

**DEVELOPING STUDENTS' SPEAKING SKILL BY REPORTING NEWS  
AT THE THIRD SEMESTER ENGLISH STUDENTS OF  
STAIN PALOPO**



**A THESIS**

**Submitted to the English Language of S1 Tarbiyah Department  
of State College for Islamic Studies of Palopo  
in Partial Fulfillment of Requirement for  
S.Pd Degree in English Education**

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

## CONSULTANT APPROVAL

Thesis Entitled : *“upgrading students’ speaking skill by reporting News at the third semester English of Stain Palopo” (An experimental research)*

Study Program : English Education

Has been corrected and approved to be examined.

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

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

Palopo, 20<sup>th</sup> December 2013,

**The Writer**



**IAIN PALOPO**

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## ABSTRACT

**Nurmin Maulana.S, 2014**, *“Upgrading Students’ Speaking Skill by Reporting News at the Third Semester English Students’ of STAIN Palopo”*. Thesis, English study program educational department in state collage for Islamic students (STAIN) Palopo. Supervised by consultant (I) Jumharia Djamereng, consultant (II) Jufriadi,

**Key Word** : Speaking Skill, Reporting News.

This thesis attempts to discover students’ ability in speaking skill by Reporting news at the third semester English Students of STAIN Palopo. The problem statements of this thesis consists of two questions, they are; “To what extant does the use of Reporting News improve students speaking skill at STAIN Palopo? and What is the students’ respond about learning speaking by using reporting news at STAIN Palopo?.”

Based on the description above, the researcher answers the objectives of the research to find out whether the use of Reporting News improve students speaking skill at STAIN Palopo and to find out the responds learning students’ speaking skill by reporting news. The result of this research was expected; 1) To be information and contribution in speaking field, by knowing a good way in teaching speaking. 2) To be information for all teachers or lecturers and students in teaching and learning speaking, and also it will give contribution to develop the students’ speaking skill.

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. Besides, the researcher used questionnaire to find the students’ response in learning speaking by reporting news. The population of this research was the students of the third semester English students of STAIN Palopo. The sample was taken by using cluster random sampling. The number of sample was 20 students of class B.

The result of the data analysis shows that  $t_{\text{test}}$  (12.254) is higher than  $t_{\text{table}}$  (2.093). It indicates that the reporting news is effective in upgrading students’ speaking skill at the third semester English students of STAIN Palopo. Besides, the result indicates that the students are interested in learning speaking by reporting news.

# CHAPTER I

## INTRODUCTION

### *A. Background*

English is one of language frequently used by many people in the world. Therefore, it is considered as one international language. As an international language, it is speaking in many purposes of people activities. So, English can be used in both formal and informal education either as second or foreign language.

English as a foreign language consists of four skills, namely: listening, speaking, reading, and writing. These four skills are usually considered as integral system because they support each other.<sup>1</sup> Speaking is one of skill that should be paid much attention by the students if they will interact to other people in their surroundings.

English is a tool to communicate both in spoken and written. Ministry of National Education, which is preparing standards of competence in curriculum 2004, province the ability to be owned by Indonesian students, is to understand and express information, thought, feelings and develop science, technology, and culture using the English language. Thus, the English language serve as a tool to communicate in order to access the information and than as a tool to faster interpersonal relationship, exchange information and enjoy the aesthetics of language in British Culture.

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<sup>1</sup>H.G. Widdowson, *The Practice of English Language Teaching*, (United States of America : Harcourt Brace Javanovich inc. 1997),p 58.

English is an important language in the world. It is used as the main language of international communication and also as a tool of obtaining knowledge and acquiring cultural of one society.

Purpose of people learning language is to be able to speak. Speaking is one of skill can help the learner of English to interact with other people. Sometimes he finds out the difficulties in speaking, because learners have little vocabularies or do not master the of English grammatical.

Speaking is means of communication, describe that communication can be used in each form of language, written, spoken, gesture, music, expression and artistic. However, is many easy, spoken is a language that must efficient because the possibility in misunderstanding in must few if we want to communicate with other people especially in English we have to learn the skill had name speaking.

Speaking skill is as the first requirement for language learner, moreover in interacting to other people needs or strategy how to improve their speaking skill. There are many methods or strategy which can improve students' English speaking skill one of them is how to reporting news.

Speaking depends on understanding of what has been said by the speakers or the interlocutor. Another view, speaking is the most efficient language skill because of the possibility in misunderstanding is very possible. The learners can use many ways to develop their speaking, and can speak a foreign language, learners need to know certain grammar and vocabulary, by giving learners, speaking practice, oral

exam, and the most important to develop in practices their speaking skill to learn English.

This research focused on exploring the effect of the developing English Speaking Skill by reporting news and their performance in speaking, also the researcher will explore the most beneficial program and the least beneficial programs of the Speaking skill in order we can give some information for the improvement of this program to reach our goal namely to make our students have a better skill in English speaking.

Based on the researcher assumes that students can improve their Speaking Skill by reporting news. Therefore, the researcher is interested in conducting the research entitle “Developing Students’ Speaking Skill by Reporting News at the Third Semester English Students’ of STAIN Palopo”.

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

Based on the Explanation in the background above, the researcher formulates the problem statements, as follows:

1. Is the use of Reporting News improve students speaking skill at STAIN Palopo?
2. What is the students’ response about learning speaking by using reporting news at STAIN Palopo?

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

To find out of the research would be as follow:

1. To find out whether the use of Reporting News improve students speaking skill at STAIN Palopo
2. To find out the students' response about learning speaking by using reporting news at the STAIN Palopo.

### ***D. Significances of the Research***

1. For teacher, this research can give information how to teach speaking skill and improve the students' speaking skill.
2. For students, it can improve students' speaking skill by knowing the good way in learning speaking skill.
3. For other research, it can be reference for the researcher as contribution to develop speaking skill.

### ***E. Scope of the Reseach***

The scope of the research will be restrict to speaking teaching by reporting news for the third semester of STAIN palopo, we use here are newspaper which are taken from many place, on which the writer is demand has to be creative in order to make students accuracy, fluency and comprehensibility.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Findings

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

1. The researcher, Nurhasan had conducted research entitled "Teaching Speaking Procedure Text Using Pictures".<sup>1</sup> He concluded that Procedure Text using Pictures Method is formulated as a teaching speaking technique is pictures are able to develop student speaking skill and the writer would like to give suggestions in correlation with teaching procedure text.

2. The researcher, Habel Patang had conducted research entitled "The Factors Influencing in Speaking of The Second Year Students of SMP Negeri 3 Palopo".<sup>2</sup> He concluded that here are some factors influences the students to speak English. Those factors can be classified into two classifications namely the supporting factors and the hindrance factors.

3. Yusuf in his thesis under the title of improving students speaking skill in retelling story through picture at the third semester students of STAIN Palopo.<sup>3</sup> He suggests to use retelling story through picture method is formulated

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<sup>1</sup> Nurhasan, *Teaching Speaking Procedure Text Using Pictures, A Thesis SI (STAIN PALOPO;2011)*, p.10.

<sup>2</sup> Habel Patang, *The Factors Influencing in Speaking of The Second Year Students of SMP Negeri 3 Palopo, A Thesis SI (Universitas Cokroaminoto Palopo:2009)*,p.25.

<sup>3</sup> Yusuf, *the improving students speaking skill in retelling story through picture at the third semester ofstain palopo*, (Palopo:STAIN Palopo,2009),p.57

as a teaching speaking skill techniques is effective in improving the speaking ability, because students to be more active in the classroom.<sup>4</sup>

## **B. Theories of Speaking**

### **1. Definition**

Speaking a language is especially difficult for foreign language learners because effective oral communication require the skill to use the language appropriately to social interaction. Where communication is the output modality and learning is the input modality of language acquisition.<sup>5</sup>

Many people feel that speaking in a new language is harder than reading, writing, listening for two reasons. First, unlike reading and writing, speaking happens in real time usually the person you are talking to is waiting for you to speak right then second, when you speak, you can not edit and revise what you which to say, as you can if you are writing.

Teaching speaking is sometimes consider a simple process. Commercial language skills around the world hire people with no training to each conversation. Although speaking is totally natural, speaking in language other than our own is anything but simple.

Speaking is used to many different purpose, and each purpose, and involves different skills. We many use speaking to describe things to complain

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<sup>4</sup>Yusuf, *The Improving Students Speaking Skill in Retelling Story Through Picture at The Third Semester of STAIN Palopo*, (Palopo: STAIN Palopo, 2009), p.57.

<sup>5</sup> H. Douglas Brown, *Principle of Language Learning and Teaching*, New York: Prentice Hall. 1980). P.210.

about people's behavior, to make polite request, or to entertain people with jokes and anecdotes.<sup>6</sup>

At this level students are asked merely to manipulate the elements of the new language code, so that they can express a number of possible meanings suggested to them by the exercise or the teacher.

