

AN UNDERGRADUATE THESIS

**THE USE OF NEWS CASTING TO IMPROVE STUDENTS
SPEAKING ABILITY AT SMP N 5 BATANGHARI NUBAN
SATU ATAP**

**By:
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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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**THE USE OF NEWS CASTING TO IMPROVE STUDENTS SPEAKING
ABILITY AT SMP N 5 BATANGHARI NUBAN SATU ATAP**

Presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana
Pendidikan (S.Pd.) in English Education Department

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APPROVAL PAGE

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BATANGHARI NUBAN SATU ATAP

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APPROVED

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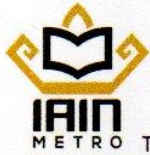


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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
discussed on the Munaqosyah. Thank you very much.

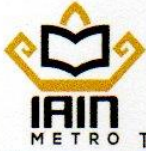
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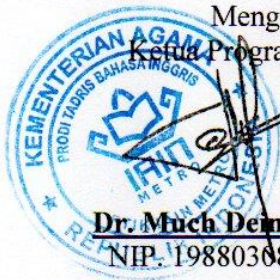
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Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.



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RATIFICATION PAGE

No. 6-4711/10.22.1/D/Pf.00-9/10/2024

An undergraduate thesis entitled: THE USE OF NEWS CASTING TO IMPROVE STUDENTS SPEAKING ABILITY AT SMPN 5 BATANGHARI NUBAN SATU ATAP, Written by Sekar Wangi , student number: 1901050034, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, October 9th, 2024 at 08.00-10.00 a.m.

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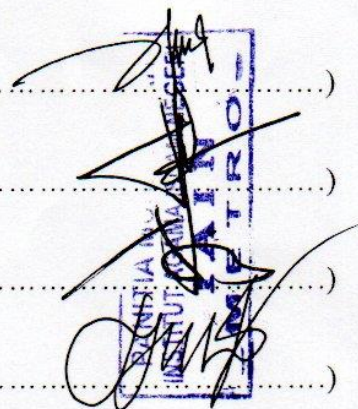
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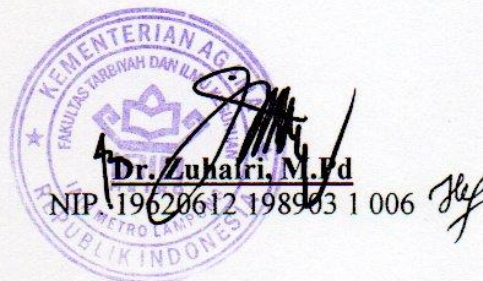
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STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate, thesis is originally the result of the researcher's research, in exception certain parts which are excepted from the bibliography mentioned.

Metro, 8 - 10 - 2024
The writer



SEKAR WANGI

Student Number 1901050034

THE USE OF NEWS CASTING TO IMPROVE STUDENTS SPEAKING ABILITY AT SMP N 5 BATANGHARI NUBAN SATU ATAP

ABSTRACT

By: Sekar wangi

The purpose of this research was to show that News Casting strategy can improve the students speaking ability and learning activity among the eight grade SMP N 5 Batanghari Nuban Satu Atap. The researcher applied News casting strategy as the teaching strategy for improving students speaking ability.

The method of this research is Classroom Action research (CAR) which was done in two cycles. Each cycle consisted of planning, acting, observing and reflecting. The subject of this research were 32 students of the eighth grade SMP N 5 Batanghari Nuban Satu Atap. In collecting data the researcher used test that consist of pretest , post –test I, and post- test II. Observation and documentation. The research was conducted collaboratively with the English teacher of SMP N 5 Batanghari Nuban Satu Atap.

The result of this research shows that News Casting strategy had positive result in improving students speaking ability the eighth grade of SMP N 5 Batanghari Nuban Satu Atap. It was investigated that the students average score from pre-test to post-test was improved. The average score in pre-test was 68, post-test I was 74 become 80 in post-test II.

Keyword : *Speaking ability, News casting strategy and Classroom Action Research*

**PENGGUNAAN NEWS CASTING UNTUK MENINGKATKAN
KEMAMPUAN BERBICARA SISWA DI SMP N 5 BATANGHARI
NUBAN SATU ATAP**

ABSTRAK

By: Sekar wangi

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa strategi News casting dapat meningkatkan kemampuan berbicara dan aktivitas pembelajaran siswa kelas VIII SMP N 5 Batanghari Nuban Satu Atap. Peneliti mencoba mengaplikasikan bahwa strategi News Casting dapat menjadi salah satu strategi pembelajaran untuk meningkatkan kemampuan pemahaman bacaan siswa.

Metode penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah siswa kelas VIII SMP N 5 Batanghari Nuban Satu Atap yang berjumlah 32 siswa. Dalam pengumpulan data, peneliti menggunakan tes yang terdiri dari tes awal, tes akhir I dan tes akhir II, observasi dan dokumentasi. Penelitian dilakukan secara kolaboratif dengan guru bahasa inggris SMP N 5 Batanghari Nuban Satu Atap.

Hasil penelitian menunjukkan bahwa strategi News casting berdampak positif dalam meningkatkan kemampuan berbicara siswa kelas VIII SMP N 5 Batanghari Nuban Satu Atap. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa dari tes awal hingga tes akhir meningkat. Nilai rata-rata pada tes awal adalah 68, tes akhir I 74 dan menjadi 80 pada tes akhir II.

Kata kunci : *kemampuan berbicara, Strategi News casting, dan penelitian tindakan kelas.*

MOTTO

“Allah SWT tidak akan membebani seorang hamba melainkan sesuai dengan kemampuannya ”

(Q.S Al- Baqarah, 2 : 286)

”Maka sesungguhnya bersama kesulitan itu ada kemudahan, sesungguhnya bersama kesulitan itu ada kemudahan”

(Q.S AL- Insyirah, 94: 5-6)

“Barangsiapa menempuh jalan untuk mendapatkan ilmu, Allah akan mudahkan baginya jalan menuju surga”

(HR. Muslim)

“Pasti ada tantangan yang berat disetiap perjalanan yang hebat”

(Sekar wangi)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. My Beloved Parents (Mr. Pandi and Mrs. Siti Jariyah). I could never be able to express how much I am grateful to both of you. Thank you for your prayers, support, and unconditional love.
2. My Sponsor (Mrs. Ning Setiowati, M.Pd.), who have guided me patiently to complete this undergraduate thesis. Thank you for guiding.
3. My Beloved Lectures of English Education Department of State Islamic Institute of Metro.
4. The big family at SMP N 5 Batanghari Nuban Satu Atap, thanks for helping.
5. To myself for holding up so well in this very rough and messy year. Thank you for surviving this far alone.

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I am very thankful to Allah SWT, who always gives the researcher blessing to complete a study under titled “THE USE OF NEWS CASTING TO IMPROVE THE STUDENTS SPEAKING ABILITY AT SMP N 5 BATANGHARI NUBAN SATU ATAP”. Shalawat and salam to our prophet Muhammad SAW the lord of Moslem in the world who has guide us from the darkness to the brightness.

In this time, the researcher would to express her deepest gratitude especially to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag.,PIA, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Dr. Much Deniatur M.Pd.B.I. as the Head of English Education Study Program of IAIN Metro Lampung
4. Ning Setiowati M.Pd as the advisor value able knowledge and support in finishing this undergraduate thesis.

The researcher apologizes for all the mistakes that she has made in writing and finishing this undergraduate thesis. All criticisms and suggestions are expected to improve the quality of this researcher. Hopefully this undergraduate thesis can be useful for researcher in particular, for our college and every reader in generic.

