

**IMPROVING STUDENTS' SPEAKING SKILL BY  
REPORTING NEWS AT THE FOURTH SEMESTER ENGLISH  
STUDENTS OF IAIN PALOPO**



**IAIN PALOPO**

**A THESIS**

**Submitted to the English Study Program of Tarbiyah Department of State  
Institute of Islamic Studies (IAIN) Palopo  
For Undergraduate Degree in English Education**

**Composed By,**

**SAHRIL**

**REG. NUM. 12.16.3.0170**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF  
THE STATE INSTITUTE OF ISLAMIC STUDIES (IAIN) PALOPO  
2018**

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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF  
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2018**

## HALAMAN PERNYATAAN KEASLIAN

Saya yang bertanda tangan di bawah ini:

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Palopo, 22 Desember 2021

Yang membuat pernyataan,



Sahril

12.16.3.0170

## THESIS APPROVAL

This thesis entitled "*Improving Students' Speaking Skill by Reporting News at the Fourth Semester English Students' of IAIN Palopo*" which is written by **Sahril, Reg. Num. 12.16.3.0170**, English Study Program of Tarbiyah and Teacher Training Faculty of the State Institute for Islamic Studies (IAIN) Palopo, and has been examined and defended in *Munaqasyah Examination* session which is carried out on **friday, 12<sup>th</sup> October 2018 M.** coincided with **2<sup>nd</sup> Safar 1440 H**, is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English Language teaching.

Palopo, 12<sup>th</sup> October 2018 M.  
2<sup>nd</sup> Safar 1440 H.

### COMMITTEE OF EXAMINATION

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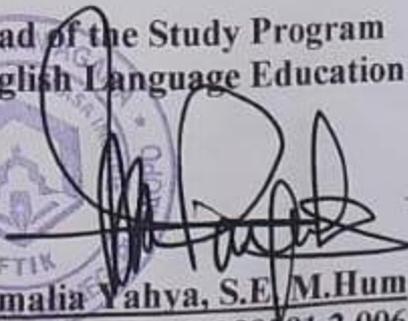
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## ABSTRACT

Sahril, 2018, *“Improving Students’ Speaking Skill by Reporting News at the Fourth Semester English Students’ of IAIN Palopo”*. A thesis of English Department of Tarbiyah and Teacher Training Faculty for State College of Islamic Institut (IAIN) Palopo. Supervised by consultant (I) Dr. Rustan S., M.Hum and consultant (II) Syamsudarni, S.Pd.I., M.Ed.

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

This thesis attempts to discover the effectiveness of reporting news at the fourth semester English Students of IAIN Palopo. The problem statements of this thesis: Is the use of Reporting News effective to improve students speaking skill at IAIN Palopo?

Based on the description above, the researcher answers the objectives of the research to find out whether the use of Reporting News effective to improve students speaking skill at IAIN Palopo. 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. The population of this research was the students of the Fourth semester English students of IAIN Palopo. The sample was taken by using cluster sampling. The number of sample was 30 students of class B.

The result of the data analysis shows that  $t_{\text{test}}$  (11,948) is higher than  $t_{\text{table}}$  (1,699). It indicates that the reporting news is effective in improving students’ speaking skill at the fourth semester English students of IAIN Palopo.

## ACKNOWLEDGEMENT



In the name of ALLAH SWT. the beneficent and the most merciful, lord of the world has created judgment day in the hereafter and to our Prophet MUHAMMAD SAW. safety and peace be upon him. Alhamdulillah the researcher expresses his gratitude to the almighty God (ALLAH) that has given his guidance, inspiration and good health. So that, the researcher could finish the thesis on the title “Improving students’ speaking skill by reporting news at the fourth Semester English students of IAIN Palopo”.

The researcher realized that the existence of this thesis was by receiving much advice, guidance, encouragements and comments from many people. Therefore, the researcher would like to express thanks to:

1. Dr. Abdul Pirol, M.Ag. as the Rector of IAIN Palopo. Dr. Rustan S., M.Hum. as the First Deputy Rector of IAIN Palopo. Dr. Ahmad Syarief Iskandar, M.M. as the Second Deputy Rector of IAIN Palopo and Dr. Hasbi, M.Ag. as the Third Deputy Rector of IAIN Palopo.
2. Drs. Nurdin K, M.Pd. as the Dean of Tarbiyah and Teacher Training Faculty.
3. Amalia Yahya, SE, M.Hum. as the Head of English Study Program of IAIN Palopo.

4. Dr. Rustan S., M.Hum. and Syamsudarni, S.Pd.I., M.Ed. as the first and the second researcher's consultants who have given guidance, explanation, correction, suggestions, and some ideas until the researcher can finish this thesis.

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6. The researcher's special thanks to his beloved parents (*Tasrin and Bahira*) and my beloved brother and sisters (*Rahmat Parnita and Muslimah*) because they are one of the reason for the researcher to finish this thesis, and for their loving, motivation, strength in pray, and their sacrifice when the researcher was studying at IAIN Palopo.

7. Thanks you very much to my senior (*Mr.Domps and his wife Nurmin Maulana*) who always given the researcher motivation to finish this thesis. And thanks also to my senior (*Masniar and her husband*) for their help and attention so that way the researcher would finish this thesis. And all of my friends of English Study Program especially BIG-D 2012<sup>nd</sup> who have struggle with the researcher and always given help, support and motivation.

8. Thanks a million to all of the students in class B of the fourth semester of English Study Program Tarbiyah Department IAIN Palopo that had participate and join to this research as the respondents so that the research can be run well.

9. The researcher also thanks to the other who can not be mentioned one by one, who have helped and supported the researcher to finish this thesis. The researcher realized that this thesis would not be created without their participation.

10. The researcher hopes this thesis can give some values to the students of English department and English teachers and the readers especially in developing teaching-learning of speaking. The researcher admits that this thesis is not perfect, so that the researcher will accept suggestions from the readers in order to make it better. The researcher hopes that this thesis would be beneficial to everyone.

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

Palopo, 01<sup>th</sup> June 2018

**The researcher**

# 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 then 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 Javanovichinc, 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 learners of English to interact with other people. Sometimes they find out the difficulties in speaking, because learners have little vocabularies or do not master the grammatical of english.

Speaking is communication. Communication is contact relation between human being individually or groups. Speaking is the process building and sharing the meaning throught the use of verbal and non verbal symbol, in a variety of contents.<sup>2</sup> Speaking 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 miss understanding 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.

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<sup>2</sup>Jeremy Harmer, *The Practice of English Language Teaching*, ( Third Edition Completely Revised and Update: Longman,2001),p.269.

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.

Before the researcher decides this title the researcher did observation before and the researcher found some of students in our campus at english department especially at the fourth semester. Some of students got difficulties when they want to convey something to their freinds because they have little vocabularies and seldom to practice their english. So that way the researcher hope by giving this method the students can get motivation to improve their speaking skill by using reporting method.

This research focused on exploring the effect of the developing English Speaking Skill by reporting news and their performance in speaking, also the researcher 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 “Improving Students’Speaking Skill by Reporting News at the Fourth Semester English Students’ of IAIN Palopo”.

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

Based on the Explanation in the background above, the researcher formulates the problem statement, bellow:

Is the use of reporting news effective to improve students speaking skill at IAIN Palopo?