Speaking to express a personal intention is not a sequential or linear process, one item generating the next throughout the utterance. Students who are to speak a language so as to express their personal meaning need much practice in this process of generating new sentences to suit their process.

Skill in language is difficult especially for foreign language learners because effective oral communication requires the skill to use the language in social interaction. Even if in speaking need something that can make the foreign language learners enabling to speak fluently.

## **2. Supporting Factors**

- a. If they see their friend speak English fluently, they admire them and want to be fluently in Speaking English like them.
- b. They are interested in speaking English because they can improve their skill through speaking.
- c. The students are interested of the teaching method applied by the English teacher.
- d. They join English private course.

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<sup>6</sup> Jack C. Richards, Willy A. Renada, *Methodology in Language Teaching an Anthology of Current Practice* (USA: Cambridge University Press. 2002). p.201

- e. They are interested to learn English because they wanted to get a better future life.

### **3. The Role of Speaking**

Speaking is a means of communication. Communication is contact to the receiver a meaning clothe in the words; we are arousing within the receiver associations which will enable that person to perform an interaction of intention of our message.

### **4. The Problem of Speaking**

There are some characteristics can make speaking difficult. As Brown demonstrates some of characteristic of spoken language can make oral performance easy as well as, in some cases difficult:

#### **a. Clustering**

Fluent speech is phrasal, not words by words. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

#### **b. Redundancy**

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize in this feature of speak language.

#### **c. Reduce forms**

Contraction, elisions, reduce vowels, etc., all form special problem in teaching speak English.

d. Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking and correction.

e. Colloquial language

Make sure your students are reasonable well acquainted with the words. Idioms and phrases of colloquial language and those they get practice in producing these forms.

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. How to help learners achieve an acceptable speed along with other attributes of fluency

a. Stress, rhythm and intonation

The most important characteristic of English pronunciation, as well be explain below. The stress time rhythm of speak English and its intonation patterns convey important messages.

b. Interaction

Learning to produce moves of language in vacuum without interlocutors will rob speaking skills of its richer component: the creativity of conversational negotiation.<sup>7</sup>

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<sup>7</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*; Second Edition. New York: Longman. Inc. p.268

## 5. Type of Classroom Speaking Performance

### a. Imitative

A very limited portion of class room speaking time may legitimately be speech generating human tape recorder speech, where, for example *learners practice* an intonation contour or try to pinpoint a certain vowel sound.

### b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is design to practice some phonological or grammatical aspect of language.

### c. Responsive

A good deal of student speech in the class room is responsive short replies a teacher or student. Initiated questions or comment. Such speech can be meaningful and authentic.

### d. Transactional (dialogue)

Transactional dialogue, carried out for the purposes of conveying or exchanging specific information is an extend form of responsive language.

### e. Interpersonal (dialogue)

Interpersonal dialogue, carry out for the purpose of maintaining social relationship than for the transmission of fact and information.

f. Extensive (monologue)

Student at intermediate to advance levels are call on to give extend monologue in the form of oral reports summaries or perhaps short speeches.<sup>8</sup>

## 6. The main aspect of assessing speaking skill

The main objective of teaching spoken language is the development of the ability to interact successfully in that language and this involves comprehensions as well as production.

Based on statement above, the writer divides speaking skill into three main components, as follows:

a. Fluency

Fluency is the ability to produce what one wishes to say smoothly and without undue hesitation and searching.<sup>9</sup> Speak without too great and effort with a fairly wide range of expressions. In the past research Rasyid and hapsah J. Nur find that in the students' speaking skill they were fairly in interaction with speak of 75 – 89 words per minute. With not more that 3 false and repetitions and not more that 7 fillers per 100 words.<sup>10</sup>

b. Accuracy

Accuracy is the ability in use the target language clearly intelligible pronunciation, particular grammatical and lexical accuracy. Accuracy is *achieved*

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<sup>8</sup> *Ibid.*, p.274

<sup>9</sup> J.B. Heaton, . 1998. *Writing English Language Test*. New Edition: Longman., p.43

<sup>10</sup> *Ibid.*, p.201

to some extent by allowing students to focus on the elements of phonology grammar and discourage in their spoken output.<sup>11</sup>

In testing speaking proficiency, we use some elicitation technique. Elicitation technique is the ways to get students to say something in speaking test.

### c. Comprehensibility

Comprehensibility is the ability to understand quite well to the topic nomination with considerable repetition and rephrasing. Comprehension is exercise to improve one's understanding.<sup>12</sup>

In testing speaking proficiency, we use some elicitation techniques. According to Madsen elicitation techniques is the ways to get students to say something in speaking test, for example through *limited* response, direct *responds*, questions about picture, reading-aloud, paraphrase explanation, guide role play or relaying information, visual and paraphrase technique through oral interview.

## 7. What make speaking difficult

Spoken language is one of the difficult parts in foreign language because the effective oral communication requires the ability in using the language appropriately in real interaction with another people, and the characteristic of speak language must in oral performance. Some characteristic of spoken language can make oral performance easy as well as in some difficult. As Brown, demonstrate some of the characteristics.

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<sup>11</sup> Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*; Second Edition. New York: Longman. Inc. p.268.

<sup>12</sup> Martin H. Manser, *Oxford Learner's Pocket Dictionary*, (Ed. II; Oxford University Press), p.81

a. Clustering

Fluent speech is phrasal, not words by words. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize in this feature of speak language.

c. Reduce forms

Contraction, elisions, reduce vowels, etc., all form special problem in teaching speak English.

d. Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking and correction.

e. Colloquial language

Make sure your students are reasonable well acquainted with the words. Idioms and phrases of colloquial language and those they get practice in producing these forms.

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. How to help learners achieve and acceptable speed along with other attributes of fluency

g. Stress, rhythm and intonation

The most important characteristic of English pronunciation, as well be explained below. The stress time rhythm of speak English and its intonation patterns convey important messages.

h. Interaction

As note in the previous section, learning to produce waves of language in a vacuum without *interlocutors* word rob speaking skill of its richest component: the creativity of conversational negotiation.

Hereunder is umpteen scripted for speaking studying, speaking progress you will go places that so *quick*.

- (1) Make ready mental for brave talk
- (2) Imagine living at abroad
- (3) Labour indoor agreement utilize English language
- (4) If own stay behind in room, therefore frequent reflecting front speaking
- (5) Recognize object those are at your vicinity
- (6) Often arranges vocabulary
- (7) Make processes supportive activity study speaking in those area
- (8) Speaking studying I hour one day
- (9) Ever be take in little dictionary and learns by heart vocabulary
- (10) Often watch English-speaking film, hearing English conversation cassette

(11) Often trifling doing (mengerjakan) English language.<sup>13</sup>

## 8. Strategies for Developing Speaking Skills

Students often think that the ability to speak language is a product of language learning, but speaking is also a crucial part of the language learning process. Effective Teachers teach students 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 confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.<sup>14</sup>

### a. Using minimal responses

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

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such

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<sup>13</sup> Muhammad. Solahudin, *“Cuma 4 Minggu Jago Cap Cis Cus Bahasa Inggris”*, (Jogjakarta: CV. Diva Press, 2009), p.16

<sup>14</sup> <http://www.nclrc.org/essentials/speaking/stratspeak.htm>. Accessed on July 15, 2013.

responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

b. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, 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.

Teachers can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, Teachers 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 a conversation partner has not understood them. Teachers can help students overcome this reticence by assuring them that misunderstanding and the 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 occur, and by responding positively when they do, teachers can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

### **C. Language Teaching Method**

Below is a description of the basic principles and procedures of the most recognized methods for teaching a second or foreign language as follows:

1. The Audio lingual Method

This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the direct method, in part as a reaction to the lack of speaking skills of reading approach.

New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on the mimicry, memorization, of set phrases and over-learning. Structure are sequenced and taught on at a time. Structural patterns are taught using repetitive drills.

Following pattern drill, some audio-lingual classes provide explanation according to proponents of audio-lingual; the explanation is a description of what was practiced; not a prescription of what to say. The ‘rules’ presented are therefore not to be considered instructions on how to perform. The explanation section is considered optional, since, in our terms, it is “language appreciation”.<sup>15</sup>

## 2. Visual Method

This method is one the method in teaching that using visual sense of the students by seeing or watching the object in a learning process.

Visual methods can actually aid participation because images are often more accessible to students than dense academic text, and they also have a novelty factor which is likely to keep students stimulated and engaged in the learning process for longer. There are a range of visual methods which can be used: photography, painting and drawing, sculpting, filming, and any others. Not all of the methods will be suitable for every individual or group of students, so, they should be tailored to suit the needs of those involved.<sup>16</sup>

## 3. Community Language Learning

This methodology is not based on the usual methods by which languages are taught. Rather the approach is partnered upon counseling techniques and

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<sup>15</sup>Salihi Andriani, A thesis on title *Improving Students’ Speaking Skill Through Demonstration Method At The Eleventh Year Students Of SMA Negeri 2 Palopo*, (Palopo: STAIN Palopo, 2008), p.11.