Metro.10 April 2024



Sekar wangi
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TABLE OF CONTENT

COVER	i
TITLE	ii
APROVAL PAGE.....	iii
NOTIFICATION LETTER	iv
NOTA DINAS.....	v
RATIFICATION PAGE	vi
STATEMENT OF RESEARCH ORIGINALITY	vii
ABSTRACT	viii
MOTTO	x
DEDICATION	xi
ACKNOWLEDGEMENT.....	xii
TABLE OF CONTENT	xiii
LIST OF TABLES	xv
LIST OF FIGURES	xvi
CHAPTER I INTRODUCTION.....	1
A. Background Of Study.....	1
B. Problem Identification.....	2
C. Problem Limitation	2
D. Objective and Benefit of study.....	3
E. Prior Research	4
CHAPTER II LITERATURE REVIEW	6
A. Theories Of Speaking.....	6
1. Definition Speaking	6
2. Type of Classroom Speaking Performance.....	7
3. The Role of Speaking.....	9
4. Element of Speaking	9
5. Strategies for Developing Speaking Skills.....	13
6. Supporting Factors of Speaking	16
B. News Casting	17

1. Definition and Function of News Casting.....	17
2. Purpose of News Casting	19
3. The Implementation of News Casting to Improve Students Speaking Skill	21
CHAPTER III RESEARCH METHOD	23
A. Variable and Operational Definition of Variable.....	23
1. Independent Variable	24
2. Dependent Variable.....	24
B. Research Location.....	25
C. Subject and Object of Study.....	25
1. Subject Study	25
2. Object of Study	25
D. Action Plan.....	26
E. Research Procedures	27
F. Data Collection Method	31
G. Data Analysis Method.....	33
CHAPTER IV RESEARCH RESULT AND DISCUSSION	35
A. Result of the Research	23
1. The Historical of The Background SMP N 5 Batanghari Nuban Satu Atap	35
2. The Structural Organization.....	36
3. Research Procedure.....	37
B. Discussion	55
CHAPTER V CONCLUSION AND SUGGESTION	58
A. CONCLUSION	58
B. SUGGESTION	59
BIBLIOGRAPHY	60

LIST OF TABLE

Table 1	Pre-Test Result of Speaking Skill	37
Table 2	Percentage Pre-Test Result of Speaking Skill.....	38
Table 3	Post-Test Cycle I Result of Speaking Skill	41
Table 4	Percentage Post-Test Cycle I Result of Speaking Skill	42
Table 5	Students Learning Activities Observation in Cycle I.....	44
Table 6	Students Score at Pre-Test and Post-Test Cycle I.....	46
Table 7	Post-Test Cycle II Result of Speaking Skill.....	49
Table 8	Percentage Post-Test Cycle II Result of Speaking Skill	50
Table 9	Learning Activities Observation in Cycle II	52
Table 10	Students Score at Post Test Cycle I and Post Test Cycle II	53
Table 11	The Speaking of Students Score	54

LIST OF FIGURES

Figure 1 Kemmis and McTaggart's Action Research Design	27
Figure 2 Organization Structure of SMP N 5 Batanghari Nuban Satu Atap .	36
Figure 3 Graph of Students Result of Pre-Test	39
Figure 4 Graph of Students Result of Post-Test I	43
Figure 5 Graph of Students Activities Observation in Cycle I	51

LIST OF APPENDICES

1. Syllabus.....	64
2. Lesson Plan	66
3. Student Score	71
4. The Observation Sheet of The Student's Activity I.....	79
5. The Observation Sheet of The Student's Activity II	82
6. Documentation.....	85
7. Kartu Bimbingan Skripsi	90
8. Surat Izin Penelitian.....	91
9. Surat Tugas	92
10. Izin Research.....	93
11. Surat Bimbingan Skripsi.....	94
12. Surat Keterangan Bebas Pustaka	95
13. Turnitin	96
14. Curriculum Vitae	97

CHAPTER I

INTRODUCTION

A. Background of Study

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English is considered as the first foreign language and taught formally from elementary school up to the university level. English is developed as a global language for a range of reasons, many of them historical, rather than anything intrinsic in the language itself. English language plays an essential role in our lives as it helps in communication. It is the main language for studying any subject all over the world. English is important for students as it broadens their minds, develops emotional skills, improve the quality of life by providing job opportunities. Speaking is the process building and sharing the meaning through the use of verbal and nonverbal symbol in variety of contents.¹

Speaking skill is as the first requirement for language learner by shiamaa, 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 news casting. Speaking

¹ Jeremy Harmer, *The Practice Of English Language Teaching*, (Third Edition Completely Revised And Update : Longman,2001), p. 269.

depends on understanding of what has been said by the speakers or the interlocutor as stated by Harmer. 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, by knowing certain grammar and vocabulary. Then they practice it orally to develop their speaking ability by Shiamaa.²

Based on a pre-survey conducted in class VIII SMPN 5 Batanghari Nuban Satu Atap that learning English is a language that they think is foreign and difficult to understand. There are many difficulties in the teaching and learning process of Speaking.

The researcher hope by giving this method the student can get motivation to improve their speaking skill by using news casting method. The researcher is interest in conducting the research entitle “The use of news casting to improve students speaking ability at SMP N 5 Batanghari Nuban Satu Atap”

B. Problem Identification

Based on the pre-survey that I did in the teaching and learning process of English in class VIII SMP N 5 Batanghari Nuban Satu Atap, and interviews with English teachers. The problem can be explained as follows:

1. The students speaking skill is low
2. The students is not confident about their speaking
3. The students have low grammatical mastery
4. The students have minimum vocabulary

² Shiamaa. *Practical english language teaching*. (new york: McGrawHill. 2006), 47

C. Problem Limitation

From the previously described research background of study and problem identification the researcher discovered that it is impossible to conduct research that includes all the things that have been mentioned. Therefore, researcher and English teachers decides to limit this problem by conducting research focused on something more specific. Namely improving speaking ability of class VIII SMP N 5 Batanghari Nuban Satu Atap Problem Formulation.

Based on what has been stated earlier in the identification of the problem and the focus of the study, the problem in this research is formulated as follows: Can news casting improve students English speaking ability?

D. Objective and Benefit of study

1. Objective of Study

Based on research problems, the purpose of this research is the news casting in improving the students speaking ability in Class VIII MPN 5 Batanghari Nuban Satu Atap. To find out if student speaking ability can be improved by using news casting.

2. Benefit of Study

The benefits of this research are:

- a. For student SMP N 5 Batanghari Nuban Satu Atap

This research expected to be helpful to improve student speaking ability.

b. English teacher AT SMP N 5 Batanghari Nuban Satu Atap

This writer can be used as a learning reference for teachers to improve the ability and quality of students in learning English.

c. Students of the English Language Study Program at IAIN Metro Lampung

The research is expected to be a reference of the readers for further research.

E. Prior Research

In writing this thesis, the researchers found several studies related to this matter research as follow:

This research was conducted by considering several prior researches as a reference. Tittle of the first research is Iskandar Abdul Samad, English Education Department, With the title is *The use of News Casting in improving students speaking skills* insyiah kuala university.³ The purpose of the research is to investigate the effect of news casting, news casting development and influence of news casting on student's speaking skill. The results of his research prove that using news casting in effective way to learn foreign language in Department of English Literature.

Tittle of second research was *developing students speaking skill by reporting news at the third semester English students of stain palopo* by

³ Iskandar abdul Samad "*The use of news casting in improving students speaking skills*" (in syiah kuala university, 2017). 146

Nurmin Maulana S, English study program.⁴ The purpose of the research is to investigate the effect of reporting, the effect of reporting on students, speaking and the distribution of reporting itself. The result of his research prove that reporting can help to improve students speaking.

The title of the third research is *improving the students speaking competence using screen cast o-matic, to obtain the magister humanaora degree in English Language Studies* by Pulina Besty Fortina sari, English language studies.⁵ The purpose of the research is to investigate the effect of screencast in the students speaking and how to use. The result of this research prove that screencast can be alternative to improve students speaking.