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

To find out whether the use of reporting news effective to improve students speaking skill at IAIN Palopo.

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

1. For lecturer, 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 Research***

The scope of the research was be restricted to speaking teaching by reporting method for the fourth semester english students of IAIN palopo, we used here are article which are take from internet, on which the researcher 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. Indah Muslichatun in her thesis "*Improving The Students' Speaking Practice in Describing People by Using Contextualized Card Game*"<sup>3</sup>. She concluded that the use of contextualized card game to improve the students' speaking practice in describing people.

2. Nasrullah in his reseach "*Improving Speaking Skill Through Retelling Story at the Tenth Years or Madrash Aliyah Negeri (MAN) Palopo*"<sup>4</sup> he states that, retelling story strategy is one way to improve students speaking skill. Through the strategy, the students had more times to practice their speaking in learning process.

3. Devina Nizzu in her thesis "*Improving students speaking skills through retelling story by using picture series at sman 7 bandar lampung*"<sup>5</sup> This research was aimed to find out whether there was improvement on students' speaking skills through retelling stories by using picture series and to investigate whether there was improvement on students' speaking skills through retelling

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<sup>3</sup> Indah Muslichatun "*Improving The Students' Speaking Practice In Describing People By Using Contextualized Card Game*, 2018.

<sup>4</sup> Nasrullah "*Improving speaking skill through retelling story at the tenth years or madrasah aliyah negeri (MAN) Palopo*, 2014

<sup>5</sup> Devina Nizzu "*Improving students speaking skills through retelling story by using picture series at sman 7 bandar lampung*, 2016.

stories by using picture series in grammar, vocabulary, pronunciation, fluency, and comprehension.

## ***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>6</sup>

Many people feel that speaking in a new language is harder than reading, writing and 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 cannot edit and revise what you which to say, as you can if you are writing.

Teaching speaking is sometimes consider 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 involves different skills. We may use speaking to describe things, to complain about

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<sup>6</sup>H. Douglas Brown, *Principle of Language Learning and Teaching*, New York: Prentice Hall. 1980),p.210.

people's behavior, to make polite request, or to entertain people with jokes and anecdotes.<sup>7</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 will be interested in speaking English because they can improve their skill through speaking.
- c. The students will be interested if the teaching method will be applied by the English teacher.
- d. They join English private course.

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<sup>7</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 will interest to learn English because they want to get a better future life.

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

Speaking is 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 reasonably 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 it is research component: The creativity of conversational negotiation.<sup>8</sup>

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<sup>8</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, carry 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>9</sup>

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<sup>9</sup>*Ibid.*, p.274.

### 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 researcher 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>10</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>11</sup>

#### b. Accuracy

Accuracy is the ability in use the target language clearly intelligible pronunciation, particular grammatical and lexical accuracy. Accuracy is *achieved* to some extend by allowing students to focus on the elements of phonology grammar and discourage in their spoken output.<sup>12</sup>

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

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<sup>10</sup>J.B. Heaton, *Writing English Language Test* (New Edition: Longman,1998), p.43.

<sup>11</sup>*Ibid.*, p.201.

<sup>12</sup>Brown, H. Douglas, *Teaching by Principles: an Interactive Approach to Language Pedagogy; Second Edition*, (New York: Longman. Inc,2001), p.268.

### 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>13</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.

#### 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.

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<sup>13</sup>Martin H. Manser, *Oxford Learner's Pocket Dictionary*, (Ed. II; Oxford University Press), p.81.

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<sup>14</sup>.

Here under 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>15</sup>

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<sup>14</sup>Brown, H. Douglas, *Teaching by Principles: an Interactive Approach to Language Pedagogy*, (Second Edition; New York: Longman. Inc. 2001), p.268.

<sup>15</sup>Muhammad Solahudin, "*Cuma 4 MingguJago Cap Cis Cus Bahasa Inggris*", (Jogjakarta: Diva Press, 2009), p.16.

## **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>16</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 responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

### **b. Recognizing scripts**

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<sup>16</sup><http://www.nclrc.org/essentials/speaking/stratspeak.htm>. Accessed on July 15, 2013.

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>17</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.

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<sup>17</sup>SalihAndriani, 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.

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 need of those involved.<sup>18</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 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.

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<sup>18</sup>Richards Naomi, *Realities Toolkit: Using Participatory Visual Methods*, (United Kingdom: The University of Manchester, 2011), p.2.

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>19</sup>

#### ***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<sup>20</sup>. 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<sup>21</sup>. 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.

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<sup>19</sup>SalihiAndriani, 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.

<sup>20</sup><https://www.anderson.ucla.edu/media-relations>.

<sup>21</sup><https://id.wikipedia.org/wiki/Berita>.

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. Straight News
- b. Hard news
- c. Soft news
- d. Interpretative news
- e. Depth news
- f. Investigation news
- g. Opinion news
- h. Comprehensive news
- i. Feature news<sup>22</sup>

## 3. Nature of the news

- a. Actual (new). The new stuff is more news worthy 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.

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<sup>22</sup> <https://pakarkomunikasi.com/jenis-jenis-berita>

- 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.<sup>23</sup>

#### 4. There are 5 things that should be considered in reporting news

##### a. Intonation

Intonation is often referred to as a sentence song. Sentence intonation is a combination of various symptoms, commonly called tempo, tone pressure, and pause when speaking a sentence.

##### b. Articulation

Articulation is a word pronunciation through the mouth of a news reader that makes a person sound good and true and clear, so that the ears of the viewer, audience or audience can, hear and understand the spoken word.

##### c. pronunciation

In the correct pronunciation of the word, you should consider some vowel elements such as the letters a, i, u, e, o, i, ny, ng) and so on.

##### d. Volume

Volume is the power of voice in saying the word or sentence news. Volume of the sound of things to watch out for Loud-weak, loud or no sound while reading the news also determine the quality of news readers.

##### e. Rhythm

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<sup>23</sup><https://id.wikipedia.org/wiki/Berita>.

Rhythm is a regular rhythm or movement tempo voice when reading the news.

You As a newsreader, must be considered in terms of reading words / sentences that need to be spoken, either up, down, or flat rhythms according to the syllables, words, or sentences<sup>24</sup>.

5. The preparations for teaching speaking by reporting news as follows:

- Laptop
- Example video
- LCD
- Speaker
- Article/ newspaper

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

#### 1. Definition of media

Media is as grafis tools, photographic, or electronic to catch, process and rearrange 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 in teaching process. So, it can influence the effectiveness of instructional program.

Based on the assumption above, the researcher 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:

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<sup>24</sup><https://hatma.net> > Edukasi

- 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>25</sup>

Media is a tool help teacher in teaching learning process it means that is only as a tool who can give a visual experience to the students in giving the students motivation make clear and make easier the complex concept and abstract to be simple, concrete and easier to understand, 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

In teacing learning activities, teacing 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 axperience.

