the self-confidence speaking in the classroom	Strongly Agree	14	70%
		Agree	6	30%
		Neutral	-	0%
		Disagree	-	0%
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.30 presents that there were 14 students (70%) choose “strongly agree”, 6 students (30%) choose “agree”. Besides, it shows that there was none of the students (0%) choose “Neutral”, “disagree” and “strongly disagree”. It because of the technique in learning speaking is very interesting. It shows from the result of students’ choices which are most of them more choosing strongly agree and agree. And none of them choose strongly disagree.

**Table 4.30**  
Questionnaire no. 6  
New Model

No	Statement	Classification	Frequency	Percentages
6.	Reporting news technique brings new model in increasing speaking	Strongly Agree	8	40%
		Agree	12	60%
		Neutral	-	0%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.32 present that there were 8 students (40%) choose "strongly agree", 12 students (60%) choose "agree". Besides, it shows that there was none of the students (0%) choose "Neutral", "disagree" and "strongly disagree". The reality indicates that most of the students choose "agree" and "Strongly agree". It can be concluded that reporting news technique gives new model in improving speaking.

**Table 4.31**

Questionnaire no. 7

The students' opinion about using media in speaking learning process

No	Statement	Classification	Frequency	Percentages
7.	The using of media in learning affects the successful of this technique.	Strongly Agree	6	30%
		Agree	9	45%
		Neutral	5	25%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.33 presents that there were 6 students (30%) choose "strongly agree", 9 students (45%) choose "agree" and 5 students (25%) choose "Neutral" . Besides, it shows that none of the students (0%) choose "disagree" and "strongly disagree". It means that the using of media in learning affects of this technique. So, the researcher can conclude that the students interested in learning speaking English by using reporting news technique.

**Table 4.32**

Questionnaire no. 8

The students' attitude in learning speaking English by using reporting news technique

No	Statement	Classification	Frequency	Percentages
8.	I took part actively during applying this method	Strongly Agree	11	55%
		Agree	8	40%
		Neutral	1	5%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.34 presents that there were 11 students (55%) choose “strongly agree”, 8 students (40%) choose “agree” and 1 students (5%) choose “Neutral”. Besides, it shows that there was none of the students (0%) choose “neutral” “disagree” and “strongly disagree”.

It means that the students who studying speaking English through reporting news technique is effective. it looks from the students took part actively during applying this method. So, the researcher can conclude that the students interested in learning speaking by using reporting news technique.

After doing tabulation of the perception questionnaire's data, the researcher needs to analyze the items for the score of the perception questionnaire, which is:



**Table 4.33**  
**The List of Students' Perception Score in Questionnaire**

No	Res	Number of items								Score
		1	2	3	4	5	6	7	8	
1	R1	3	3	4	5	5	4	4	4	32
2	R2	3	4	3	4	4	4	4	3	29
3	R3	4	4	3	5	5	4	3	3	31
4	R4	3	3	4	5	5	4	4	4	32
5	R5	5	4	5	5	5	4	4	5	37
6	R6	4	4	5	5	5	5	4	4	36
7	R7	5	4	5	5	5	4	4	5	37
8	R8	5	5	4	5	4	4	3	4	34
9	R9	5	4	4	5	5	4	3	4	34
10	R10	5	5	5	5	5	5	5	5	40
11	R11	5	4	5	5	4	4	5	5	37
12	R12	4	4	5	5	5	5	4	5	37
13	R13	4	4	4	5	5	5	3	4	34
14	R14	5	4	5	4	4	5	4	5	36
15	R15	4	4	5	5	5	5	5	5	38
16	R16	5	5	5	5	5	5	5	5	40
17	R17	5	4	4	5	5	4	3	4	34
18	R18	5	4	5	5	4	5	4	5	37
19	R19	4	5	5	5	4	4	5	5	37
20	R20	5	5	4	4	5	4	5	5	37

By totaling the score of the students' answering toward the statement in questionnaire that was given to the students, it concludes that the lowest score is 29 and the highest score is 40.

The table distribution frequency about the student' perception score toward the learning process by reporting news technique shows by table distribution of single data. It was done because the spreading score that was the researcher presented was not too wide.

To make table distribution frequency, the researcher used the single data of table distribution frequency that was most of the score frequent more than one. The way that needs to do, that is:

1. Looking for the highest score (H) and the lowest score (L) and from the data that was got, it shows that  $H= 40$  and  $L= 29$ . After knowing the score of H and L, the researcher arranged the score of students' interest from the highest rank into the lowest rank, it started from the highest score successively until the lowest score in the first column of table distribution frequency.