Based on the description above, the researcher considers two important prior research that was applied by the researcher. This is because the researcher conducted Classroom Action Research by considering the research applied by Paulina Besty Fortinasari who has applied screencast to the teaching process using the Classroom Action Research method. In addition, the researcher also considers the prior research by Iskandar Abdul Samad which applies news casting to improve students speaking skill but with a deferent research method, namely quantitative, therefore the researcher considers both the studies and decides to make this research as one of the bases in effort to improve speaking skill with Classroom action research at SMP N 5 Batanghari Nuban Satu Atap.

⁴ Nurmin Mulana s. *developing students speaking skill by reporting news at the third semester English students of stain palopo*. (palopo.2006). 155

⁵ Paulina Besty Fortinasari, *improving the students speaking competence using screen cast o-matic, to obtain the magister humanaora degree in English Language Studies*, (Jakarta. 2015).

CHAPTER II

LITERATURE REVIEW

A. Theories of Speaking

1. Definition Speaking

There are many definition of speaking that have proposed by some expert in language learning. Speaking is talk to somebody about something, use your voice to say something, be able to use language, make a speech to on audience, say or state something.¹ Speaking is productive skill. There are two important aspect of speech. They are precision and smoothness. Accuracy is the extent to which student's where the learner's speech matches what people actually say when they use the target language, beside, fluency is the extent to which speaker use the language quickly and confidently, with few hesitation, unnatural pauses, false starts, word searches, etc.² speaking is the productive aural/oral skill. It consists of producing systematic verbal utterance to convey meaning.³

Speaking is used to many different purpose, and each purpose and each purpose involves different skills. We many use speaking to describe things to complain about people's behavior to make polity request, or to entertain people with jokes and anecdotes.⁴Speaking in language task is a

¹ Victoria Bull, *Oxford Learners 'Pocket Dictionary* (fourth edition: Oxford University Press,2008), P.426.

² Nawshin, F. *Problem I Teaching In Traditional ESL Classroom*. Dhaka: Brac University Press (Bangladesh, 2009).

³ Kathleen M. Bailey, Monterey institute of international studies (USA)

⁴ Jack C Richard. Willy A. Renadya, *Methodology in Language Teaching and Anthology of Current Practice* (USA: Cambridge University press. 2002), p.201

language skill that needs to be good, these skills are considered the most important indicator for student success in language learning. Students speaking ability is an influencing factor student proficiency in conveying information orally. Through good speaking skill students can express their ideas both at school and in the environment and can maintain good relationships with the people around him. It can be concluded that speaking ability is expertise, a person's ability to convey messages. Key ideas to achieve a goal or desire in the recipient of the message. Students speaking ability can improve students learning activities.

From the above definition, it can be understood that speaking is a process expressing ideas, feelings, messages, or information through verbal symbol or nonverbal symbol that each can understand and communication is an activity involving two or more people where the participant are listener and speakers who need to act on what they hear and create their contributions at breakneck speed.

2. Type of Classroom Speaking Performance

a. Imitation

A very limited portion of classroom speaking time maybe fine speech, where for example, students practice intonation contours or try to identify some vowel sounds.

b. Intensive

Intensive conversation goes a step beyond imitation to include anything speech performance designed to practice some phonological or grammatical aspect of language.

c. Responsive

Many students speeches in responsive classroom are short answer the teacher or student. Start a question or comment. That kind of speech is okay meaningful and real.

d. Extensive (monologue)

Finally, intermediate to advanced level students are summoned give an extended monologue I the form of an oral report, summary, or maybe a short speech. Here the registers are more formal and consultative. This monologue can be planned or impromptu.⁵

e. Transactional (dialogue)

Transactional dialogue, conducted for the purpose of delivery or exchanging specific information is an extended from of responsive language.

f. Interpersonal (dialogue)

Interpersonal dialogue conducted for the purpose of social maintenance relationship rather than for conveying facts and information.

⁵ H. Douglas Brown, *Teaching By Principles: An Interactive Approach Language Pedagogy*, (New York: Pearson Education, 2001),pp 271-274.

3. The Role of Speaking

During the speaking activity the teacher has to play a different number paper. They can be motivators, participant, even givers of feedback Hammer saw as follows

a. Prompter

When the students get lost in speaking. The teacher can leave themselves to fight situation and sometimes, this is probably the best options.

b. Participants

The teacher should be a good animator when asking student to do this develop language. This is can be achieved by organizing an activity clearly and enthusiasm.

c. Feedback provider

when student are in the middle of a speaking assignment, over-correction they can get in the way and take activity. On the other hand, helpful and gentle correction can get a student out from difficult misunderstanding an doubts.⁶

4. Element of Speaking

The main purpose of teaching speaking language is development the ability to communicate successfully in that language and with it understanding as well as production. Based on the statement above, the researcher divided speaking skills into three main part, as follows:

⁶ Jeremy Harmer, *The Practice Of English Language Teaching*: Fourth Edition, (Harlow: Pearson Education Limited, 2007), Pp.347-348.

a. Fluency

Fluency is the ability to produce what the fluent wants to say and without unnecessary hesitation and searching.⁷ Speak without much effort and with broad expression. In previous researcher Rasyid and Hasaph J. Nur found that in speaking skill their students interact only with speaking form 75-89 word per minute. With no more than mistakes and repetitions and no more than 7 fillers per 100 words.

b. Accuracy

Accuracy is the ability to use target language that can be clearly understood pronunciation, specific grammatical and lexical accuracy. Accuracy achieved in some by allowing students to focus an phonological elements grammar and avoid in their speaking output. In our speaking skill test, we use several elicitation techniques. An elicitation technique is a way to get students to say something in a speaking test.

Accuracy in speaking is the of correct forms of grammar, vocabulary and pronunciation,⁸are describe bellows :

1. Grammar

Grammar explain how we combine, arrange and change words and part or word to make sense.⁹ we can use grammar to describe part of speech, grammatical structure and how words

⁷ J.B Heaton , *Writing English Language Test*, (New Edition: Longman, 1998), P.43.

⁸ Mary Spratt, Dkk, *The TKT Teaching Knowledge Test Course* (T.Cet; Cambridge, 2005),P.34.

⁹ *Ibid.*, P.5.

are formed. Grammar is partly the study of what forms (or structures) are possible in language. Traditionally, grammar has been an almost exclusive concern sentence level analysis. So grammar is rule description which controls how the sentences of language are formed.¹⁰ Mastering the knowledge of grammar will help a person in speaking English, because it will know how to arrange words in a sentence, what tense to use, how to use it appropriate greeting. In other words, grammar is an important paper to master the spoken of the language.

2. Vocabulary

Mastering vocabulary is the first step in speaking English if we don't master it our vocabulary can't articulate what our purpose is. If we don't have many vocabulary, it is impossible to express our opinions or ideas in speaking English. So vocabulary is important to make speech correct.

3. Pronunciation

Pronunciation is one of the most important aspect that must also be mastered when learning English. Unique English word pronunciation system. That's it the reason why many say that English pronunciation is difficult listening to music, watching English movie, reading English books, etc. ways to become pronunciations well.

¹⁰ Scott Thornbury *How To Teach Grammar* (Bluestonepress, Charlbury, O I Xifordshire, UK, 2006), P. 1.

c. Comprehensibility

Comprehensibility is the ability to understand a topic properly with great repetition and rephrasing. Comprehension is practice to improve one's understanding.¹¹

The researcher wants to say that the here the elements of speaking (accuracy, fluency, and comprehensibility) are excellent important to discuss in this study, if a person has too many mistakes in foreign language. He or she can be difficult to understand, so a reasonable level the truth is important. However, it is not necessary to speak or write a perfect communicate effectively, few adults actually do achieve a perfect command of another language. Learner should aim to avoid serious mistakes.¹² The problem with speaking activities they are:

1. Nothing to say

Even if they are not restrained, the student cannot think of anything to say: they are not motivated to express themselves despite feelings of guilt speak.

2. Low or uneven participant.

Only one participant can speak at that time if he or she wants to be heard: and in this large groups means that everyone has very little time to talk. This the problem is exacerbated by the tendency of

¹¹ Martin H. Manser, *Oxford Learners Pocket Dictionary*, (Eed. II : Oxford University Press), P. 81.