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<sup>25</sup>Asnawir and Usman, *Media Pembelajaran*, p.14

As an external factor, media can be increase learning effeciency 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 things 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 have 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 effectof using media in learning process. Here the usefulo of educational media:

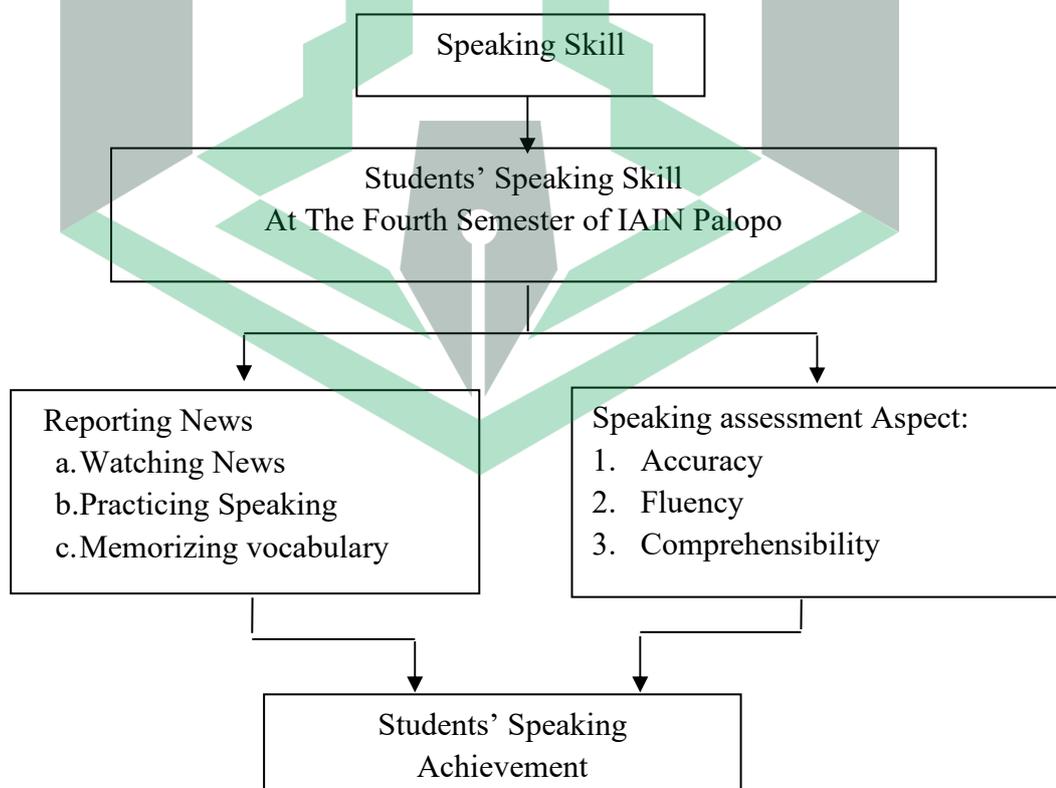
- a. In explaining subject will be more standard.
- b. The learning process will be interet.
- c. Learning process will be interactive by applying the learning theory aid the phsychology principles which is receive by the students; there will be feedback from the students.
- d. Can minimize time and 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>26</sup>

### ***F. Conceptual Framework***

In this research, the researcher took 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 gave some treatments as a process of learning speaking by repoting 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.

Those process are formulated as follow:

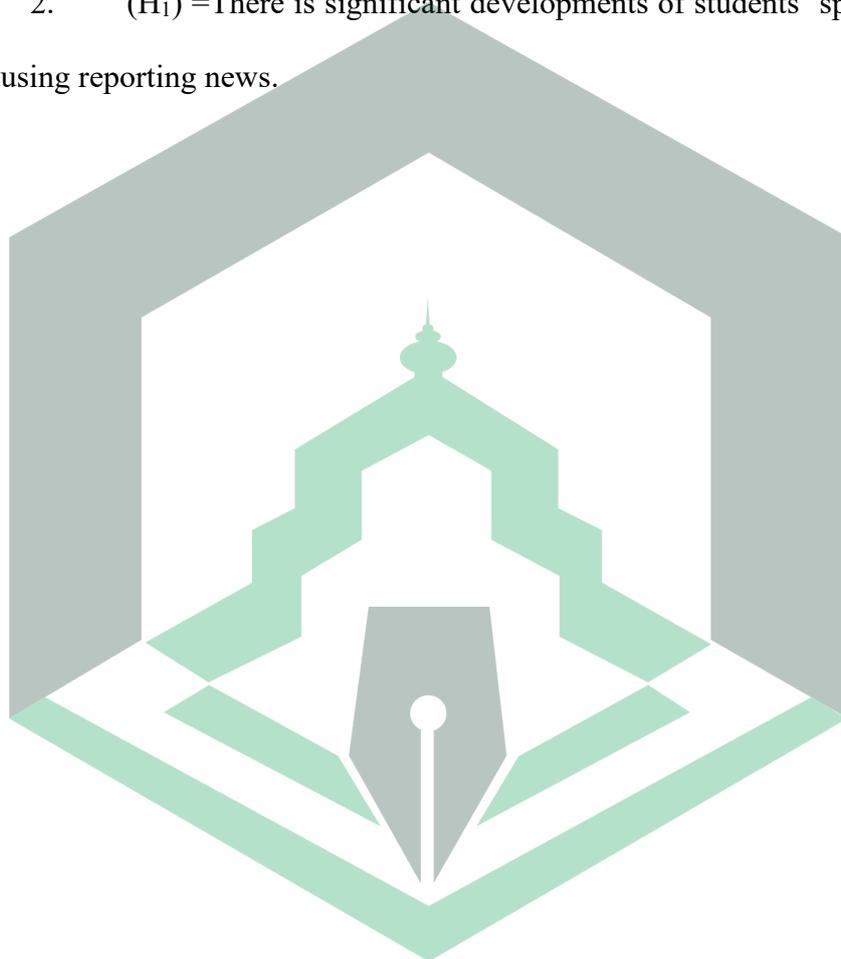


<sup>26</sup>Azhar Arsyad, *Media Pengajaran*, (Jakarta: Raja Grafindo Persada), p.22.

### ***G. Hypothesis***

There are two hypothesis of this research, they are:

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



## CHAPTER III

### RESEARCH METHOD

#### *A. Method and Design*

##### 1. Method

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

##### 2. Design

The method that used in this research is pre-experimental research method. The formula as follow:



Where:

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

X = Treatment

O<sub>2</sub> = Post-test<sup>26</sup>

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<sup>26</sup>SuharsimiArikunto, *ProsedurPenelitian*, (Cet, IV; Jakarta: RinetaCipta, 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 is the students of IAIN Palopo of the fourth semester, there are 4 classes and focused one class with 30 students.

#### 2. Sample

The samples of the research were taken by using cluster 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 researcher used the instrument in collecting data during the process of the research the instrument are:

#### 1. Speaking Test

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

## 2. Video Recorder

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

## 3. LCD

The researcher used the LCD to show the news report to the students.

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 video.

### ***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 about self introduction and the researcher also asked the students to describe about something like their experience, idol, and family. And the students answer the questions and describing which one they chose. It used to know the students speaking skill before learning speaking by reporting news.

#### 2. Treatment

In this research the researcher used demonstration method in learning, the steps are follows:

1. The first meeting the researcher explained to the students what is speaking and the importance of learning speaking and the aspect of speaking. Because speaking is one of skill that should be paid much attention by the students if they will interact to other people in their surroundings.