<sup>16</sup>Richards Naomi, *Realities Toolkit: Using Participatory Visual Methods*, (United Kingdom: The University of Manchester, 2011), p.2.

adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Consequently, the learner is not thought of as a student but a client. The native instructors of the language are not considered teachers but, rather are trained in counseling skills adapted to their roles as language counselors.

The language-counseling relationship begins with client's linguistic confusion and conflict. The aim of the language counselor's language skill is first to communicate empathy for the client's threatened inadequate state and to aid him linguistically. Then slowly the teacher-counselor strives to enable him to arrive at his own increasingly independent language adequacy. This process is furthered by the language counselor's ability to establish a warm, understanding, and accepting relationship, thus becoming an "other-language self" for the client.

The teacher's job is to help his student develop communicative skill by experiment with the second language in class and beyond. In the classroom, the CL teacher creates activities which stimulate communication in real-world situation. His activities emphasize learning to communicate through interaction in the TL and generally use a mix of the four language skill listening, speaking, reading, and writing. These activities enable his learners to internalize and active their second or foreign language.<sup>17</sup>

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<sup>17</sup>Salihi Andriani, A thesis on title *Improving Students' Speaking Skill Through Demonstration Method At The Eleventh Year Students Of SMA Negeri 2 Palopo*, (Palopo: STAIN Palopo, 2008), p.12.

## ***D. 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.

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 a form of a 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.

## 2. 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.

## 3. 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.

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### ***E. Media***

#### 1. Definition of media

Media is as grafis tools,photographic,or electronic to cacth,procces and rerrange visual information. Definition of media is the component of learning source that can stimulate student in learning.

Education Association (NEA) media is an a part of things which can be manipulate,see,listen and can be read with instruments which is use appropriately inteachin-process. So, it can influence the effectiveness of instructional program.

Based on the assumption above, the writer defines media as a source in teaching learning process. Through media, teaching learning process and facilitate communication in order to arrive at get instructional aims:

- a. Media can overcome the limited of experience, which is had by the students.
- b. Media can overcome classroom.
- c. Media can make the direct interaction between students and environment.
- d. Mendia can result variety observation.
- e. Media can implant the right basic concept, real and realist.
- f. Media can increase new disire and interest.
- g. Media can ingcrease the mutivation and stimulate students to study.
- h. Media can give integral experience from the concrete to the abstract think.<sup>18</sup>

Media is a tool help teacer in teacing learning process it means that is only as a tool who can give a visual experience to the students in giving the students motivation mamke clear and make easier the complex concept and abstract to be simple, concrete and easier to inderstand, thereforewe can conclude that the function of media is to imporove the comprehension and retention of the students on learning material.

## 2. The function and useful media

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<sup>18</sup> Asnawir and Usman, *media pembelajaran*, p.14

In teaching learning activities, teaching educational media in general have a utility to overcome barriers in communication physical limitation in the classroom, the passive attitude of student and unify their observation.

Media can solve the behavior factor of learning namely internal factor and external factor through one thing or certain event to the students in the class. The same perception will give desiring and the same experience.

As an external factor, media can be increase learning efficiency of the students because it has potency and capability to stimulate learning process. While external factor, media can increase desire and the interest of student in learning. Using media, students will get more experience. So, their perception and understanding more exact. And it will increase to desiring and new motivation learning.

From the explanation above, it can be conclude that media can solve the behavior factor of learning namely internal factor and external factor through one thing or certain event to the students in the class. The same perception will give desiring and the same experience.

Contain the useful of educational media have been explain by the researcher. Event though we has already aware that there many useful of using educational media, its receiving and integrating into educational programs going to be late. They explain some the result of research that point out positive effect of using media in learning process. Here the useful of educational media:

- a. In explaining subject will be more standard
- b. The learning process will be interest

- c. Learning process will be interactive by applying the learning theory aid the psychology principles which is receive by the students; there will be feedback from the students
- d. Can minimize time and it will be an able to understand by the students
- e. The quality of students result after learning can be improve
- f. The explanation can be given in every situation
- g. Can improve the positive students attitude toward what they learn
- h. Teacher role can be large to be more positive<sup>19</sup>

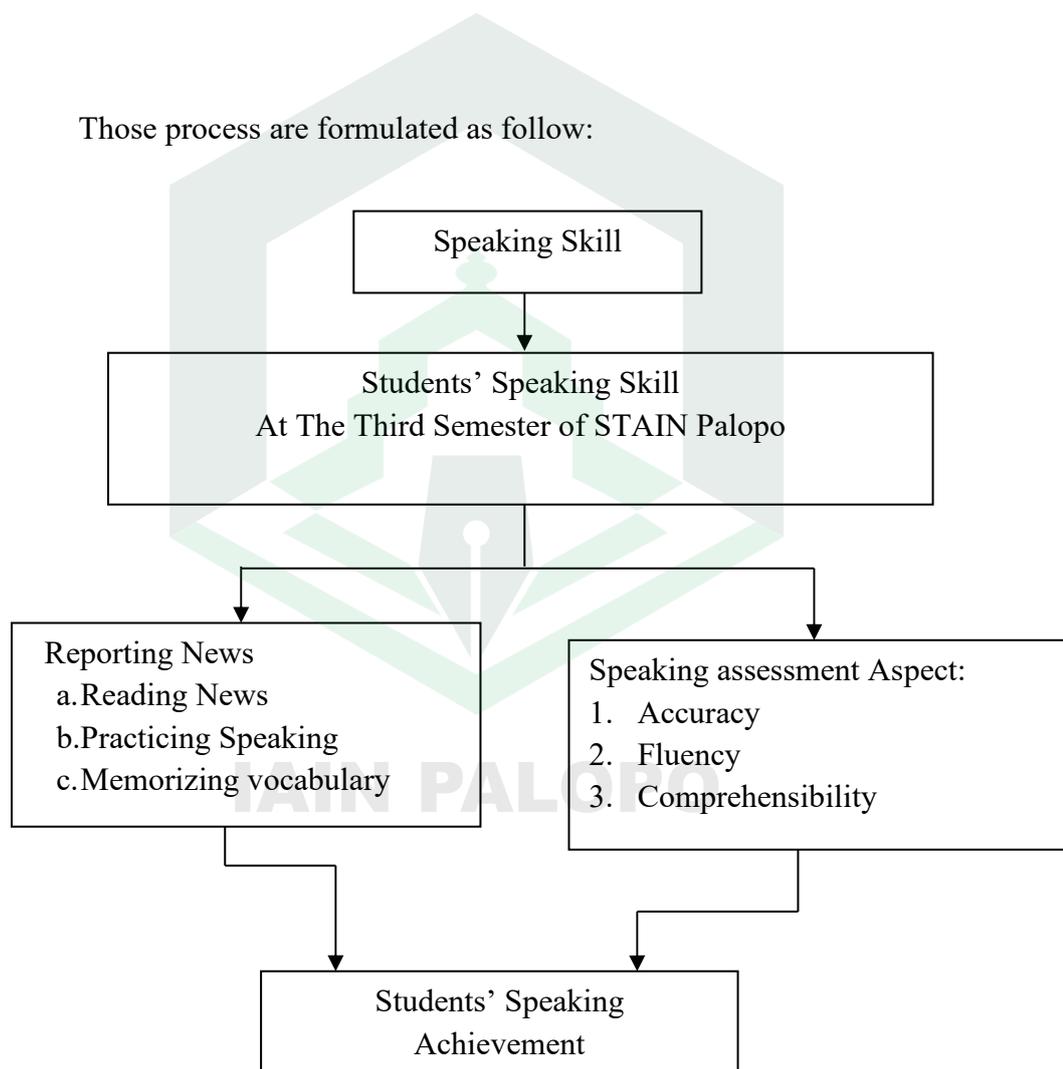
#### ***E. Conceptual Framework***

In this research, the researcher will take some of sample from the population where the students will be given pre-test by the researcher to know their basic ability in speaking before given treatments. Having known students' basic ability in speaking. The researcher will give some treatments as a process of learning speaking by reporting news. This process is expected to give development to the students' knowledge. Giving post-test to the students to know whether any significance development to the students after being given treatments.

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<sup>19</sup> Azhar arsyad, media pengajaran. Jakarta:PT. Raja Grafindo Persada, p.22.

Those process are formulated as follow:



### ***F. Hypothesis***

There are two hypothesis of this research, they are:

1. (H<sub>0</sub>) =There is no significant developments of the students' speaking skill after using reporting news.
2. (H<sub>1</sub>) =There is significant developments on students' speaking skill after using reporting news.



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## CHAPTER III

### RESEARCH METHOD

#### *A. Method and Design*

##### 1. Method

This research applied an pre-experimental method aims to find out whether by reporting news to improve the students' speaking skill.