¹² Michael Swan, *Practical English Usage*, (America: Oxford University Press, Third Edition, 2005), p.i IX.

some students to dominate, temporarily others speak little or not at all.

3. Mother tongue

Some students share some mother tongue, they may tend to use them this: because it is easier, they do not naturally communicate with each other in a foreign language, and because they are less 'exposed' if they talk to their mother tongue if they are speaking in small groups, it can be quite difficult to get some classes- particularly the less disciplined or motivated ones to keep the target language.¹³

5. Strategies for Developing Speaking Skills

1. Use group work.

This increases the number of student conversation that occur in limited period of time and also reduce the obstacle of student who do not want to speak in front of the class. It is true that group work means that the teacher cannot supervise all the student's pronunciation, so not all the pronunciation will be correct and the students can occasionally slip into their own language: however, even consideration of occasional errors and use of native language, amount of time remaining for positive and useful oral training more than whole class settings.

¹³ Penny Ur, *A course In Language Teaching* (Cet. I. United Kingdom: University Press, 1996), P. 121.

2. Base the activity on easy language.

In general the level of language required for discussions should be lower than those use intensive language learning activities in the same class: must easy for participant to remember and do, so they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity stars

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

In general, teachers should choose interesting titles to become students the easier and clearer the purpose of the discussion the more motivated the participants mood.

4. Give some instruction or training discussion.

If the assignment is based on group discussion, include instruction about participant in its introduction. The teacher should give clear instruction beforehand have a discussion.

5. Keep students speaking the target language.

You can assign one of the groups as a supervisor, whose job is to remind participant to use the target language, maybe later report to the teacher how no group cold stop it. Successful communication is seen when there is understanding between speakers and listeners in the exchange of ideas and works according their wishes. Teacher must know the characteristics of successful speaking activities. Even Penny

Ur explained that there are four characteristics of a successful speaking task as follows:¹⁴

- a. Students talk a lot.

As much as possible the teacher provides opportunities for students to talk a lot. So the student are not shy and they are used to it.

- b. Participation is even.

Class discussion are not dominated by a talkative minority participant. All student have the opportunity to speak and their contributions are fairly evenly distributed.

- c. Motivation is high

The teacher should give then an interesting title, so that the students are excited speak according to Jeremy Harmer, “motivation a type of internal drive that encourages someone to pursue an action”.

- d. Language is of an acceptable level.

Students express themselves or speak easily in related expressions understood by each, and an acceptable level of language accuracy. According to Manroe, the qualities of a successful speaker are more the success of any important human activity depends on knowledge, confidence and skills; both these qualities form the basis of speech effectiveness

¹⁴ Penny Ur, *A course In Language Teaching* (Cet. I. United Kingdom: University Press, 1996), P. 121.

without knowledge, confidence and skill when speaking becomes empty without energy, and often harsh or monotonous.

According to Porter, Patricia and Grant, Margaret: success in speaking, including

1. Ensure that student participant speaks volumes.
2. Make sure students want to talk because they are interested theme.
3. Making sure students have something easy to talk about.
4. Ensuring that students are understood by everyone.
5. Ensure that there are no frequent delays while the students are conversation.¹⁵

6. Supporting Factors of Speaking

- a. If they see their friends speak English fluently, they admire and desire it fluent in English like them.
- b. They will be interested in speaking English because it will improve their skills by talking.
- c. Students will be interested in the teaching methods that be applied by English teacher.
- d. They take private English lessons.

¹⁵ Porter, Patricia and Grant, Margaret, *Communicating Effectively, In English: Oral Communication For Non Native Speaker*, (Heinle : ELT 1992-2012).

B. News Casting

1. Definition and Function of News Casting

News casting (news reporting) is the term used to describe the methods use in delivery news the techniques voice or audio, behavioral approach (standing or sitting). People the news casting presenters is called a newscaster. News casting activities cannot be separated from the role of a news announcer. A reporter as a communicator you have to have charm to do it relate the messages obtained from the communicator media.

Charles A. Dana, editor of the New York sun, once defined it as “anything that interest a large part of the community and has never been brought to its attention before.” In other words, news is what people are talking about. News is new. As Evelyn Waugh described it, “ News is what the chap who doesn’t care much about anything wants to read¹⁶.”

The function of the newscaster is the same as the news anchor. The difference is, news caster is formal while news anchor more informal (free but still authoritative). Every word and information uttered by a news anchor always contain intellectual value and not information that has been known by the general public. While a newscaster beside having to present the news, you also have to be able to animate what is she or he bring because basically she or he is also reporter. Based on this understanding, it can be understood that news casting which is an activity a news caster prepares everything so that the information. Conveyed can be conveyed

¹⁶ Shirkey, Clay (2008). Here Comes Everybody, Penguin. p. 328

well by the audience use of proper articulation, intonation, volume and stress sound are some things that need to be trained and paid attention to by newscaster. Not in some television or radio stations a few broadcasters experienced errors in delivering the script news, sometime there are inappropriate pauses, wrong intonation imperfect, inappropriate articulation, sometime volume sound too high or too low. The cessation (pause). What is meant is some pauses which are deep principles news reading because it effects the clarity of information conveyed to news listeners. There structure of report, as follow:

- a. Introduction – saying what the report
- b. Main section - saying what the fact
- c. Conclusion – what the writer thinks or decides as a result of the fact¹⁷

All of that happens because of a lack skill training in delivering an news mistakes – this error will effect the information submitted to the audience. The audiences will feel bored because of the news delivered incorrectly. Therefore the presence of news casting techniques role in determining the professionalism of broadcaster especially newscaster. Thing to pay attention to newscaster related to the implementation of news casting. The right intonation is cooperation between stresses (tone, dynamic and tempo) and different stops accompany a speech. the intonation is produced by the combination some tone. tone is related to high and low as well short length of sound. In news casting, intonation is

¹⁷ Peter James, 2006, Real English, Bandung : PT Glora Aksara Permata . P. 8

sentence song produced by a combination of tones spoken by newscaster. Broadcaster needed adjust up and down the spoken sentence so that impressed his voice does not look flat. If the intonation is pronounced the listener will not can know the message exactly, especially if plus voice newscaster data like a robot voice, can sure the audience will be bored to see it.

2. Purpose of News Casting

News casting activities are inseparable from the running process is a message, in which there is a speaking activity. Talking is very important for humans. For humans speaking is mean to communicate with others. Speaking is one skill that's a newscaster should have. Speaking is expression of a feeling idea, or desire of thought/information. Some human goals speaking, among other:

- a. expressing thoughts, feelings imagination, ideas, and opinions.
- b. give feedback on the meaning of the conversation from others.
- c. Want to entertain others.
- d. Submit information.
- e. Persuading or influencing others.

Newscaster is informing message and notifications as well as reporting the news to the audience in an effective, concise, straightforward and accurate. The purpose of the news casting is to be newscaster can convey the news properly. Precise in terms of pronunciation articulation, the use of intonation, stress and cutoffs or

pauses so that there will be no confusion in inner audience receive the news. That they are two types of programs television, namely information programs and entertainment programs.

News casting activities by the program television is under the auspices of a company so it follows the company's goals. The purpose news casting of a commercial television program, namely gets many audiences as a possible, a specific target audience, prestige, rewards and public interest. Each company must have different goal, both in terms of political, economic as well as socio- cultural. Therefore, usually program television organize the news that is broadcast according to the purpose of the company. Another thing that is no less important is each television program compete with each other so that their programs become interesting so that the audiences is happy and gives a positive image to company news casting the program.

Every company has its own interest and goals but the important points are must not be forgotten regarding news casting, namely conveying factual, actual and honest information.