2. The second meeting the researcher explained to the students about reporting news technique then giving the students the article about *corruption* and then the researcher showing the video about reporting news. After that the student report the news in front of the class.
  3. The third meeting the researcher explained to the students what should be considered in delivering the news, such as: Intonation, Articulation, Rhythm, Volume, Gesture. And showing the video. After that asking the student to report the the news in front of the class.
  4. The fourth meeting the researcher explained to the students about types of news then giving the article about *drugs* and the researcher showing the video. After that asking the student to report the the news in front of the class. And the last the researcher asked the students' difficulties during the learning process.
3. Giving post-test
- After giving treatments to the students, the researcher gave post-test to find out the achievement of the students. The researcher asked the students to report full and asked 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 post-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 collect standard of deviation to know how far the students deviate in speaking and test of significance to know the final result of the research for these.

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

There are three criteria that resided in speaking skill. These all evaluated 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.
5. Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
4. Pronunciation is still	Although he has to make	Most of what the

<p>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>an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but success in conveying the general meaning. Fair range of expression.</p>	<p>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 few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.</p>	<p>Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.</p>	<p>The listener can understand a lot of what is said, but he must 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</p>	<p>Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up</p>	<p>Only small bits (usually short sentences and phrases) can be understood-and then with considerable effort</p>

communication many “basic” grammatical and lexical errors.	making the effort at times. Limited range of expression.	by someone who is used to listening to the speaker.
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 practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	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 seems to have said. <sup>27</sup>

Looking for mean score and standard deviation the researcher used SPSS 21.

Criteria hypothesis of acceptability.

$t\text{-table} < t\text{-test}$

: Reject null hypothesis

$t\text{-test} > t\text{-table}$

: Receive null hypothesis<sup>28</sup>

<sup>27</sup>J.B. Heaton, *Writing English Language Tests* (UK England: Longman Group, 1991), p. 100.

<sup>28</sup>SuharsimiArikunto, *Prosedur Penelitian*, (Cet.IV; Jakarta: RinetaCipta, 1997), p.156.

## 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 pre-test and post-test, classification percentage of students score in pre test and post test, the mean score and standard deviation of the students' pre-test and post-test.

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

###### a. Pre-test

In this section, the researcher 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 21. 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	3	4	10
R2	2	2	3	7
R3	3	3	3	9
R4	2	2	2	6
R5	2	2	3	7
R6	2	3	2	7
R7	2	3	3	8
R8	3	3	4	10
R9	3	2	2	7
R10	3	3	3	9
R11	3	3	3	9
R12	3	3	4	10
R13	3	3	3	9
R14	2	2	2	6
R15	3	3	4	10
R16	4	3	4	11
R17	4	2	3	9
R18	3	2	2	7
R19	2	3	2	7
R20	2	2	2	6
R21	2	2	3	7
R22	3	3	4	10
R23	2	2	3	7
R24	3	4	3	10
R25	2	2	2	6
R26	2	3	2	7
R27	2	3	2	7
R28	3	3	4	10
R29	2	3	3	8
R30	3	3	3	9
N=30	78	80	87	$\Sigma Y=245$

Speaking skill consist of three aspects; they are accuracy, fluency and comprehensibility. So in this section, the researcher 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	2
R5	2
R6	2
R7	2
R8	3
R9	3
R10	3
R11	3
R12	3
R13	3
R14	2
R15	3
R16	4
R17	4
R18	3
R19	2
R20	2
R21	2
R22	3
R23	2
R24	3
R25	2
R26	2
R27	2
R28	3
R29	2
R30	3
N=30	78

For looking the mean score of students' accuracy in pre-test, the researcher calculated it by using SPSS 21. The result present in to the table descriptive statistic as follows:

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

		Accuracy
N	Valid	30
	Missing	0
Mean		2.6000
Range		2.00
Minimum		2.00
Maximum		4.00
Sum		78.00

From the table 4.3, it showed that the highest score of students is 4.0, and the lowest score is 2.0, the sum is 78. Beside it also indicate that the range score is 2.0. And the mean score of students' accuracy in pre-test is 2.60.

In other side, the researcher also wrote 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	Frequency	Percentage
Very good	5	0	0%
Good	4	2	7%
Average	3	14	47%
Poor	2	14	47%
Very Poor	1	0	0%
Total		30	100%

The table 4.4 indicated that students` score in accuracy of pre test. It showed that there are none of students (0%) who got very good. And there are 2 students (7%) who got good. Beside that, there are 14 students (47%) who got average and poor. And the last there are none of students (0%) who got very poor.

2) Fluency

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

Respondents	Fluency
R1	3
R2	2
R3	3
R4	2
R5	2
R6	3
R7	3
R8	3
R9	2
R10	3
R11	3
R12	3
R13	3
R14	2
R15	3
R16	3
R17	2
R18	2
R19	3
R20	2
R21	2
R22	3
R23	2
R24	4
R25	2
R26	3
R27	3
R28	3
R29	3
R30	3
N=30	80

For looking the mean score of students' fluency in pre-test, the researcher calculated it by using SPSS 21. 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**

		Fluency
N	Valid	30
	Missing	0
Mean		2.6667
Range		2.00
Minimum		2.00
Maximum		4.00
Sum		80.00

From the table 4.6, it showed that the highest score of students is 4.0, and the lowest score is 2.0, the sum is 80, and the range is 2.0. Beside it also indicated that the mean score of students' accuracy in pre-test is 2.6.

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:

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

Classification	Score	Frequency	Percentage
Very good	5	0	0%
Good	4	1	3%
Average	3	18	60%
Poor	2	11	37%
Very Poor	1	0	0%
Total		30	100%

The table 4.7 indicated that students' score in the frequency of pre-test. It showed that there are none of the students (0%) who got very good and there is 1 of students (3%) who got good. beside that there are 18 students (60%) who got average and there are 11 students (37%) who got poor. The last, it also showed there are none of students (0%) who got very poor.

### 3) Comprehensibility

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

Respondents	Comprehensibility
R1	4
R2	3
R3	3
R4	2
R5	3
R6	2
R7	3
R8	4
R9	2
R10	3
R11	3
R12	4
R13	3
R14	2
R15	4
R16	4
R17	3
R18	2
R19	2
R20	2
R21	3
R22	4
R23	3
R24	3
R25	2
R26	2
R27	2
R28	4
R29	3
R30	3
N=30	87

For looking the mean score of students' comprehensibility in pre-test, the researcher calculated it by using SPSS 21. 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**

	Comprehensibility
N	30
Mean	2.9000
Range	2.00
Minimum	2.00
Maximum	4.00
Sum	87.00

From the table 4.9, it showed that the highest score of students is 4.0, and the lowest score is 2.0, the sum is 87, and the range is 2.0. Beside it also indicates that the mean score of students' comprehensibility in pre-test is 2.90.