2. Counting the frequency in each score that had been got, then its result was come into the second language that had prepared, next the score was added so that it was got the total of frequency ( $\sum N$  or  $N$ ).

For more knowing, it shows in the following table:

**Table 4.34**  
**Distribution Frequency of Students' perception**

Score	Frequency	Percentage
40	2	10%
38	1	5%
37	7	35%
36	2	10%
34	4	20%
32	2	10%
31	1	5%
29	1	5%
$\Sigma = 709$	$N = 20$	100%

Based on the table above, it shows that the students got the high score 40 are 2 student (10%) and one student (5%) got the lowest score 29. The others got 38 is 1 student (5%), 7 students (35%) got score 37, 2students (10%) got score 36, 4 student (20%) got score 34, 2 student (10%) got score 32, and 1 students (5%) got score 31.

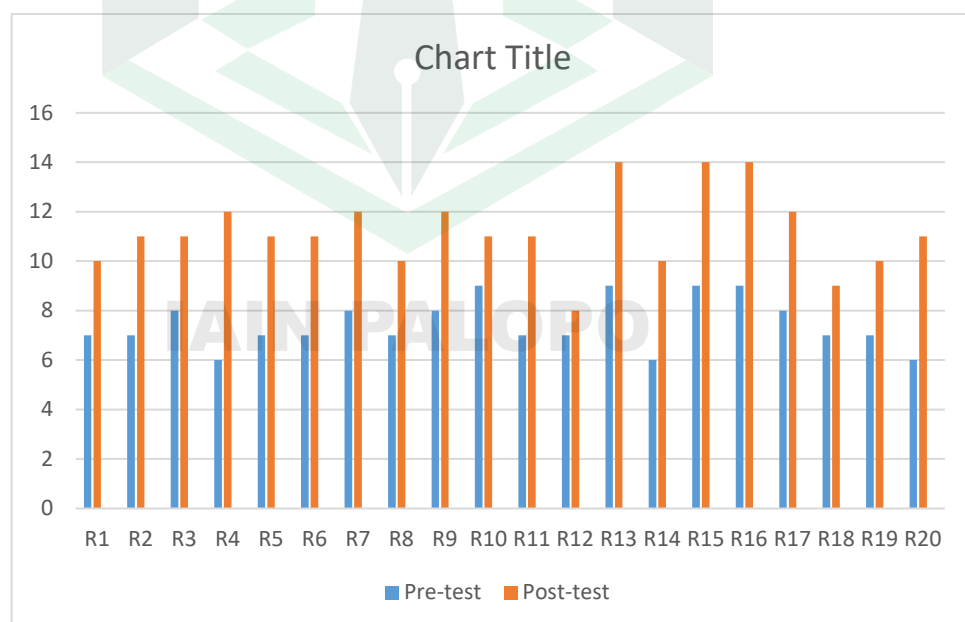
## ***B. Discussions***

### 1. Speaking Test

Based on the result of data analysis, the researcher find out that the use of reporting news technique in improving students' speaking skill at the second year students of SMA Negeri 2 Palopo is effective.

In improving students speaking skill by reporting news technique make the students of SMA Negeri 2 Palopo at the second year are confidence in practicing their speaking skill, enjoy getting the material in learning speaking, easy to express their thoughts, ideas and feeling the result of their learning is improved. Accuracy, fluency, and comprehensibility are improved and the most improved is comprehensibility.

The score of pre-test and post-test can be shown in the following chart:



Based on the analysis of the table of classification and percentage rate of the students in post-test and the students' mean score, the researcher makes

conclusion that the students' speaking skill is higher than before they got the treatments.

In addition, during the learning process in treatments, most of the students got their motivation when they tried to speak in front of the class during the process of learning. It occurs because they obtained their confidence to express their ideas, opinions, and arguments in the class. It also made the students did not get many difficulties in communication by using English. The students were taught by reporting news technique were easier to present their ideas, opinions, and arguments.

In fact, by reporting news technique that focused on making the students are more active in learning process. The students can freely express and share their ideas and opinion about the problems that has been faced. Beside that they can work together with their friends to make the report.

Reporting news technique could facilitate the students to have more motivation to used English in communication with their friends. They could practice how to express their ideas, they could also appreciate the other opinions of other students, and also they could practice.