3. The Implementation of News Casting to Improve Students Speaking Skill

In teaching speaking, there role play will lead the student to directly use the language. Here, the students will be trained to be aware in deciding what to say and how to say. It is related to the linguistic competence and performance. By using the media, students is hope to

implement the concept of speaking. From the discussion above, the purpose of teaching and learning process of English in Junior High School is to develop communicative competence. It is due to the need getting information when they are going to continue the next level of education. As speaking has become the problem for the students, the ability of senior high school students in speaking is still low because their speaking habit is also poor. It is relatively disappointing due to the importance of speaking. In the class, speaking is taught rarely. It is because the teacher thinks that speaking will not be measured in the National Examination. Therefore, it makes students have no chance to improve their speaking skill.

In this research, the researcher would take Junior High School students at VII grade would be given pre-test by the researcher to know their basic ability in speaking. The researcher would give some treatments as a process of learning speaking by news casting this process is expected to give development to the students knowledge. Giving post test to the students to know whether any significance developments to the students after being given treatments.

C. Action Hypothesis

The action hypothesis of this research is states as follow, this research is use of news casting can improve students speaking skill and their learning activities at eight grade SMP N 5 Batanghari Nuban Satu Atap.

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variable

According to Philips, Definition of observation variable Assign meaning to a structure or variable by stating the activities or actions needed to measure the structure or variable. Alternatively, an operational definition is the definition of the researcher's activities to measure variables or to manage variables. Based on the explanation above, it can be said that the definition is explanation more than an operational object of research. Action research is different from this in that it nearly always arises from specific problem or issue arising out of our professional practice.¹ Classroom Action Research is about two things: (what you do)and research (how you learn about and explain what you do).²

In this study, Classroom Action Research conducted by the researcher in the learning process in the classroom to improve student learning outcomes by the use of news casting to improve student speaking ability of the eight grade at SMP N 5 Batanghari Nuban Satu Atap which will be observed by the English teacher. Variable that investigated in this study are as follows:

¹ Michael J Wallace, action research For Language Teachers (Cambridge University press)

² Jean McNiff & J. Whitehead, (Routledge: You and your action research project, third edition 2009)

1. Independent Variable

Independent variables are defined as those the values of which influence other variables.³ Based on the understanding of the independent variable, the independent variable in this study uses the demonstration method. The steps taken are as follows:

- a. Arrange the seats properly.
- b. Make goals that must be achieved by students.
- c. What tasks should be done by student
- d. Start the demonstration with activities or project pushes.
- e. Creating a comfortable atmosphere
- f. Provide opportunities for students to be active.

The definition above explains that the independent variable in Research uses demonstration methods in the learning process to achieve learning objectives.

2. Dependent Variable

Dependent variables are defined as those the values of which are influenced by other variables.⁴ Based on the understanding of the dependent variable, the dependent variable in this study is the result of student learning. So the aspects that can be seen are as follows:

- a. Changes in knowledge, and student behavior after carrying out learning.

³ Chittaranjan Andrade, "A Student's Guide to the Classification and Operationalization of Variables in the Conceptualization and Design of a Clinical Study", *Indian Journal of Psychological Medicine*, 2021: 1

⁴ *Ibid* 1

- b. Quality and quantity of mastery of student goals
- c. Number of students who can achieve the goal minimum 75%
- d. Long-lasting learning outcomes are remembered and can be used as basis for studying further reasoning.

The aspects that have been mentioned above serve as an illustration how successful students are in learning. Results learning that has been further researched is intellectual skills or cognitive. Learning outcomes are when there is a change in behavior in students as a result of the learning experience gained of activities.

B. Research Location

This research conducted on students at SMP N 5 Batanghari Nuban Satu Atap which is located in Batanghari Nuban sub-district, East Lampung. Class VIII there are 32 students.

C. Subject and Object of Study

1. Subject Study

The main subjects of this study will be students of class VIII SMP N 5 Batanghari Nuban Satu Atap. Overall, There are 32 students in the class.

2. Object of Study

In this research, the object of research is improving student's speaking ability through news casting of the eight grade at SMP N 5 Batanghari Nuban Satu Atap.

D. Action Plan

The research method used in this study is classroom action research. Action research is a method for improving and modifying the working system of a classroom in school.⁵ It means that classroom action research is a research that is used to investigate and evaluate the work in teaching and learning with the aim of collect information about what they want.

According to Kumar, action research is research method which is aimed improving and modifying the working system of a classroom in the school or institution.⁶ It means that classroom action research have a important role to increase teaching and learning process in the classroom.

Mc. Niff defines that action research is a name given to particular way of researching your own learning.⁷ It means that classroom action research is the research which the aim is to solve the problem in teaching and learning process in the class.

From the quotation above, it can be concluded that classroom action research is the research that is applied to improve the working system of teaching and learning in the classroom. The researcher hopes that this research can improve students speaking ability by using news casting.

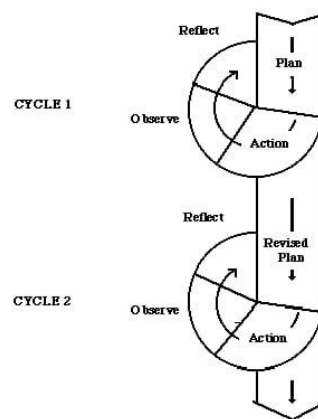
⁵ Gray Anderson with Nancy Arsenault, *Fundamental of Education Research*, (USA: Flamer Press, 2015) p.261.

⁶ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Agge International Publisher, 2006), p.261

⁷ Jean Mc. Niff., *Action Research: Principle and Practice*, (London and New York, 2002), Second Edition, p. 15.

This research conducted by using of the cycle process. Next, the researcher conducted the study following the procedures consist of planning, acting observing and reflecting.⁸

Figure 1: The Action Research Cycles.



E. Research Procedures

In this classroom action research, the researcher was conducted the research in two cycles. Between of the cycle has relationship each other. Generally, there are four steps in the implementation of classroom action research, including: planning, acting, observation and reflection. If the first cycle will not reach the requirement grade yet, the cycle must be reviewed in the second cycle. The researcher has to implement the good procedure as well in Classroom Action Research (CAR). The researcher has to conduct at least two cycles. If the first cycle is fail, it will be continued in the second cycle and soon. It will be conducted for the purpose to improving students reading comprehension ability. The classroom action research that conducted by the researcher can be illustrated as follow:

⁸ Anne Burns, *Collaborative Action Research for English Language Teachers*, (UK: Cambridge University Press, 1999), p.33.

1. Cycle I

a. Planning

The first step of this teaching context and it is prepared before the researcher did the action. In this activity, the researcher and collaborator were focus to make lesson plan. There are activities in planning:

- 1). The researcher prepared the material, making lesson-plan, and designing the steps in doing action.
- 2). The researcher prepared list of student's name.
- 3). The researcher prepared sheet for classroom observation.
- 4). The researcher prepared a test (to know the students speaking ability).

b. Acting

Doing action is the second step in the activity. Action is the realization of the plan that researcher has made before. The researcher will implement skimming technique in the teaching learning process.

Those activities as follow:

- 1) The researcher introduced himself to the students.
- 2) The researcher begins to explain the material about news casting.
- 3) The researcher explain the relating of news casting text and news casting method.

- 4) The researcher asked the students to ask questions about the material.
- 5) Researcher explain examples of material.
- 6) The researcher gave a question to the students to practice.
- 7) After 10 minutes, the researcher asked the student to practice.

c. Observing

In this step, the observer observed the student's activities, their participations, class and learning process, and the researcher performance by using structure observation form make note the overall activities. Furthermore, the researcher will also collect the data from the post test and result of student's activity. In other word, the researcher would observe and collect the data when the learning process is doing.

d. Reflecting

Reflecting is the last step of classroom action research cycles. The researcher reflected the activities in the first cycle what disadvantages of the action must be improved and planned for the next treatment. By reflection, the researcher will know the strength and the weakness from the action that the researcher has done.

The researcher analyzed and observed the test result during teaching learning process. If in the cycle I there are some students not successful, the researcher must conduct cycle II. The result from cycle I is for evaluation material for reflection to cycle II. If the cycle I is

failed, it must review in cycle II, and if the cycle I is successful, cycle II is continuation from cycle I.