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:

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

Classification	Score	Frequency	Percentage
Very good	5	-	0%
Good	4	7	23%
Average	3	10	33%
Poor	2	13	43%
Very Poor	1	0	0%
Total		30	100%

The table 4.10 indicated that students' score in the comprehensibility of pre-test. The table shows that there are none of the students (0%) who got very good and there are 7 students (23%) who got good. In other side, there are 10 students (33%) who got average. There are also 13 students (43%) who got poor. And the last there are none of students (0%) who got very 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	5	13
R2	3	4	4	11
R3	4	3	4	11
R4	3	4	5	12
R5	3	4	4	11
R6	3	3	4	10
R7	3	4	4	11
R8	4	4	5	13
R9	3	4	4	11
R10	4	3	4	11
R11	3	5	4	12
R12	4	4	5	13
R13	3	4	3	10
R14	2	3	3	8
R15	3	3	3	9
R16	4	5	5	14
R17	4	3	4	11
R18	4	3	3	10
R19	3	4	3	10
R20	3	3	3	9
R21	3	3	3	9
R22	3	4	4	11
R23	3	3	3	9
R24	4	5	4	13
R25	2	3	3	8
R26	3	3	3	9
R27	4	3	3	10
R28	3	5	4	12
R29	3	4	4	11
R30	3	4	4	11
N=30	98	111	114	$\Sigma Y=323$

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	4
R4	3
R5	3
R6	3
R7	3
R8	4
R9	3
R10	4
R11	3
R12	4
R13	3
R14	2
R15	3
R16	4
R17	4
R18	4
R19	3
R20	3
R21	3
R22	3
R23	3
R24	4
R25	2
R26	3
R27	4
R28	3
R29	3
R30	3
N=30	98

To calculate the mean score of students' accuracy in post-test, the researcher calculated it by using SPSS 21. 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**

		Accuracy
N	Valid	30
	Missing	0
Mean		3.2667
Range		2.00
Minimum		2.00
Maximum		4.00
Sum		98.00

From the table 4.13, it showed that the highest score of students is 4.0, and the lowest score is 2.0, the sum are 98, and range is 2.0. Beside it also indicates that the mean score of students' accuracy in post-test is 3.26.

In other side, the recheacher 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	Frequency	Percentage
Very good	5	0	0%
Good	4	10	33%
Average	3	18	60%
Poor	2	2	6%
Very Poor	1	-	0%
Total		30	100%

Based on table 4.14, the percentages of the students' accuracy score in post-test indicated that there are none of the students (0%) who got very good. And there are 10 students (33%) who got good. In other side there are 18 students (60%) who got average and 2 students (6%) who got poor. And the last there are none of students (0%) 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	4
R5	4
R6	3
R7	4
R8	4
R9	4
R10	3
R11	5
R12	4
R13	4
R14	3
R15	3
R16	5
R17	3
R18	3
R19	4
R20	3
R21	3
R22	4
R23	3
R24	5
R25	3
R26	3
R27	3
R28	5
R29	4
R30	4
N=30	111

For looking the mean score of students' fluency in post-test, the researcher calculated it by using SPSS 21. 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**

		Fluency
N	30	30
Mean	0	3.7000
Range		2.00
Minimum		3.00
Maximum		5.00
Sum		111.00

From the table 4.16, it showed that the highest score of students is 5.0, and the lowest score is 3.0, the sum is 111, and the range is 2.0. Beside it also indicated that the mean score of students' fluency in post-test is 3.70.

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	Frequency	Percentage
Very good	5	13	43%
Good	4	13	43%
Average	3	4	13%
Poor	2	0	0%
Very Poor	1	0	0%
Total		30	100%

Based on the table 4.17, the percentages of students' fluency score in post-test indicated that there are 13 students (43%) who got very good. And there are also 13 students (43%) who got good, 4 students (13%) who got average and the last, there are none of students (0%) who got poor and very poor.

### 3) Comprehensibility

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

Respondents	Comprehensibility
R1	5
R2	4
R3	4
R4	5
R5	4
R6	4
R7	4
R8	5
R9	4
R10	4
R11	4
R12	5
R13	3
R14	3
R15	3
R16	5
R17	4
R18	3
R19	3
R20	3
R21	3
R22	4
R23	3
R24	4
R25	3
R26	3
R27	3
R28	4
R29	4
R30	4
N=30	114

For looking the mean score of students' comprehensibility in post-test, the researcher calculated it by using SPSS 21. 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**

		Comprehensibility
N	30	30
Mean	0	3.8000
Range		2.00
Minimum		3.00
Maximum		5.00
Sum		114.00

From the table 4.19 it showed that the highest score of students is 5.0 and the lowest score is 3.0, the sum is 114, and the range is 2.0. Beside it also indicated that the mean score of students' accuracy in pre-test is 3.8.

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 show as follows:

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

Classification	Score	Frequency	Percentage
Very good	5	5	17%
Good	4	14	47%
Average	3	11	37%
Poor	2	0	0%
Very Poor	1	0	0%
Total		30	100%

The table 4.20 indicated the percentages of students' comprehensibility score in post-test. The table showed that there are 5 students (17%) who got very good. And there are also 14 students (47%) who got good. And beside it, there are 11 students (37%) who got average. And the last there are none of students (0%) who got poor and very poor.

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

To know whether the pre-test and post-test are significantly different, and also to know acceptability of the hypothesis of this research, the researcher used  $t_{test}$  analysis and calculated it by using SPSS 21. The results show in the table of paired

samples statistics, paired samples correlations, and paired samples test. It presented in the following tables:

**The Table 4.21**  
**The paired samples statistics of pre test and post test**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	8.1667	30	1.53316	.27992
	Post-test	10.7667	30	1.54659	.28237

The table paired samples statistics of pre-test and post-test above indicate that the value of standard deviation in pre-test is 1.53 and 1.54 in post-test. Beside it the standard deviation error in pre-test is 0.2 and in post-test is 0.2. The table above also showed that mean score in pre-test is 8.16 and in post-test is 10.76. It conclude that the students' score improved from 8.16 to 10.76. And the result of samples correlations of pre-test and post-test showed in the table of paired sample correlation and sample correlation test present in the following tables:

**Table 4.22 Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	30	.700	.000

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 because  $0,7 \geq 0,05$ . And the result of paired samples of pre test and post test showed in the table of paired sample in the following tables:

**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	Pre-test - Post-test	-2.60000	1.19193	.21762	-3.04507	-2.15493	11.948	.000	

From the table samples test 4.23, the researcher get the data that  $t_0$  ( $t_{count}$ ) = 11.948 and df (degree of freedom) = 29. According to the gay the value of  $t_t = 1,699$ .<sup>1</sup>

$$11.948 > 1,699.$$

<sup>1</sup>Wiratna sujarweni, *SPSS untuk penelitian*, (Yogyakarta pustaka baru press, 2015),h. 244.

It is the standard of signification 0.05 with degree of freedom (df) = 29. Based on the result, the researcher concluded that  $t_0$  ( $t_{\text{count}}$ ) was higher than  $t_t$  ( $t_{\text{table}}$ ),  $t_0 > t_t$ .

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

## **B. Discussions**

### 1. Speaking Test

This section presents the result of data analysis in findings. It discuss about the using reporting news in improving speaking at the fourth semester English students of IAIN Palopo. Since the pre-test until post-test had been conducted.