##### 2. Design

The method that used in this research was pre-experimental research method.

The formula as follow:

$$O_1 \quad X \quad O_2$$

Where:

$O_1$  = Pre-test

$X$  = Treatment

$X_2$  = Post-test<sup>1</sup>

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<sup>1</sup>Suharsimi Arikunto, *Prosedur Penelitian*, (cet.IV; R Cipta, 1997) , p.78.

### ***B. Variable***

In this research consist of two variable namely:

1. Dependent variable is the students' development on speaking skill after teaching using reporting news.
2. Independent variable is the reporting news in English teaching.

### ***C. Population and Sample***

#### **1. Population**

The population in this research was the students of Stain palopo of the third semester, there were 3 classes and would focused one class with 20 students.

#### **2. Sample**

The samples of the research were taken by using cluster random sampling, which the research took one class or all of the students in class B as a sample.

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

In conducting this research, the research used some instrument in collecting data during the process of the research those instruments are:

#### **1. Test**

In this case the researcher used oral test to make sure and to find out students' speaking skill in the pre-test and post-test by using recorder.

## 2. Questionnaire

This questionnaire used to find out the students' perception toward report news. It contain of some question which gave to the students at the last meeting after giving treatment.

### ***E. Procedure of Collecting Data***

The data collected by using the procedure below:

#### 1. Giving pre-test

The researcher gave the students test by giving some questions, and the students answer the question. It used to know the students speaking skill before learning speaking by reporting news.

#### 2. Treatment

The researcher conduction some steps, the steps are follows:

- a. The researcher explained to the students about the reporting news.
- b. The researcher gave the material about reporting news
- c. The researcher gave newspaper to the students.
- d. The researcher gave material about how to reporting news.

#### 3. Giving post-test

After giving treatments to the students, the researcher gave post-test to find out the achievement of the student. The researcher asked the students to report full and asks them to present about the news in front of their friends.

### ***F. Procedure of Data Analysis***

After collecting the data by conducting the pre-test, treatments and pos-test which involved some instruments, the researcher then focused on the data analysis.

Therefore, there were some procedures which done by resaercher, namely:determining the scoring classification to make the researcher easy to give score to the students, looking for mean score to make the researcher calculate the data collected standard of deviation to know how far was the students deviated in speaking and test of signficance to know the final result of the research for these.

To analyze the data, the researcher used the following steps:

1. There are three criteria that resided in speaking skill. These all will evaluate the following marking scheme (using a 6-point scale) as follow:

<b>Accuracy</b>	<b>Fluency</b>	<b>Comprehensibility</b>
6. Pronunciation is only very slightly influenced but the mother-tongue. Two or three minor grammatical and lexical errors.	Speak without to great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.

<p>5. Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.</p>	<p>Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.</p>	<p>The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.</p>
<p>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.</p>	<p>Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.</p>	<p>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 or to seek clarification.</p>
<p>3. Pronunciation is influenced by the mother-tongue but only a</p>	<p>Has to make an effort for much of the time. Often has to search for the</p>	<p>The listener can understand a lot of what is said, but he must</p>

<p>few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.</p>	<p>desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.</p>	<p>constantly seek clarification Cannot understand many of the speaker's more complex or longer sentences.</p>
<p>2. Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication many "basic" grammatical and lexical errors.</p>	<p>Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.</p>	<p>Only small bits (usually short sentences and phrases) can be understood-and then with considerable effort by someone who is used to listening to the speaker.</p>
<p>1. Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language skills and areas</p>	<p>Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.</p>	<p>Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he</p>

practiced in the course.		seems to have said. <sup>2</sup>
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Looking for mean score and standard deviation the researcher use SPSS 15. Criteria hypothesis of acceptability

t-table < t-test : Reject null hypothesis

t-test > t-table : Receive null hypothesis<sup>3</sup>

To find out the percentage of students in questionnaire assessment by using the formula below:

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

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<sup>2</sup>J.B. Heaton, *Writing English Language Tests* (UK England: Longman Group, 1991), p. 100.

<sup>3</sup> Suharsimi Arikunto, *Prosedur Penelitian*, (cet.IV; R Cipta, 1997), p.156.

Where :

P = the percentage from the students' respond

F = the frequency

N = number of students.<sup>4</sup>



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<sup>4</sup>Husaini Usman and R. Purnomo Setiadi Akbar, *Pengantar Statistik* in Indar Susanti Thesis “*The Influence Of Attending English Course Toward English Speaking Skill At The Eight Year Students Of SLTPN 8 Palopo*”, (Palopo: Sekolah Tinggi Agama Islam Negeri, 2007), p. 30.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

In this chapter the researcher analyzed finding and discussion of the data.

#### *A. Findings*

The findings of the research were showed to describe the result of the data that analyzed were statistically. It comprised of the students' score in per-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, and analysis data of questionnaires.

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

##### a. Pre-test

In this section, the researcher showed 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 would present them in the tables and calculate the score by using SPSS 15. For more clearly, at first the researcher 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	3	8
R2	2	2	2	6
R3	3	2	3	8
R4	3	2	2	7
R5	2	2	3	7
R6	2	2	2	6
R7	2	3	3	8
R8	3	2	2	7
R9	3	2	2	7
R10	3	3	3	9
R11	2	2	3	7
R12	2	2	2	6
R13	3	3	2	8
R14	2	2	2	6
R15	4	3	4	11
R16	4	3	4	11
R17	4	2	3	9
R18	3	2	2	7
R19	3	3	2	8
R20	3	2	2	7
N=20				$\Sigma Y=153$

Speaking skill consisted of three aspects; they were accuracy, fluency and comprehensibility. So in this section, the researcher would present and tabulate the mean score of the students' speaking ability one by one. All of those would explain for more clearly by following tables:

1) Accuracy

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

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

N=20	
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For looking the mean score of students' accuracy in pre-test, the researcher calculated it by using SPSS 15. The result can be presented in to the table descriptive statistic as follows:

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

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
accuracy	20	2.00	2.00	4.00	56.00	2.8000	.15560
Valid N (listwise)	20						

From the table 4.3, it showed that the highest score of students was 4 and the lowest score was 2. Besides, it also indicated that the mean score of students' accuracy in pre-test was 2.8 and the standard deviation error was 0.15560.

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

**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	7	35%
Poor	26-40	2	8	40%
Very Poor	$\leq 25$	1	3	15%
Total			20	100%

The table 4.4 indicated that students' score in accuracy of pre test. It showed that there was none of students got excellent (0%) and very good (0%). Besides, there were 2 students (10%) who got good and there were 7 students (35%) who got average. There were 8 students (40%) who got poor and the last there were 3 students (15%) who got very poor.

## 2) Fluency

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

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

For looking the mean score of students' fluency in pre-test, the researcher calculated it by using SPSS 15. The result could be presented in to the table descriptive statistic as follows:

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

<b>Descriptive Statistics</b>							
	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
fluency	20	1.00	2.00	3.00	44.00	2.2000	.09177
Valid N (listwise)	20						

From the table 4.6, it showed that the highest score of students was 3 and the lowest score was 2. Besides, it also indicated that the mean score of students' accuracy in pre-test was 2.2 and the standard deviation error was 0.09177.

In other side, the researcher also had written score of the students' fluency before giving treatment by using reporting method and it presents through the table rate percentage scores. The table 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	4	20%
Poor	26-40	2	12	60%
Very Poor	$\leq 25$	1	4	20%
Total			20	100%

The table 4.7 indicated that students' score in the frequency of pre-test. It showed that there was none of the students (0%) who got excellent, very good and good. The other showed that there were 4 students (20%) who got average and there were 12 students (60%) who got poor. The last, it also showed that there were 4 students (20%) very poor.

## 3) Comprehensibility

**Table1 4.8**  
**The Score of Students' Comprehensibility in Pre-test**

Respondents	Comprehensibility
R1	2
R2	2
R3	3
R4	2
R5	3
R6	2
R7	3
R8	2
R9	1
R10	3
R11	3
R12	2
R13	1
R14	2
R15	4
R16	4
R17	3
R18	2
R19	2
R20	2
N=20	

For looking the mean score of students' fluency in pre-test, the researcher calculated it by using SPSS 15. The result could be presented in to the table descriptive statistic as follows:

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

**Descriptive Statistics**

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
comprehensibility	20	3.00	1.00	4.00	48.00	2.4000	.18353
Valid N (listwise)	20						

From the table 4.9, it showed that the highest score of students was 4 and the lowest score was 1. Besides, it also indicates that the mean score of students' comprehensibility in pre-test is 2.4 and the standard deviation error was 0.18353.