2. Cycle II

a. Planning

- 1) The researcher studied the reflection result in the first action.
- 2) The researcher and the collaborator discussed the action that would be done on cycle II.
- 3) The researcher and the collaborator arranged the detail plan about the action on cycle II

b. Acting

In this step, it regarded with same step in previous cycle in which the researcher and the collaborator applied the revised plan such as lesson plan, selected material and instrument for evaluation to be implemented in teaching and learning process in the classroom.

c. Observing

In this step, the researcher and the collaborator observed the teaching learning process by using format observation to collect data in action plan II.

d. Reflecting

In this step, the researcher and the collaborator compare the score of pre-test and post-test. The researcher know the strengths and weakness of the action. The researcher review and reflected on student's

activities whether it is positive or negative, the second cycle enough or need for the next step.

F. Data Collection Method

The writer collected the data by using data collection method as follow:

1. Test

Test is a set of stimuli which given to the personal to obtain the respond based on what is assessed.⁹ In this research, the test will be given to the students consist of two types; pre-test and post-test:

a. Pre-test

pre-test is examined to the students before giving the treatment through the implementation of news casting Technique to evaluate their ability first. There are four pre-test step before giving treatment:

- 1) The researcher came in to the class and explained the assumptions about this research and divided the student into groups.
- 2) The researcher gave a pre-test to find out the knowledge of the student English.
- 3) The researcher gave some question to the students to the measure the student speaking ability.

b. Post-test

The post-test given after the treatment to determine the abilities of the student achievement in using news casting technique. The researcher

⁹ Donald Ary, et.al, *Introduction to Research.*, p.201.

give a news video to the student and ask them to report the news. This test is to find out if the student have different result afterwards give treatment or not. It took 30 minutes post-test.

c. Observation

According to Wallace, observation is data collection technique which concerns on some form of observation of learning processes and it may involves the use of video or audio techniques or of checklist or observational schedule.¹⁰ In this research, the writer using observation to obtain the data about student's learning activity or participation in the classroom which observed by observer.

d. Documentation

Documentation is the way that used to get more information about the setting of the research. In this research, the writer took the data from school about total of the students, the teachers and the condition of the school.

G. Data Analysis Method

The writer collected and analyzed the entire data by taking average score between pre-test and post-test of students speaking ability per action in each cycle. The formula to figure out average between pre-test and post-test as follow:¹¹

¹⁰ Michael J Wallace, *Action Research for Language Research*, (Cambridge: Cambridge University Press, 1998), p.46.

¹¹ James B. Schreiber and Kimberly Asner-self, *Educational Research*, (New Jersey: John Wiley and Sons, 2011), p.233.

The formula:

$$\text{Where: } \bar{X} = \frac{\sum X}{\sum N}$$

\bar{X} = mean or average score

$\sum N$ = the total number of respondent

$\sum \bar{X}$ = the number of students

Complete student data analysis (who score ≥ 75). To calculate the percentage of students who scored ≤ 75 , used formula:

$$P = \frac{\sum x_{nn}}{1} \bar{X} 100 \%$$

Description:

P = Percentage

$\sum \bar{X}$ = Amount of all scores

N = Amount of data.

Furthermore, to know the students achievement after the test, the researcher will compare between pre-test and the post-test, then the result will be matched with the minimum standard in the school. In the eight grade at SMP N 5 Batanghari Nuban Satu Atap the minimum standard in English subject is 75. If there were some students that are not successful in cycle I it means that the writer has to conduct the cycle II. But if in the cycle I all of students were successful, the cycles were able to be stopped in the classroom (CAR) the minimum cycle that must be conducted are two cycles.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Result of the Research

1. The Historical of The Background SMP N 5 Batanghari Nuban Satu Atap

In this chapter, the researcher would like to present the research results. It presents research results and discussions which have been accomplished by researchers at SMP N 5 Batanghari Nuban Satu Atap, especially for the eight graders.

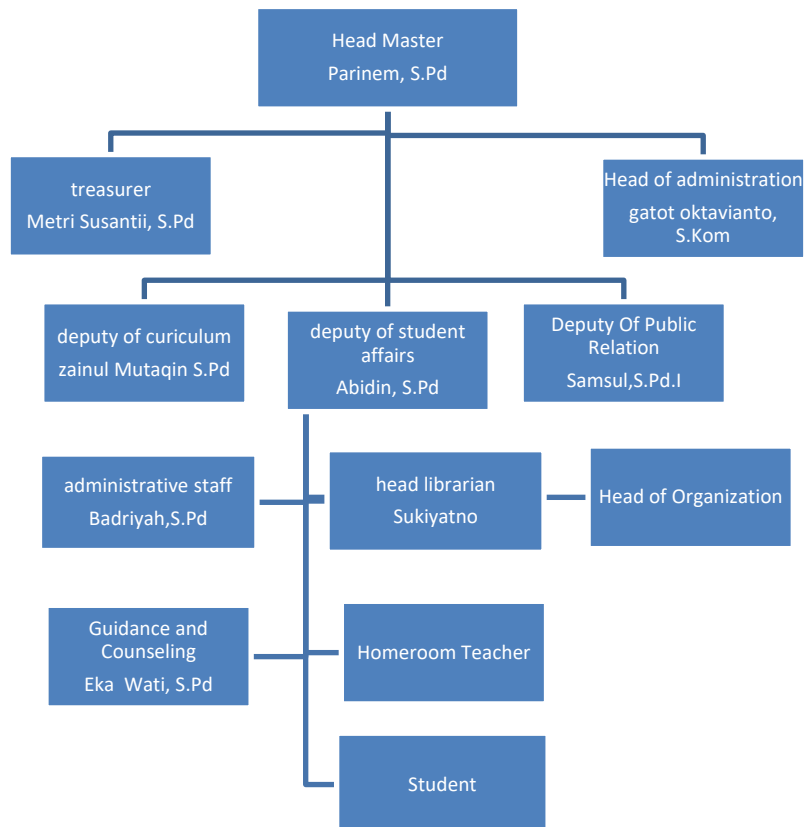
This research was conducted at SMP N 5 Batanghari Nuban Satu Atap. The vision of this school is create the school that has good quality, good attitude and good achievement. This school mission include : First, doing religious values and good attitude every day. Second, build spirit of achievement for all school member, Third, create student's discipline, responsibility and create environment. This school has been accredited B. With a total of 16 teachers and staff and 152 students.

2. Condition of Facilities at SMP N 5 Batanghari Nuban Satu Atap

There are facilities at SMPN 5 Batanghari Nuban satu Atap in supporting the teachers and students in conducting the learning process, namely ; teacher's unit, computer laboratory & library, classroom and mosque.

3. The Structural Organization

Figure 2
Organizational Structure Of SMP N 5 Batanghari Nuban Satu Atap



4. Condition of Students at SMPN 5 Batanghari Nuban Satu Atap

The total of students at SMPN 5 Batanghari Nuban Satu Atap.