In pre-test, there are some questions that given to the students to get the score of students in speaking ability (accuracy, fluency, and comprehensibility) in pre-test. From the result show that in accuracy there are none of students (0%) got very good. But there are 2 students (7%) who got good, and there are 14 students (47%) who got average and poor, and there are none of students (0%) got very poor. Where as in fluency show that there is also none of students (0%) who got very good, and there is 1 student (3%) got good. there are 18 students (60%) got average, and there are 11 students (37%) got poor, and there are none of students (0%) got very poor. In comprehensibility, there are none of students (0%) got very good. And there are 7

students (23%) got good, 10 students (33%) got average, 13 students (43%) got poor, And the last There are none of students (0%) who got very poor. The result of students' speaking record could be seen, for examples:

a. Pre test

1. Respondent II

Researcher : {Okay, can i have your name?}

Respondent : *My name is Ira septiani*

Researcher : {Could you describe your idol ?}

Respondent : *Ok i want to describe my idol o o o he is Raditia dika o he is comedian actri or actor and comica o he is o handsome boy,,, for me! And the future husband.*

Researcher : {Why do you like him?}

Respondent : *Because o he is funny and handsome.*

Researcher : { Ok could you report your news}?

Respondent : *Assalamu alaikum wr. Wb. and good morning viewers i am Ira septiani and today i am going to report the news about corruption. Setia novanto has report reportedli been on his way to meet investigator collided with an electrical pole. The search for indonesi's house spiker Setia novanto who disapper after and on thusday when he was reportedli found unconsius in hospital.*

Researcher : { Thank you so much}

## 2. Respondent IV

Researcher : {What is your name ?}

Respondent : *O well my name is Dahlia*

Researcher : [Where are you from?]

Respondent : *O malangke*

Researcher : {Could you describe about something first ?}

Respondent : *O o my fathers name is, my father name is Iswat my mother name is Dasia and i have one brother and one sister, my brother name is ikhsan.*

Researcher : {Ok. Please report your news }

Respondent : *Assalamu alaikum wr. Wb. and good morning viewers am Dahlia and today am going to report report o the news about corruption. Setia novanto has reportli bin on his way to meet investigators when his car collid with an electri electrical pole. Di de the search for indonesia house's speaker Setia novanto. Who disippere after becoming the target of an arrest warrant. Came to dramtic end on Thursday when he was report reportedli found ancon-anconsius in hospital.*

Researcher : { Ok thank you }

## 3. Respondent V

Researcher : {What is your name ?}

Respondent : *I am Yulianti*

Researcher : { Where are you from ?}

Respondent : *Kolaka utara*

Researcher : {Could you tell me about your daily activity ?}

Respondent : *O o eehehe I wake up in the morning i prayer and a a .*

Researcher : {Ok please report your news}

Respondent : *Emm today am going to report the news about drugs.*

*Die eksekusien will definitely be implemented by the indonesian goverment in the near future. The execution delayed due to some technical problems. There is no intervention or pressure from foreign country.*

Researcher : {Ok thank you and improve your pronunciation}.

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 seven 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 are still none of them (0%) got very. But in this time, there are 10 students (33%) got good, 18 students (60%) got average, 2 students (6%) got poor, and there are none of them got very poor in post-test. In fluency, it presents that there are also 13 of students (43%) got very good. There were 13 students (43%) got good, 4 students (13%) got average. The result showed that there are none of students (0%) got poor and very poor. While, in comprehensibility there were 5 of the students (17%) got very good. there are 14 students (47%) got good, 11 students (37%) got average. The result also showed that there are none of students (0%) got poor and very poor. It was proven by the students speaking record, for examples:

## b. post test

## 1. Respondent II

Researcher : {Could you tell me your name?}

Respondent : *My name is Ira septiani.*

Researcher: {Where are you from?}

Respondent : *I am from Palopo*

Researcher : {What is your pavorite food?}

Respondent : *meat ball*

Researcher : {Why do you like it?}

Respondent : *Because delicious*

Researcher : { Ok could you describe about your family?}

Respondent : *Ok i would like to describe about my family. I have one brother and two sisters my brother name is Ardiansa my sister name is Mulasri.*

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

Respondent : *Assalamualaikumwr, wb. and good morning viewers. I am Ira septiani and today i am going to report the news about corruption.*

*Setya novanto had reportedly been on his way to meet investigators when his car collided with an electrical pole. The search for indonesia's house speaker setya novanto. Who disappeared after becoming the target of an arrest warrant, came to dramatic end on Thursday when he was reportedly found unconscious in hospital.*

Researcher: {Ok thank you so much for your performance}

## 2. Respondent IV

Researcher : {Could you tell me your name?}

Respondent : *Well my name is Dahlia*

Researcher : {Where are you from?}

Respondent : *I am from malangke*

Researcher : {How many brothers and sisters do you have?}

Respondent : *I have one brother and one sister*

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

Respondent : *Assalamualaikumwr, wb. and good morning viewers. I am Dahlia and today i am going to report the news about corruption.*

*Setya novanto had reportedly been on his way to meet investigators when his car collided with an electrical pole. The search for indonesia's house speaker setya novanto. Who disappeared after becoming the target of an arrest warrant, came to dramatic end on Thursday when he was reportedly found unconscious in hospital.*

Thats all my report and thank you.

Researcher : Ok thank you so much!

### 3. Respondent V

Researcher : {What is your name?}

Respondent : *My name is Yulianti.*

Researcher : {What is your hobby?}

Respondent : *My hobby is listening musik*

Researcher : {Why do you like it?}

Respondent : *Because i like*

Researcher : {Ok please report your news}

Respondent : *Assalamualaikumwr, wb. And good morning viewers. I am Yulianti and today i am going to report the news about drugs.*

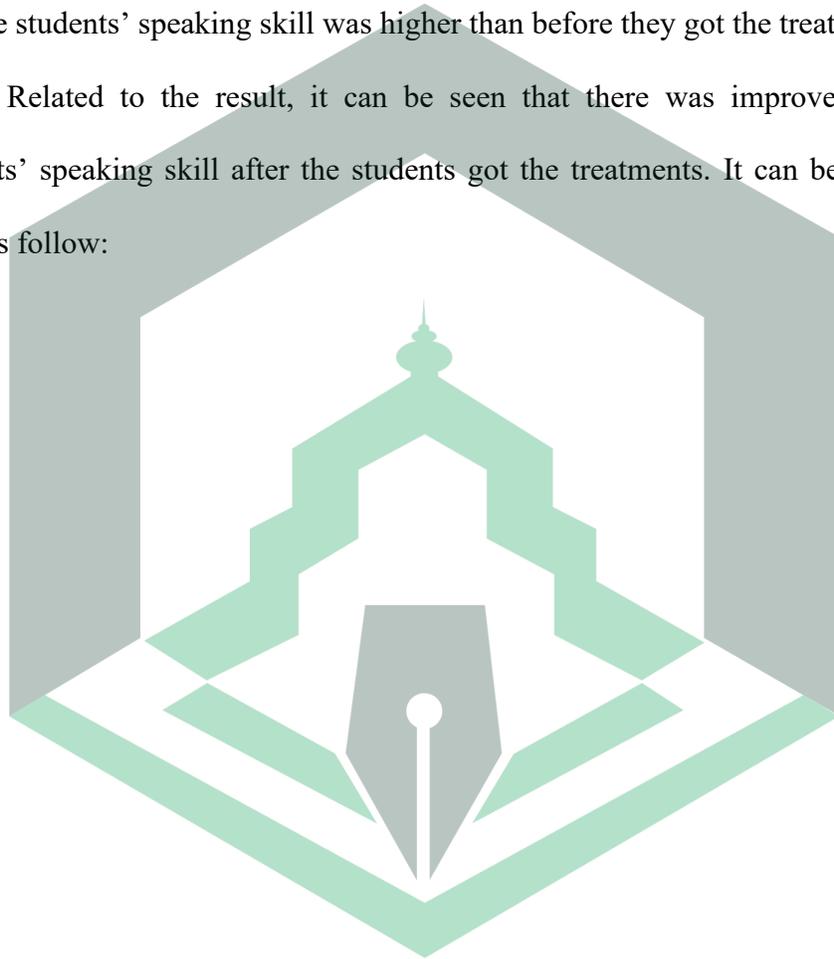
*Dead execution to drug dealers from Australia was delayed due to technical problems, not because of protests by Australia and Brazil to Indonesia. The execution will definitely be*