In other side, the researcher also had written score of the students' comprehensibility before giving treatment by using reporting method and it presents through the table rate percentage scores. The table 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	2	10%
Average	41-55	3	6	40%
Poor	26-40	2	10	50%
Very Poor	$\leq 25$	1	2	10%
Total			20	100%

The table 4.10 indicated that students' score in the comprehensibility of pre-test. The table shows that there was none of the students (0%) who got excellent and very good. In other that, there were 2 students (10%) who got good and 6 students (40%) who got average. There were also 10 students (50%) that got poor and 2 students (10%) who 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 presents in the tables. The complete of the students' scores speaking ability of accuracy, fluency, and comprehensibility in pre-test are 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	4	4	3	11
R2	3	4	4	11
R3	3	3	4	10
R4	4	4	4	12
R5	3	4	4	11
R6	3	3	4	10
R7	3	4	4	11
R8	5	3	5	13
R9	4	4	4	12
R10	4	3	4	11
R11	3	4	4	11
R12	2	3	3	8
R13	4	3	3	10
R14	3	3	3	9
R15	5	5	5	15
R16	5	5	5	15
R17	4	5	4	14
R18	4	3	3	10
R19	3	4	3	10
R20	3	3	3	9
N=20				$\Sigma Y=223$

In 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 could be shown as follows

1) Accuracy

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

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

To calculate the mean score of students' accuracy in post-test, the researcher calculated it by using SPSS 15. The result could be presented in to the table descriptive statistic as follows:

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

**Descriptive Statistics**

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
accuracy	20	3.00	2.00	5.00	72.00	3.6000	.18353
Valid N (listwise)	20						

From the table 4.13, it showed 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 3.6 and the standard deviation error was 0.18353.

In other side, the writer also has written score of the students' accuracy who had been given treatment by using discussion method and it presents through the table rate percentage scores. The table was showed as follows:

**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	3	15%
Good	56-70	4	4	20%
Average	41-55	3	10	50%
Poor	26-40	2	3	15%
Very Poor	$\leq 25$	1	-	0%
Total			20	100%

Based on table 4.14, the percentages of the students' accuracy score in post-test indicated that there was none of the students (0%) who got excellent. Besides, it also showed that there were 3 students (15%) who got very good and 3 students (20%) who got good. There were 10 students (50%) who got average and 3 students (15%) who got poor. And the last there was none of students who got very poor.

## 2) Fluency

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

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

For looking the mean score of students' fluency in post-test, the researcher calculated it by using SPSS 15. The result could be presented in to the table descriptive statistic as follows:

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

**Descriptive Statistics**

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
fluency	20	2.00	3.00	5.00	73.00	3.6500	.16662
Valid N (listwise)	20						

From the table 4.16, it showed that the highest score of students were 5 and the lowest score were 3. Besides, it also indicated that the mean score of students' fluency in post-test is 3.65 and the standard deviation error was 0.16662.

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

**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	3	15%
Good	56-70	4	7	35%
Average	41-55	3	10	50%
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 there was none of the students (0%) who got excellent. But there were 3 students (15%) who got very good, 7 students (35%) who got good and 10 students (50%) who got average. The last, it showed that there was none of the students (0%) who got poor and none of the students (0%) who got very poor.

## 3) Comprehensibility

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

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

For looking the mean score of students' comprehensibility in post-test, the researcher calculated it by using SPSS 15. The result could be presented in to the table descriptive statistic as follows:

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

**Descriptive Statistics**

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Comprehensibility	20	2,00	3,00	5,00	77,00	3,8500	,15000
Valid N (listwise)	20						

From the table 4.19 it showed 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 is 3.85 and the standard deviation error was 0.15.

In other side, the researcher also had written score of the students' comprehensibility who had been given treatment by using reporting method and it presented through the table rate percentage scores. The table was showed 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	11	55%
Average	41-55	3	6	30%
Poor	26-40	2	-	0%
Very Poor	≤ 25	1	-	0%
Total			20	100%

The table 4.20 indicated the percentages of students` comprehensibility score in post-test. The table showed that there was none of students (0%) who got excellent. But there were 3 students (15%) who got very good and 11 students (55%) who got good. Besides, there were 6 students (30%) and none of students (0%) who 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 would be presented in to the table descriptive statistic 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	11.00	153.00	7.6500	1.46089
posttest	20	8.00	15.00	223.00	11.1500	1.89945
Valid N (listwise)	20					

From the table 4.21, it indicated that the standard deviation in pre-test were 1.46 and in post-test were 1.89. It also shows that mean score of the students in pre-test were 7,65 and the mean score of the students in post-test were 11.15. The result of the table above showed that the mean score of students in post-test was higher than the mean score of students in pre-test. It concluded that using reporting method was 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 15. The results could be shown in the table of paired samples statistics, paired samples correlations, and paired samples test. It was presented 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	11.1500	20	1.89945	.42473
	pretest	7.6500	20	1.46089	.32667

The table paired samples statistics of pre-test and post-test above indicated that the value of standard deviation in pre-test was 1.46089 and 1.89945 in post-test. Besides, the standard deviation error in pre-test was 0.42473 and in post-test was 0,32667. The table above also showed that mean score in pre-test was 7.6 and in post-test was 11.15. It could be concluded that the students' score improved from 7.6 to 11.15.

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 0,7. It means that there was a significant correlation of students' ability in teaching speaking by using reporting method before and after treatment.

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**Table 4.23**  
**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	3.50000	1.27733	.28562	2.90219	4.09781	12.254	19	.000

From the table sample test 4.24, the researcher got the data that  $t_0$  ( $t_{count}$ ) = 12.254 and df (degree of freedom) = 19. According to the gay the value of  $t_t$  = 2.093. <sup>1</sup>it was the standard of signification 0.05 with degree of freedom (df) = 19. Based on the result, the researcher concluded that  $t_0$  ( $t_{count}$ ) was higher than  $t_t$  ( $t_{table}$ ),  $t_0 > t_t$ .

$$12.254 > 2.093$$

Related to the result that ( $t_0 > t_t$ ) the  $t_{count}$  higher than  $t_{table}$ . It concluded that there was a significance difference in teaching speaking before and after using reporting news. Because of that, the researcher assumes believed that the reporting method was effective in teaching speaking at the third semester of English students of STAIN Palopo.

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<sup>1</sup> L.R. Gay. Geoffrey E. Mills. Pette airasian, *education research*

## 2. Analysis of Questionnaires

To get data of students' interest in learning speaking by reporting method, the researcher made questionnaire that consisted of 10 items. The researcher arranged the questionnaire related to the four indicators of interest. They were feeling happy, attention in studying, interest to the material, and the awareness of there was a benefit. The results of questionnaire included in tabulation, it could be seen in the following tables:

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:

### a. Feeling happy

**Table 4.25**  
**The Students' Feeling Happy in Learning Speaking by Reporting News**

No.	Statement	Item of Choice	Frequency	Percentage
1.	I like studying English speaking through reporting method.	Strongly Agree	10	50%
		Agree	10	50%
		Disagree	-	0%
		Strongly Disagree	-	0%
Total			20	100%

The table 4.25 indicated that, there were 10 students (50%) chose "Strongly Agree" and 10 students (50%) chose "Agree". But in fact, there was none of the students (0%) chose "Disagree" and "Stongly Disagree".

The result above showed that most of students (10) chose strongly agree than 10 chose agree, so it could be concluded the students like studying English speaking by reporting method. Because of that, the researcher assumed that the students felt happy in learning speaking by reporting method.

**Table 4.26**  
**The Students' Feeling Happy in Learning Speaking through Reporting Method**

No.	Statement	Item of Choice	Frequency	Percentage
6.	I keep join to study in speaking by giving attention and concent, after applying reporting method.	Strongly Agree	-	0%
		Agree	-	0%
		Disagree	6	30%
		Strongly Disagree	14	70%
Total			20	100%

The table 4.26 presented that, there was none of the students (0%) chose “Strongly Agree” and “Agree ”. But it presented that there were 6 students (30%) chose “Disagree” and 14 students (70%) chose “Stongly Disagree”. The result data showed that there none of the students chose “Strongly Agree” and ”Agree”, it means that the students were not forced studying English speaking by reporting method. Based on the data above, the researcher could say that reporting method made the students feel happy to studying speaking.

## b. Attention in studying

**Table 4.27**  
**The Students' Attention in Studying Speaking by Reporting News**

No.	Statement	Item of Choice	Frequency	Percentage
3.	I always active during the learning process of English speaking by reporting method.	Strongly Agree	7	35%
		Agree	13	65%
		Disagree	-	0%
		Strongly Disagree	-	0%
Total			20	100%

The table 4.27 showed that, there were 7 students (35%) chose “Strongly Agree” and there were 13 students (65%) chose “Agree”. The table indicated that there was none of the students (0%) chose “Disagree” and “Stongly Disagree”. The statement above showed that the students’ gave positive respond to the discussion method. It could be seen from the students’ answer, where some of them chose strongly agree and the others chose agree.

Therefore, the researcher assumed that reporting method could make the students active during the learning process. And it could be concluded that the students had big attention in learning speaking when applying the reporting method.