No	Kind of Class	The Number of Students	
		A	B
1.	Class VII	25	20
2.	Class VIII	32	25
3.	Class XII	28	22
	Total	152	

5. Research Procedure

a. Cycle 1

1. Planning

Before implementing the treatment using news casting, the researcher managed pre-test mediated to know the students speaking skill by giving treatment and it was used as the comparison score with post-test. The student's must make a simple news and explain it in front of the class one by one to improve student's speaking ability. The result of pre- test could be seen on the table below:

Table 1.1
The Result of The Pre Test of Student's Speaking ability among the eight grade at SMP N 5 Batanghari Nuban Satu Atap

No	Name of Students	Grade	Criteria
1	ATW	65	Incomplete
2	AE	65	Incomplete
3	ASR	67	Incomplete
4	AM	66	Incomplete
5	AIL	65	Incomplete
6	AOM	70	Incomplete
7	BA	68	Incomplete
8	CBW	66	Incomplete
9	CMP	70	Incomplete
10	CP	66	Incomplete
11	ETM	70	Incomplete
12	FA	76	Complete
13	FA	69	Incomplete
14	FL	64	Incomplete
15	FAW	64	Incomplete
16	GH	65	Incomplete
17	HKM	65	Incomplete
18	HNA	62	Incomplete
19	ID	67	Incomplete
20	KH	62	Incomplete

21	MDO	77	Complete
22	MF	78	Complete
23	MKM	62	Incomplete
24	NFN	78	Complete
25	NMA	64	Incomplete
26	NM	69	Incomplete
27	RFM	65	Incomplete
28	RS	79	Complete
29	RM	68	Incomplete
30	TK	68	Incomplete
31	FSR	64	Incomplete
32	RGP	67	Incomplete
	Total Score	2.171	
	Average	68	
	Highest Score	79	
	Lowest Score	62	

Based on the pre-test table, it is inferred that most of the students got score less than 75. The following explanation is the categorization of pre-test result based on Minimum Mastery Criteria (MMC) as follows:

Table 1.2
The Percentage Pre-Test Result of Student's Speaking ability among the eight grade SMP N 5 Batanghari Nuban Satu Atap

No	Grade	Frequency	Percentage	Criteria
1	≥ 75	5	16%	Complete
2	< 75	27	84 %	Incomplete
Total of The Students		32	100%	

Based on the table above, it was analyzed that there were 5 students (16%) who got a minimum score and 27 students (84%).

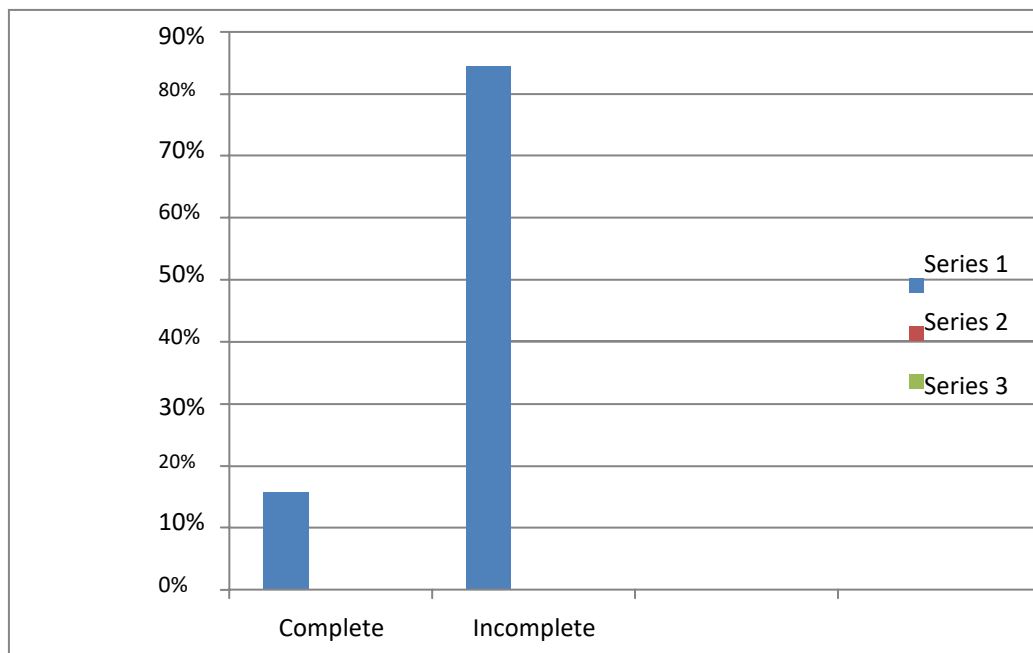


Figure 3
Graph of Students Result of Pre-Test

Based on the cases above, the researcher use news casting technique as the solution.

Before entering cycle I, the researcher gave a diagnostic test to know the student's public speaking skills.

- a. The researcher is conducting the preliminary observation.
- b. The researcher prepared speaking materials that are given to the student's.
- c. The researcher made the lesson plan for the speaking class (news casting).
- d. The researcher prepared a current list to know student's activeness in joining the teaching-learning process.
- e. The researcher prepared the observation checklist.
- f. The researcher prepared the speaking score sheet.

2. Acting

The first meeting was done on Friday 20 October 2023. It was started by greeting, praying, checking attendance list, and introducing the researcher as a teacher for the student's. At the day, the researcher had taken the student's pre- test score. Based on the result of pre-test score, the researcher had identified and found the problems after taking the student's pretest score. Therefore, the researcher conducted the treatment mediated by the online social media application. The researcher and collaborator prepared several things related to teaching and learning process such us the English subject lesson plan the material, media, the speaking skill test, observation sheet that contain about list students names and activity, and evaluation for the second meeting.

The second meeting was treatment done on 22 October 2023. The treatment were given after the pre-test in the classroom. The researcher started the meeting by greeting, checking attendance, list and asking the condition of students. The researcher explained about definition of news casting, characteristics of news casting, indicator of news casting then giving the students one news about *Global Influence of Social Media in Building Literacy Media*. The students what news video than discuss about the place, the situation, what happen in the news. After that the students report

the news in front of the class. The third meeting was post-test 1 done on 23 October 2023. The post test was given after the treatment to know the student's achievement in using news casting technique. The researcher gave a news video to the student t's and ask them to report the news. The news is about *The growing Cases of Cybercrime*. This test is to know whether the students have different result after giving treatment or no. it took 30 minutes to get the data of post- test. In the performance, the researcher was as an English teacher and Mrs. Metri Susanti, S.Pd. was a collaborator. The researcher started the meeting by greeting, checking attendance list and asking the condition of the students.

After doing the first meeting, the researcher gave post test I to the students. The post test was done to know how was the students speaking skill after they are given treatment. The students watch and comprehend the news of the video. The students must the news clearly and with a good pronunciation. The researcher give the feedback for the students with correcting about their performance in news casting. Then the researcher gave post –test I to students to perform in front the class.

In the post test I, there were only 5 students who got good grade. Many students are afraid to speak in front of class, feel anxious due to their self-imposed pressure for perfection, concentration issues, and they are afraid of what others might

think or say about them. Moreover the result of the students were better than student's pretest before giving treatment. In this session, the researcher got the result of the students post –test I cycle I. The result can be seen as follows:

Table 1.3
The Result of The Post-Test Cycle I Student's Speaking ability among the eight grade of SMP N 5 Batanghari Nuban Satu Atap

No	Name of Students	Grade	Criteria
1	ATW	71	Incomplete
2	AE	71	Incomplete
3	ASR	77	Complete
4	AM	78	Complete
5	AIL	72	Incomplete
6	AOM	72	Incomplete
7	BA	80	Complete
8	CBW	65	Incomplete
9	CMP	73	Incomplete
10	CP	72	Incomplete
11	ETM	72	Incomplete
12	FA	85	Complete
13	FA	74	Incomplete
14	FL	69	Incomplete
15	FAW	79	Complete
16	GH	70	Incomplete
17	HKM	70	Incomplete
18	HNA	71	Incomplete
19	ID	73	Incomplete
20	KH	72	Incomplete
21	MDO	84	Complete
22	MF	85	Complete
23	MKM	72	Incomplete
24	NFN	80	Complete
25	NMA	73	Incomplete
26	NM	71	Incomplete
27	RFM	73	Incomplete
28	RS	79	Complete
29	RM	77	Complete
30	TK	72	Incomplete
31	FSR	72	Incomplete
32	RGP	74	Incomplete

	Total Score	2.378	
	Average	74	
	Highest Score	85	
	Lowest Score	65	

Based on the table above, there were 10 students got ≥ 75 and 22 students got < 75 . The following was the table of student's score grade of post-test cycle I:

Table 1.4
The Percentage Post-Test Cycle 1 Result of Student's Speaking ability among the eight grade of SMP N 5 Batanghari Nuban Satu Atap

No	Grade	Frequency	Percentage	Criteria
1.	≥ 75	10 Students	31 %	Complete
2.	< 75	22 Students	69 %	Incomplete
Total of The Students		32 Students	100 %	

From the table above, it was analyzed that the student's average score was 74. The highest score was 85 and the lowest score was 65. Based on the Minimum Mastery Criteria (MMC), there were 10 students on post-test cycle I got score ≥ 75 and 22 students got score < 75 . It means that in cycle I the student's attainment could improve enough, but it was not successful yet.