*implemented by the Indonesian government in the near future. Thats all my report, thank you and good bye.*

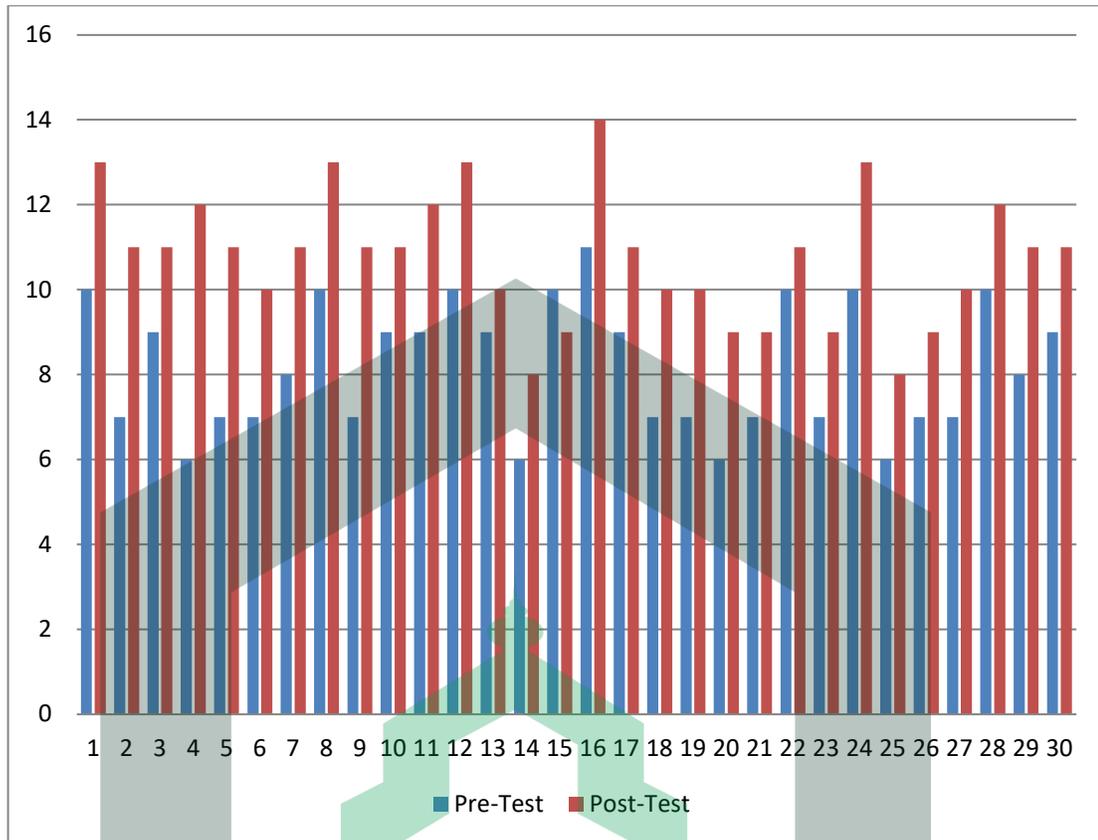
Researcher : Thank you.

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 is 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 news is effective in teaching speaking

especially to improve the students' speaking skill at the fourth semester English students of IAIN Palopo. It could be seen from the mean score of students (10.76) in post-test was higher than the mean score of students (8.16) 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 is easier to present their ideas, opinions, and arguments.

In fact, by reporting method that focused on report news make the students 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.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

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 draw conclusions as in following:

Having implemented the treatments by using reporting method, the researcher find that the mean score of post-test (10.76) is higher than pre-test (8.16). The data analyze by using ( $t_t$ ) standard of significant 5% with degree of freedom ( $df$ ) = 29, got  $t_t = 1,699$ . And standard of signification 0.05, the result of  $t_0$  (t count) is 11.948. From this result the researcher give interpretation that  $t_0$ (t count) is higher that  $t_t$ (t table),  $11.948 > 1,699$ . It means that there is a significance difference between students' ability before and after giving treatment. It could be conclude that reporting news is effective in teaching speaking at the fourth semester English students of IAIN Palopo.

#### *B. Suggestions*

The success in teaching did not depend on the lesson program only, but more important is how the teacher presents the lesson and using reporting method 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 need to prepare the example video, laptop, speaker and LCD, to make reporting method so that the teaching and learning process become more enjoyable, fun and interesting. The enjoyment ought to be the for most 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 lecturer 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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a. Pre test

Respondent I

Researcher : {Okay, can i have your name ?}

Respondent : *My name is Ira septiani*

Researcher : {Could you describe your idol ?}

Respondent : *Ok i want to describe my idol o o o he is Raditia dika o he is comedian actri or actor and comica o he is o handsome boy,, for me! And the future husband.*

Researcher : {Why do you like him?}

Respondent : *Because o he is funny and handsome.*

Researcher : { Ok could you report your news?}

Respondent : *Assalamu alaikum wr. Wb. and good morning viewers i am Ira septiani and today i am gonna report the news about corruption. Setia novanto has report reportedli been on his way to meet investigator collided with an electrical pole. The search for indonesi's house spiker Setia novanto who disapper after and on thusday when he was reportedli found unconsius in hospital.*

Researcher : { Thank you so much}

Respondent II

Researcher : {What is your name ?}

Respondent : *O well my name is Dahlia*

Researcher : [ Where are you from?}

Respondent : *O malangke*

Researcher : {Could you describe about something first ?}

Respondent : *O o my fathers name is, my father name is Iswat my mother name is Dasia and i have one brother and one sister, my brother name is ikhsan.*

Researcher : {Ok. Please report your news }

Respondent : *Assalamu alaikum wr. Wb. and good morning viewers am Dahlia and today am gonna report report o the news about corruption. Setia novanto has reportli bin on his way to meet investigators when his car collid with an electri electrical pole. Di de the search for indonesia house's speaker Setia novanto. Who disappered after becoming the target of an arrest warrant. Came to dramtic end on Thursday when he was report reportedli found ancon-anconsius in hospital.*

Researcher : { Ok thank you}

Respondent III

Researcher : {What is your name ?}

Respondent : *I am Yulianti*

Researcher : { Where are you from ?}

Respondent : *Kolaka utara*

Researcher : {Could you tell me about your daily activity ?}

Respondent : *O o eehehe I wake up in the morning i prayer and a a .*

Researcher : {Ok please report your news}

Respondent : *Emm today am gonna report the news about drugs.*

*Die eksekusien will definitely be implemented by the Indonesian government in the near future. The execution delayed due to some technical problems. There is no intervention or pressure from foreign country.*

Researcher : {Ok thank you and improve your pronunciation}.