**Table 4.28**  
**The Students' Attention in Studying Speaking by Reporting News**

No.	Statement	Item of Choice	Frequency	Percentage
10.	I cannot focus on researcher's explanation in learning speaking by reporting method.	Strongly Agree	-	0%
		Agree	-	0%
		Disagree	16	80%
		Strongly Disagree	4	20%
Total			20	100%

Table 4.28 presented that, there was none of the students (0%) chose "Strongly Agree" and "Agree". Besides, it showed that there were 16 students (80%) chose "Disagree" and there were 4 students (20%) chose "Strongly Disagree". The result indicated that most of the students more chose strongly disagree and disagree than chose strongly agree and agree.

Based on the result above, the researcher concluded that the students at the third semester of English Education Study Program Tarbiyah Department STAIN Palopo could focused on the researcher's explanation during the learning process of speaking when it applied the reporting method. Besides, the result showed that the students had a big attention in learning speaking by reporting method. It means that the students interested to studying speaking by applying the reporting method.

## c. Interest the material

**Table 4.29**  
**The Students' Interest to the Material in Learning Speaking by Reporting News**

No.	Statement	Item of Choice	Frequency	Percentage
2.	Studying speaking by reporting method was very boring.	Strongly Agree	-	0%
		Agree	-	0%
		Disagree	10	50%
		Strongly Disagree	10	50%
Total			20	100%

Based on table 4.29 indicates that, there was none of the students (0%) chose “Strongly Agree” and “Agree”. From the data above, it could be seen that there were 10 students (50%) chose “Disagree” and 10 students (50%) chose “Strongly Disagree”. It means that the students interested to the material of speaking by reporting method. It showed from the result of students' choices which was most of them more choosing disagree and strongly disagree.

**Table 4.30**  
**The Students' Interest to the Material in Learning Speaking by Reporting News**

No.	Statement	Item of Choice	Frequency	Percentage
7.	The topic speaking in reporting method is very interesting.	Strongly Agree	9	45%
		Agree	11	55%
		Disagree	-	0%
		Strongly Disagree	-	0%
Total			20	100%

The table 4.30 indicated that, there were 9 students (45%) chose “ Strongly Agree” and there were 11 students (55%) chose “Agree ”. From table above, it included that there was none of students (0%) chose “Disagree” and “Stongly Disagree”. It means that the students interested to the material of speaking by using reporting method. It showed from the result of students’ choices which were most of them more choosing strongly agree and agree. And there was none of them chose strongly disagree and disagree.

**Table 4.31**  
**The Students’ Interest to the Material in Learning Speaking by Reporting News**

No.	Statement	Item of Choice	Frequency	Percentage
8.	Studying speaking subject by using reporting make me sleepy during the learning process.	Strongly Agree	-	0%
		Agree	-	0%
		Disagree	11	55%
		Strongly Disagree	9	45%
Total			20	100%

Based on the table 4.31 indicated that, there was none of the students (0%) chose “Strongly Agree” and “Agree”. But it showed that there were 11 students (55%) chose “Disagree”, and 9 students (45%) chose “Stongly Disagree”. In conclusion the researcher could say that most of the students paid attention on learning speaking reporting news. Because of the students felt that studying speaking subject by using discussion method did not make them sleepy during the learning process

d. awareness

**Table 4.32**  
**The Students' Awareness of There is a Benefit of Learning Speaking by Reporting News**

No.	Statement	Item of Choice	Frequency	Percentage
4.	Studying speaking by applying reporting make me difficult to practice speaking in English.	Strongly Agree	-	0%
		Agree	-	0%
		Disagree	7	35%
		Strongly Disagree	13	65%
Total			20	100%

The table 4.32 showed that, there was none of the students (0%) chose “Strongly Agree” and “Agree”. But it presented that there were 7 students (35%) chose “Disagree” and 13 students (65%) chose “Strongly Disagree”.

The reality indicated that most of students chose “Disagree” and “Strongly Disagree”. It could be concluded that the students interested in learning speaking reporting. Because of the students realized that the reporting method was useful for them especially to improve their speaking skill. And they realized that studying speaking subject by applying reporting method did not make them difficult to practice speaking English or another words, it made them easier to practice speaking.

**Table 4.33**  
**The Students' Awareness of There is a Benefit of Learning Speaking by Reporting News**

No.	Statement	Item of Choice	Frequency	Percentage
5.	Reporting news can increase my speaking.	Strongly Agree	13	65%
		Agree	7	35%
		Disagree	-	0%
		Strongly Disagree	-	0%
Total			20	100%

Based on the table 4.33 indicated that, there were 13 students (65%) chose “Strongly Agree” and 7 students (35%) chose “Agree”. But there was none of the students (0%) chose “Disagree” and “Strongly Disagree”. It means that the students who studying speaking subject by reporting news could improve their speaking. So, the researcher could conclude that the students interested in learning speaking by reporting news.

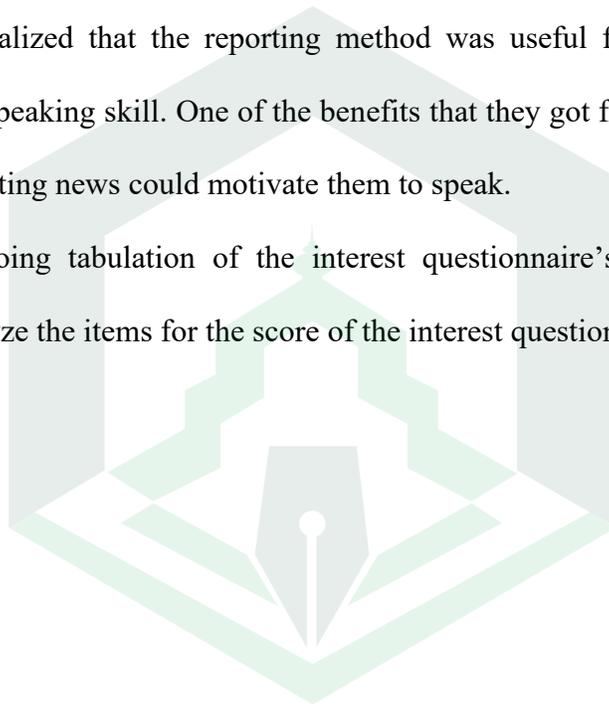
**Table 4.34**  
**The Students' Awareness of There is a Benefit of Learning Speaking by Reporting News**

No.	Statement	Item of Choice	Frequency	Percentage
9.	Studying speaking by reporting news can motivate me to speak.	Strongly Agree	11	55%
		Agree	9	45%
		Disagree	-	0%
		Strongly Disagree	-	0%
Total			20	100%

The table 4.34 indicated that, there were 11 students (55%) chose “Strongly Agree” and there were 9 students (45%) chose “Agree ”. But from the table above shows that there was none of the students (0%) chose “Disagree” and “Stongly Disagree”.

The fact that most of students chose “Agree” and “Strongly Agree” showed that the students interested in learning speaking through reporting method. Because of the students realized that the reporting method was useful for them especially to improve their speaking skill. One of the benefits that they got from reporting method, it was the reporting news could motivate them to speak.

After doing tabulation of the interest questionnaire’s data, the researcher needed to analyze the items for the score of the interest questionnaire, which was:



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By totaling the score of the students' answering toward the statements in questionnaire that was given to the students, it could be concluded that the lowest score was 30 and the highest score was 39.

The table distribution frequency about the students' interest score toward the learning process by reporting method was showed by table distribution of single data. It was done because the spreading score that was the researcher presented was not too wide.

To make the 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 was needed to do, that was:

1. Looking for the highest score (H) and the lowest score (L) and from the data that was got, it could be showed that  $H=39$  and  $L=30$ . After knowing the score of H and L, the researcher arranged the score of students' interest from up to down, 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 been prepared, next the score was added so that it was got the total of frequency ( $\sum N$ ) or (N).

For more knowing about the students' spreading interest data, it could be seen in the following table:

**Table 4.36**  
**Distribution Frequency of Students' Interest**

Score	Frequency	Percentage
39	3	15%
38	2	10%
37	2	10%
36	3	15%
35	3	15%
33	3	15%
31	2	10%
30	2	10%
$\Sigma=701$	N=20	100%

Based on the table above, it could be known that the students at third semester of English Education Study Program Tarbiyah Department STAIN Palopo, the students who got the high score 39 were 3 students (15%) and only one student got the lowest score 30 were 2 students (10%). The others got score 38, 37, and 31 was 2 student (10%) and there were 3 students (15%) got score 33, 35, and 36.

## ***B. Discussions***

### 1. Speaking Test

This section presents the result of data analysis in findings. It discussed about the using reporting news in developing speaking at the third semester English students' of STAIN Palopo since the pre-test until post-test had been conducted.