According to Jafnizar on chapter II said the essence of speaking is an expression of feelings, ideas and thoughts of someone who expressed in language sounds.<sup>2</sup> The ability to speak is not only construct a sentence that take place through communication, but how to say the words to express thoughts, ideas and feeling so that listeners can receive messages or information delivered through a

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<sup>2</sup>Masnur Muslish, *Melaksanakan PTK Itu Mudah*, Cetakan 4, Jakarta: Bumi Aksara, 2010. P.262

series of one orintonation well which assisted by the expression or the way information delivered.

## 2. Analysis of Questionnaire

This research presents the result of data analysis from questionnaire, in relation to the findings of the percentage on the students' interest in learning speaking by reporting news technique, it indicates that there were most of the students very interest in learning speaking by reporting news technique and the others were interested in learning speaking. It could be seen through the total items found the available questionnaire which represent all element or aspects of interest, namely:

- a. Students attitude in learning speaking by reporting news technique is an interesting ways that could be applied in the classroom. The items related to the questionnaire number 2.
- b. Students attention in learning speaking byreporting news technique. Because the students during the learning process could active, motivate the students' to improve speaking skill, they build self convidenceand took part actively In this technique the students' were expected to contribute ideas, opinion and feelings to others, so that way students' could get new model in speaking skill. This items indicates to the number 3, 5, 6 and 8.
- c. The awareness of there are some benefits that could be get by the students after studying speaking by reporting news. Because the students got the improvement after studying the material. The items referred to the questionnaire number 4.

d. The mean and the infrastructure affect the successful of this technique. The questionnaire number 1 and 7.

In addition the students' interest in learning speaking by reporting news technique could be seen through the answer of the questionnaire by the students'. Having analyzed the result of students' responses toward the technique applied by the researcher in this research, it shows where the data shows that there were 52% students chose strongly agree, 40% students chose agree, and 8% students chose neutral, but none students chose disagree and strongly disagree. Many students chose positive choices in all the statements, it shows that the students gave positive response to this technique.

From the result of the questionnaire, the researcher gave the analysis about answer majority of the students. Most of students chose agree and strongly agree as their answer. The researcher concludes the students at the second year of SMA Neg 2 Palopo were interested in learning speaking through reporting news technique.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents about conclusions and some suggestions related to the findings and the discussion of the research.

#### *A. Conclusions*

Based on the findings, data analysis, and discussion in the previous chapter, the researcher draw conclusions as follows:

1. Having implemented the treatments by using reporting news technique, it found that the mean score of post-test (10,90) is higher than pre-test (7,30). The data had been analyzed by using ( $t_t$ ) standard of significant 5% with degree of freedom (df) = 19, got  $t_t = 2.093$  and standard of signification 0.05, the result of  $t_0$  (t count) is 13,877 From this result the researcher give interpretation that  $t_0$  (t count) is higher that  $t_t$  (t table),  $13,877 > 2.093$ . It means that there is a significant difference between students' ability before and after giving treatment. It could be concluded that reporting news technique is effective in teaching speaking at second year of SMA Neg 2 Palopo.

2. Having analyzed the result of students' interest toward the technique applied by the researcher in this research, the data shows that many students chose positive choices in all the statements, it shows that the students give positive response to this technique. Based on the data, the researcher concluded that the students at the second year of SMA Neg 2 Palopo are interested in learning speaking through reporting news technique.



### ***B. Suggestions***

Successful in teaching did not depend on the lesson program only, but more important is how the teacher presented the lesson and using various methods to manage the class more lively and enjoyable. The method also helped the teacher and lecturer, and giving much opportunity for the students to be active in the teaching learning process. Regarding to the teaching speaking by reporting news technique, the researcher gives some suggestions for the teacher and students as follows:

1. For the lecturer and teacher, they needed to make reporting technique, so that the teaching and learning process become more enjoyable, fun and interesting. The enjoyment ought to be the foremost aims which hopefully will have good effects to the students. Teaching speaking using reporting motivated students to practice speaking more, and it improved student's speaking skill. The researcher suggests the teacher and lecturer to try using reporting news technique because it encouraged students to speak in speaking class.

2. For the students, they should still be more active and speak up in class having applied these activities.

Finally, the researcher realized that this thesis far from being perfect and because of that; constructive criticism and advice are really expected for the perfection of the thesis. The researcher hopes that the results of this research could be useful for the readers. It is hoped that the readers will have more information about reporting news technique. This research could be one of the references for the next researcher in

conducting other writers with more detailed information about interactive activities to improve students speaking skills.



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