Respondent IV

Researcher : {Can I have your name?}

Respondent : *My name is Tirta Damayanti.*

Researcher : {Do you have favorite actor?}

Respondent : *My favorite actor is Dude Harlino .*

Researcher : {Could you describe about him?}

Respondent : *E e e well I will describe my favorite actor, my favorite actor is Dude Harlino oo o her wife is Alisa Soebandono e he have one brother.*

Researcher : { Ok please report your news }

Respondent : *Assalamu alaikum wr. Wb. and good morning viewers I am Tirta Damayanti and today am gonna report the news about corruption. Setia Novanto has reportedli bin on his way to meet investigators when his car collid with an electri electrical pole. Di de the search for Indonesia house's speaker Setia Novanto. Who disippared after becoming the target of an arrest warrant. Came to dramtic end on Thursday when he was report reportedli found ancon-anconsius in hospital.*

Respondent V

Researcher : {Could you tell your name ?}

Respondent : *My name is Sulhana but you can call me Hana.*

Researcher : {Where are you from?}

Respondent : *i am from masamba.*

Researcher : { Do you have idol?}

Respondent : *Yes my father name is Namir and my mother name is Hanifa and i have one brother and two sisters.*

Researcher : { Ok please report your news}

Respondent : *Assalamu alaikum wr. Wb. and good morning viewers i am Sulhana and today am gonna report the news about corruption. Setia novanto has reportli bin on his way to meet investigators when his car collid with an electri electrical pole. Di de the search for indonesia house's speaker Setia novanto. Who disappered after becoming the target of an arrest warrant. Came to dramtic end on Thursday when he was report reportedli found ancon-anconsius in hospital.*

Respondent VI

Researcher : { Well i wanna ask you, what is your name?}

Respondent : My name is Nurul wahyuni.

Researcher : { Do you have favorite food?}

Respondent : My favorite food is meat ball.

Researcher : { Ok please report your news}

Respondent : *Assalamu alaikum wr. Wb. and good morning viewers i am Nurul wahyuni and today am gonna report the news about dreg.*

*Did eksekusien will definitely be implemented by the indonesian goverment in the near future. The execution delayed due to some technical problems. There is no intervention or pressure from foreign country.*

b. post test

Respondent I

Researcher : {Could you tell me your name?}

Respondent : *My name is Ira septiani.*

Researcher : {Where are you from?}

Respondent : *I am from Palopo*

Researcher : {What is your pavorite food?}

Respondent : *meat ball*

Researcher : {Why do you like it?}

Respondent : *Because delicious*

Researcher : { Ok could you describe about your family?}

Respondent : *Ok i would like to describe about my family. I have one brother and two sisters my brother name is Ardiansa my sister name is Muliasri.*

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

Respondent : *Assalamu alaikum wr, wb. and good morning viewers. I am Ira septiani and today i am gonna report the news about corruption.*

*Setya novanto had reportedly been on his way to meet investigators when his car collided with an electrical pole. The search for indonesia's house speaker setya*

*novanto. Who disappeared after becoming the target of an arrest warrant, came to dramatic end on Thursday when he was reportedly found unconscious in hospital.*

Researcher: {Ok thank you so much for your performance}

Respondent II

Researcher : {Could you tell me your name?}

Respondent : *Well my name is Dahlia*

Researcher : {Where are you from?}

Respondent : *I am from malangke*

Researcher : {How many brothers and sisters do you have?}

Respondent : *I have one brother and one sister*

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

Respondent *Assalamu alaikum wr, wb. and good morning viewers. I am Dahlia and today i am gonna report the news about corruption.*

*Setya novanto had reportedly been on his way to meet investigators when his car collided with an electrical pole. The search for indonesia's house speaker setya novanto. Who disappeared after becoming the target of an arrest warrant, came to dramatic end on Thursday when he was reportedly found unconscious in hospital.*

Thats all my report and thank you.

Researcher : Ok thank you so much!

Respondent III

Researcher : {What is your name?}

Respondent : *My name is Yulianti*

Researcher : {What is your hobby?}

Respondent : *My hobby is listening musik*

Researcher : {Why do you like it}

Respondent : *Because i like*

Researcher : {Ok please report your news}

Respondent : *Assalamu alaikum wr, wb. And good morning viewers. I am Yulianti and today i am gonna report the news about drugs.*

*Dead execution to drug dealers from Australia was delayed due to technical problems, not because of protests by Australia and Brazil to Indonesia. The execution will definitely be implemented by the Indonesian government in the near future. Thats all my report, thank you and good bye.*

Researcher : {Thank you}

Respondent IV

Researcher : {Are you ready?}

Respondent : *I am ready*

Researcher : { I want you to describe about something first defens on you.}

Respondent : *Well i would like to describe my friend her name is Ulvia o he come from Larompong she has big body.*

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

Respondent : *Assalamu alaikum wr, wb. and good morning viewer, I am Tirta damayanti and today i am gonna report the news about corruption.*

*Setya novanto had reportedly been on his way to meet investigators when his car collided with an electrical pole. The search for indonesia's house speaker setya novanto. Who disappeared after becoming the target of an arrest warrant, came to dramatic end on Thursday when he was reportedly found unconscious in hospital.*

Respondent V

Researcher : { Are you ready?}

Respondent : Yes

Researcher : { What is your name?}

Respondent : *My name is Sulhana*

Researcher : { Where are you from?}

Respondent : *I am from masamba.*

Researcher : { Do you have favorite food?}

Respondent : *My favorite food is kapurung.*

Researcher : { Why do you like it?}

Respondent : *Just like.*

Researcher : { Ok please report your news}

Respondent : *Assalamu alaikum wr, wb. and good morning viewer, I am Sulhana and today i am gonna report the news about corruption.*

*Setya novanto had reportely been on his way to meet investigators when his car collided with an electrical pole. The search for indonesia's house speaker setya*

*novanto. Who disappeared after becoming the target of an arrest warrant, came to dramatic end on Thursday when he was reportedly found unconscious in hospital.*

Respondent VI

Researcher : { Are you ready?}

Respondent : *Yes*

Researcher : { Can i have your name?}

Respondent : *My name is Nurul wahyuni.*

Researcher : { What is your favorite food?}

Respondent : *My favorite food is meat ball.*

Researcher { What is your hobby?}

Respondent : *My hobby is writing.*

Researcher : { Could you describe about your family?}

Respondent : *I would like to describe about my family my father name is Erwin and my mother name is Wina.*

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

Respondent : : *Assalamu alaikum wr. Wb. and good morning viewers i am Nurul wahyuni and today am gonna report the news about drug.*

*Ded eksekusien will definitely be implemented by the indonesian government in the near future. The execution delayed due to some technical problems. There is no intervention or pressure from foreign country. Even if there are pressures, we will not fear and do it anyway. It is not a problem for us," said Attorney General HM Prasetyo at the attorney general's office on Monday (23 / 2/2015).*



Giving post test to the students at the last meeting



Showing the video about how to reporting news



Asking the student to report the news in front of their friends



The first meeting giving pre test to the students



Giving treatment to the students at the second meeting