In pre-test, there were four questions that were given to the students to get the score of students in speaking ability (accuracy, fluency, and comprehensibility) in pre-test. From the result showed that in accuracy there was none of students (0%) got excellent and very good. But there were 2 students (10%) got good, 7 students (35%) got average, 8 students (40%) got poor, and 3 students (15%) got very poor. Whereas in fluency showed that there was also none of students (0%) got excellent, very good, and good. there were 4 students (20%) got average, 12 students (60%) got poor, and 4 students (20%) got very poor. In comprehensibility, there was none of students (0%) got excellent and very good score. But there were 2 students (10%) got good, 6 students (30%) got average, 10 students (50%) got poor, and 2 students (10%) got very poor. The result of students' speaking record could be seen, for examples:

#### a. Pre test

##### 1. accuracy

Researcher : {Okay, would you like to introduce yourself?}

Respondent : *Okay, mai nem is Lisa mustika tut yu kan kall me Lisa. ai was bron on Kaluku at 24 June of 24 June ee.. 1995. Ee.. I lip in.. in (laugh) Palopo ee.. I am come from ee.. sukamaju I am from sukamaju Color are blue, white, and my favorite ee.. my hobby is writing.*

Researcher : {could you report the news that had you got?}

Respondent : *oke..*

*Ladies and gentlemen,ripor prom TKP.hevy rain dat in palopo city tus day on sepen nepember,tueny tertin.*

*Last naigh ces of the segment of palopo city.was eee,,woss troun the pool,,dat way palopo prom that by the pool.*

*From investigation dat was by Badan Penanggulangan Bencana Daerah(BPBD). Palopo city.*

*That oll my ripor).*

Researcher : {Ok. Thank you,,I hope you study hard and improve your pronunciation}

## 2. fluency

Researcher : {Would you like to introduce yourself?}

Respondent : *Yaa.. of course. Eee.. my nem is Helna. I was born on Malela twenty second September ninten ninety four. Ee.. now ee.. I study in STAIN Palopo and I'm the third semester. I tek English Department. (silent)*

Researcher : Well, what is your favorite food?

Respondent : *my favorite food is noodle hehehhe....*

Researcher : {well,,could you report you news that you received?}

Respondent : *oke..ladies and gentlemen,ripot from TKP. Hevi rain det plus palopo city on tusdey on sepen nopember tutausan on tirtin.*

*Last nigh kausus sam wrong de pool so det way,palopo was to wrong by the pool.*

*From investigation badan penanggulangan bencana daerah (BPBD). PALOPO CITI.*

Researcher : {Ok. Thank you, I will give you some correct, the first you have study hard about grammar, second improve your pronunciation at your house.}

### 3. comprehensibility

Researcher : {Well, would you like to introduce yourself?}

Respondent : *Okay ee, I want introduce myself. My name is Suriani but you can call me Ani. Ee.. sometimes my friend call me Suri ee sometimes they call me Ani. And I have two brother and one sister. I live together my friend in my boarding home. My father name is Sarifuddin and my mother name is is Sinar. Ee my hobbies are reading, em watching, and writing. My favorite food are ee gado-gado, meat ball. My favorite drink are ee coca cola, sprite, emm (silent).*

Researcher : { Well, where do you live??}

Respondent : *I live in ee masamba.*

Researcher : {what do you favorite actor?}

Respondent : *my favorite is(siapalee?) Raffi dehh..*

Researcher : {Why do you like him?}

Respondent : *I like him because he has a good voice. He is handsome. He is tall. He has ee and I like ee all the song.*

Researcher : {could you report your news that you received?}

Respondent : *okk..ledies and jentlement, repor from TKP.*

*Hepo rain det was palopo siti on tusdei sepen nopember tutausan an terti. Last naightbekous samef de sekmen of rout in palopo siti was terran de pur so det wei palopo was terran bai pur prom impestigasion det was don bai badan penanggulangan bencana daerah BPBD palopo siti last naight samef rain of pul det peri inap hai sac at jalan andi jemma.det ol mai repot prom the klas tengkiyu peri mach..... sudami.*

Researcher: {Okay, thank you I will tell you about your mistake when you speak, you do not give pay attention the meaning of that you say.}

Related to the analysis of the table of classification and percentage rate of the students in pre-test and the students' mean score, the researcher concluded that the students' speaking skill was still low.

In post test, the researcher gave questions to the students. The post-test was done after giving six treatments to the students. It was done to get the students' score in speaking ability (accuracy, fluency, and comprehensibility) in post-test and to know the students' speaking skill improvement. It was found that in accuracy there was still none of them (0%) got excellent. But in this time, there were 3 students (15%) got very good, 4 students (20%) got good, 10 students (50%) got average, and 3 students (15%) got poor. There was none of them got very poor in post-test. In fluency, it presents that there was also none of them (0%) got excellent. There were 3 students (15%) got very good, 7 students (35%) got good, and 10 students (50%) got average. The result showed that there was none of them (0%) got poor and very poor. While, in comprehensibility there was none of the students (0%) got excellent. But there were 3 students (15%) got very good, 11 students (55%) got good, and 6 students (30%) got average. The result also showed that there was none of students (0%) got poor and very poor. It was proven by the students speaking record, for examples:

b. post test

1. accuracy

Researcher : {Would you like to introduce yourself?}

Respondent : *Yes, of course. Well my name is Lisa Mustika but you can call me Lisa. I was born on ten Desember nineteen ninety one and now I'm twenty one years old. I live in Bitti Street and I live here with my cousin. Ee.. I am from kaluku. My father is still alive and his name is Mustaring and her jos is businessman. My mother name is Nurhaeni, but she has past away. I have one sister and I don't have brother. Ee.. I like reading book, especially short story and novel. My favorite color is purple. In my future, I want to be a famous designer and also I want to around the world.*

Researcher: {could you report the news that you had received?}

Respondent : *yahhh of course,,  
Ladies and gentlemen..report from TKP.hepy rain that in palopo sity,,tuest daya on  
Sevent November thueny thirtin.  
Lastr night in palopo city was trhound the pool that way palopo from that by the  
pool. from investigation thet was b Badan Penanggulangan Bencana Daerah.  
Palopo city*

Researcher : {Ok. Lisa I think from the pre test up to the post test you get the  
increasing, but you have to improve speaking in other that you are getting better.}

Respondent : *You're welcome.*

## 2. fluency

Researcher : {Well, would you like to introduce yourself?}

Respondent : *Okay, thank you. Well, I would like to introduce myself. My full name  
is Siti Nurmayanti Syam but you can call me Maya. I was born on nineteenth  
September nineteen ninety four in Rawamangun. I'm nineteen years old. I come from  
Campurejo and now e I live in Cempaka Street. I am a single child in my family so I  
don't have brother and sister. My father name is Muhammad Yusuf Syamsuddin and  
my mother name is Siti Khalimah. My fathe job is a farmer and my mother is a  
housewife. Mm.. my favorite foods are fried rice and meatball and my favorite drinks  
are milk and mineral water. My hobbies are writing, travelling, and watching on TV.  
I think that's all, thank you.*

Researcher : {Okay, what is your favorite food?}

Respondent : *my favorite food is bakso*

Researcher : {could you report the news that you have got?}

Respondent : *ledies and gentlemen , report from TKP. Hevy rain that pool palopo  
city on tusdy on sepen nopember tutausan on tirtin.  
Last night some wrong the pool so that way, palopo was to wrong by the pool.  
From investigation badan penanggulangan bencana daerah (BPBD).  
Last night some of going of pool very inough.thanks*

Researcher : {Well, thank you}

Respondent : *Okay, you're welcome.*

### 3. comprehensibility

Researcher : {Would you like to introduce yourself?}

Respondent : *Yes, okay I would like to introduce a little about myself to you. Well, my name is Rastifayani but you can call me Rasti or Thifa. I was born on third August nineteen ninety four. I am from Malangke Barat and I graduated from Senior High School number one Malangke Barat. I have one brother and one sister. My father name is Muhammad Yamin and he is a farmer. My mother name is Suidiana and she is a housewife. Ee.. my favorite colors are green, yellow, and blue. And my hobbies are reading, listening to the music, and watching on TV. Emm.. I think that's all.*

Researcher : {Next,could you report your news that you got??}

Respondent : *repor from TKP.*

*Hevy rain that was palopo city on tusdei sepen nopember tutausan an terti. Last naight bekous some of de sekmen of rout in palopo city was terran the pool so the way palopo was terran by pool from impestigasion that was by badan penanggulangan bencana daerah BPBD palopo siti last naight samef rain of pul det peri inap hai sac at jalan andi jemma.det ol mai repot prom the klas tengkiyu*

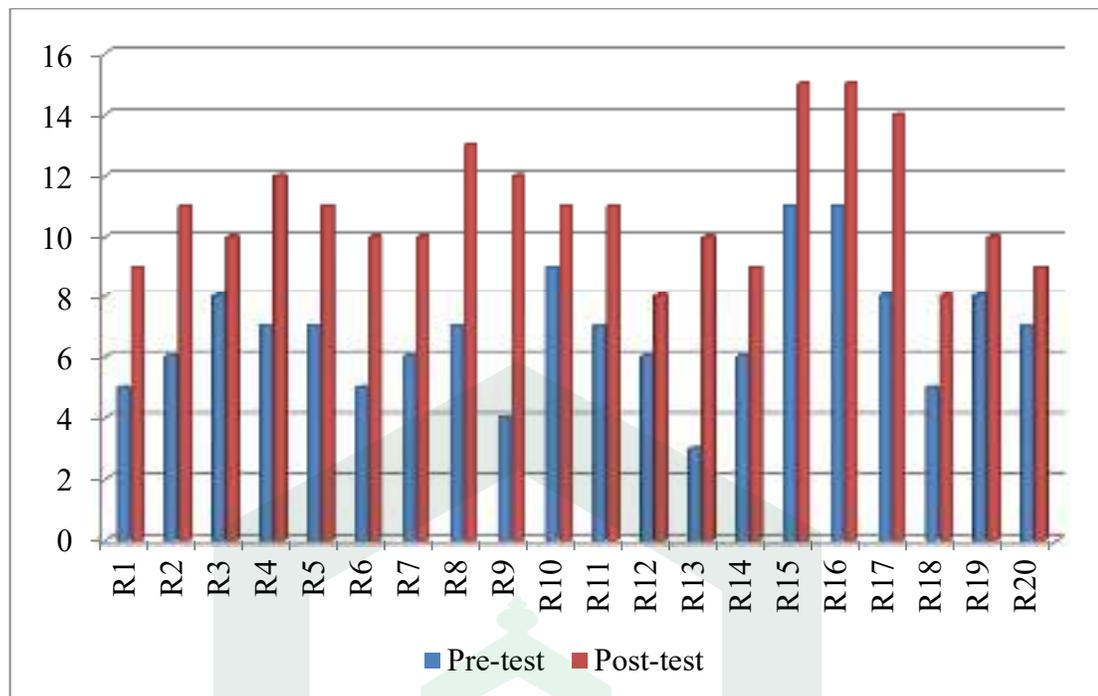
Researcher : {your speaking have been good, but you have know that in speaking it does not only fluency, but also understanding about the meaning of that you say,,ok thank you.}

Respondent : *welcome*

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 was higher than before they got the treatments.

Related to the result, it can be seen that there was improvements of the students' speaking skill after the students got the treatments. It can be presented in table as follow:

**Bar Chart of the Students' Score in Pre-test and Post-test**



The bar chart above showed that there was significance difference of students' score in pre-test and post-test. The students' score in post-test is higher than their score in pre-test. It means that there was improvement of students' score from pre-test to post-test after they learnt speaking by reporting method. The improvement of students' score showed that there was improvement of students' speaking skill. It presented that the students' speaking skill increase after the learn speaking by reporting news.

Based on the result above and the mean score of students' speaking skill (accuracy, fluency, and comprehensibility) in pre-test and post-test (see table 4.21), it could be concluded that the reporting was effective in teaching speaking especially to improve the students' speaking skill of the students at the third semester English

students of STAIN Palopo. It could be seen from the mean score of students (11.15) in post-test was higher than the mean score of students (7.65) in pre-test.

In addition, during the learning process in treatments, most of the students got their motivation when they tried to answer the questions during the reporting. It occurred 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 who were taught by reporting method were easier to present their ideas, opinions, and arguments.

In fact, by reporting method that focused on report news made the students were more active in learning process. The students could be free to express and share their ideas and opinion about the problems that had been faced. Beside that they could work together with their friends to answer the questions.

Reporting news could facilitate the students to have more motivation to use 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 can practice

## 2. Analysis of questionnaire

This research presented 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, it could be indicated that there were most of the students very interested in learning speaking by reporting and the others were interested in learning speaking.

In addition the students' interest in learning speaking by reporting method could be seen through the total items found in the available questionnaire which represent all element or aspects of interest, namely:

- a. The students felt happy in learning speaking by reporting news. Because they could get new information from this method, and than the researcher found the good method and also was very good how to present the material to the students. The questionnaire number 1 and 6.
- b. The students' attention in studying speaking by reporting news. Because the students during the learning process could focus and active, when the students got reporting news. The items referred to the questionnaire number 3 and 10.
- c. The students' interest to the material in learning speaking by reporting news. One of the reason the students' interest to the subject was the researcher always gave the motivation to the students. The items related to the questionnaire number 2, 7, and 8.
- d. The awareness of there was a benefit that could be got by the students after studying speaking by reporting news. Because the students got the improvement after studying the material, beside that the researcher gave suggestion to the students how to have a success in speaking. this item indicates to the number 4, 5, and 9.

From the result of the questionnaire, the researcher gave the analysis about answer majority of the students. Most of students chose agree and strong agree as students answer. It could be seen from the result of researcher.

Based on the questionnaire the researcher had divided four items ( feeling happy, interest, attention, and awareness). In other that the students were interested in learning speaking by reporting news.

Learning speaking by reporting news was one of effective and interesting ways that could be applied in the classroom. Besides, reporting news could motivate the students' to improve speaking skill. In this method the students' were expected to contribute ideas information, opinion and feelings to others, so that way the students' could get new solution in speaking skill. This method could improve the students' vocabulary, make the students focus active during the learning process. By applying this method we could learn enjoying

Based on the result of the questionnaire, it was found that most of the students were very interested in learning speaking by reporting news. Related to the explanation above it could be said that interest also refers to the kind of things we were appreciating and enjoy. The selection of an occupation and the satisfaction we got from other works usually depend more interest that our abilities. Interest and abilities were closely related but our interest gave us more motivation to use are abilities.

## CHAPTER V

### CONCLUSIONS AND SUGGESSTIONS

The discussion in this chapter indicated conclusions and some of suggestions related to the finding and the application of the research.

#### *A. Conclusions*

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

1. Having implemented the treatments by using reporting method, it was found that the mean score of post-test (11.15) were higher than pre-test (7.6). 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) were 12.254 From this result the researcher gave interpretation that  $t_0$  (t count) was higher than  $t_t$  (t table),  $12.254 > 2.093$ . It means that there was a significance difference between students' ability before and after giving treatment. It could be concluded that reporting news was effective in teaching speaking at the third semester English English students of STAIN Palopo.

2. Having analyzed the result of student's response toward the method applied by the researcher in this research, it showed Where the data showed that there were 50 students (50%) chose strongly agree and 50 students (50%) chose agree. Based on the data, the researcher concluded the students at the third semester English students were interested in learning speaking reporting news.

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

The success in teaching did not depend on the lesson program only, but more important was how the teacher presents the lesson and using reporting news 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 teaching learning process. Regarding to the teaching speaking by reporting news, the researcher gave some suggestion for the teacher and students as follow:

1. For the lecturer and teacher, they needed to make reporting method so that the teaching and learning process become more enjoyable, fun and interesting. The enjoyment ought to be the foremost aims which hopefully would have good effects to the students. Teaching speaking using reporting method could motivate students to practice speaking more, and it improved student's speaking skill. The researcher suggested the teacher and lecture to use this method because it encouraged students to speak in speaking class.

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

Finally, the researcher realized that this thesis was far from being perfect and because of that; constructive critics and advice were really expected for the perfection of the thesis. The researcher hoped that the results of this research could be useful for the readers. It was hoped that the readers would have more information about interactive activities technique. This research could be one of the references for the

next researcher in conducting other researchers with more detailed information about reporting news to improve students speaking skills.



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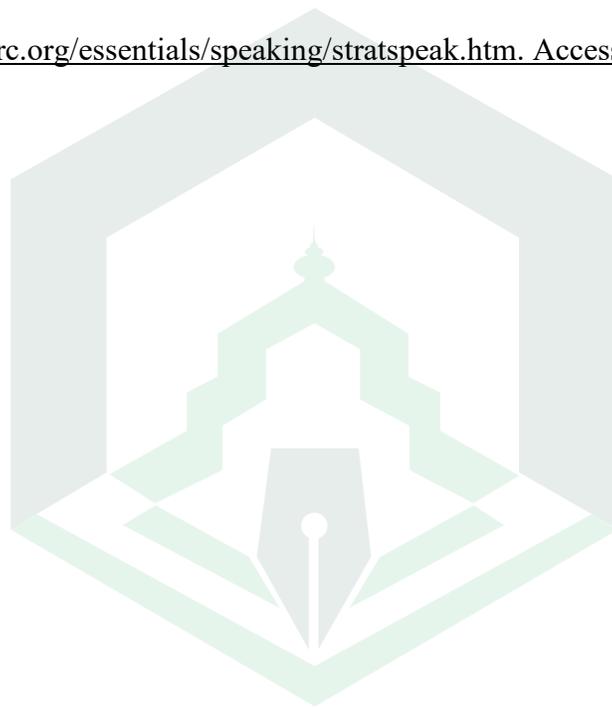
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