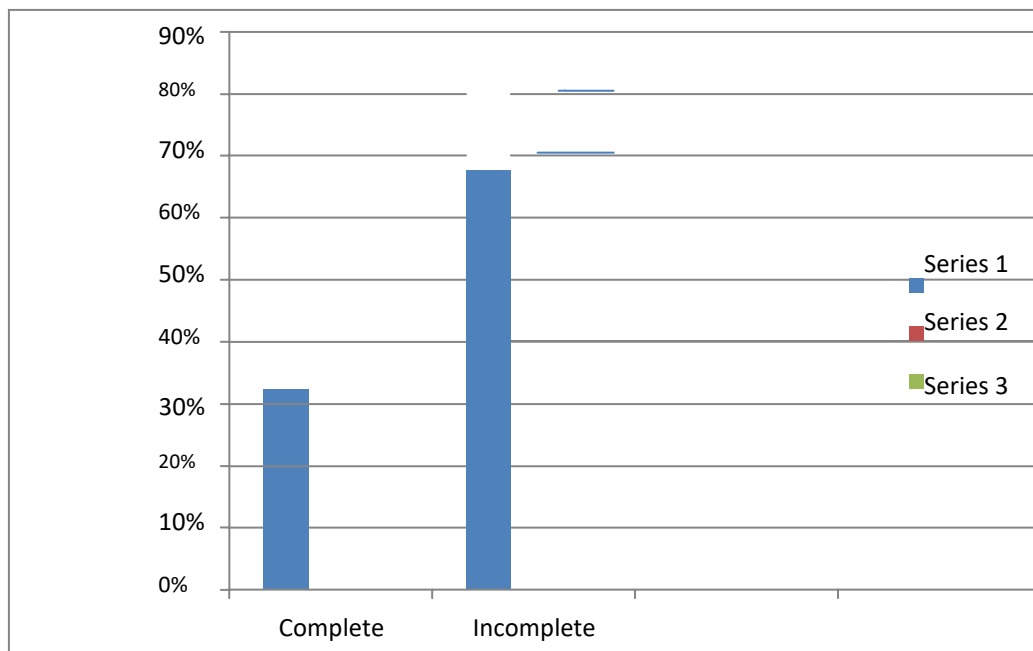


Figure 4
Graph of Students Result of Post-Test Cycle 1

3. Observing

In observing of the researcher action, the collaborator observed the student's activities. The researcher as a teacher gave material about News casting or news text in the theme of people.

While the meeting was being executed, the students practiced their speaking during the learning interaction were additionally being seen by the observe. The students who were active in the class would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The consequence of the student's learning exercise could be seen as follow:

Table 1.5
The Student's Learning Activities Observation in Cycle 1

No	Students Name	The aspects that are observed				
		The students speaking fluency	The students speaking comprehension	The students have good pronunciation	The students use a lot of vocabulary	The students grammatical errors
1.	ATW	√			√	√
2.	AE	√	√	√	√	√
3.	ASR	√	√	√	√	√
4.	AM	√	√	√	√	√
5.	AIL	√			√	√
6.	AOM	√	√	√	√	√
7.	BA	√			√	√
8.	CBW				√	√
9.	CMP					
10.	CP				√	√
11.	ETM	√	√	√	√	√
12.	FA	√	√	√	√	√
13.	FA	√		√		√
14.	FL	√	√	√		
15.	FAW	√			√	√
16.	GH				√	√
17.	HKM				√	√
18.	HNA			√	√	√
19.	ID	√	√	√		√
20.	KH	√		√	√	√
21.	MDO	√	√		√	√
22.	MF	√	√		√	√
23.	MKM			√	√	
24.	NFN			√		√
25.	NMA			√	√	√
26.	NM	√	√		√	√
27.	RFM	√	√		√	√
28.	RS	√		√	√	√
29.	RM	√	√		√	√
30.	TK	√			√	√
31.	FSR		√		√	
32.	RGP	√				
TOTAL		22	14	15	26	27

Note :

- Tick (√) for each positive activity
- Percentage of student's activities
 1. The students speaking fluency = 69%
 2. The students speaking comprehension = 44%
 3. The students have good pronunciation = 47%
 4. The students use a lot of vocabulary = 81%
 5. The students grammatical errors = 84%

4. Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the Minimum Mastery Criteria (MMC). It was analyzed based on the result of pre-test and post-test I score. Moreover, most of the student's score had improved although the condition of learning process was uncontrolled enough.

From the results of observations in cycle I found several problems as follows:

- a) There were some students that shown unexcited to the researcher explanation
- b) Some students did not ask and answer the teacher's question. Based in the result of reflection in cycle I, there were some suggestions to be revised in cycle II, such as:

- 1) The teacher gave more detail example and question after explaining the materials to control the students.
- 2) The teacher gave reward to the students who are active and achiever.

Furthermore, the result of the learning result of cycle I before and after doing the treatment could be analyzed in the following table:

Table 1.6
The Score of The Pre- test and Post Test Cycle I Student's Speaking ability among eight grade of SMP N 5 Batanghari Nuban Satu Atap

No	Name of Students	Pre-test Score	Post-test Cycle 1 Score	Deviation	Explanation
1.	ATW	65	71	6	Improved
2.	AE	65	71	6	Improved
3.	ASR	67	77	10	Improved
4.	AM	66	78	12	Improved
5.	AIL	65	72	7	Improved
6.	AOM	70	72	2	Improved
7.	BA	68	80	12	Improved
8.	CBW	66	69	3	Improved
9.	CMP	70	73	3	Improved
10.	CP	66	72	6	Improved
11.	ETM	70	72	2	Improved
12.	FA	76	85	9	Improved
13.	FA	69	74	5	Improved
14.	FL	64	69	4	Improved
15.	FAW	64	79	15	Improved
16.	GH	65	70	5	Improved
17.	HKM	65	70	5	Improved
18.	HNA	62	71	9	Improved
19.	ID	67	73	6	Improved
20.	KH	62	72	10	Improved
21.	MDO	77	84	7	Improved
22.	MF	78	85	7	Improved
23.	MKM	62	72	10	Improved
24.	NFN	78	80	2	Improved
25.	NMA	64	73	9	Improved

26.	NM	69	71	2	Improved
27.	RFM	65	73	8	Improved
28.	RS	79	79	-	Constant
29.	RM	68	77	9	Improved
30.	TK	68	72	4	Improved
31.	FSR	64	72	8	Improved
32.	RGP	67	74	7	Improved
	Total Score	2.171	2.378		
	Average	68	74		

In this research, the pre-test and post-test cycle I had been. This aims to determine the ability of students before and after being given treatment. From the results of the pre-test and post-test cycle I it is known that there is an increase in the value of student learning outcomes. This can be seen from the average pretest score of 68 and post-test cycle I of 74. Although there was an increase in student learning outcomes, cycle I was not successful because only 10 students (31%) passed post-test cycle I. It can be concluded that cycle I has not been successful because the indicators of success have not been achieved and the researcher must revise the teaching and learning process in the next cycle. Therefore, this research will be continued in the next cycle.

b. Cycle II

The cycle II was similar with the cycle I. Moreover the difference in the way to improvement in cycle II. In cycle I, students did news casting individually, making it difficult for them to appear in front of the class. Most of them felt afraid and nervous when appearing alone

in front of the class. Therefore, the researcher tried to provide a different treatment in cycle II. In cycle 2 the researcher tried to carry out news casting activities in groups. This is expected to reduce the pressure on students when they appear in front of the class. The researcher and collaborator conduct directly in the class. It was divided into planning, acting, observing and reflecting. It is explained more. As follows:

1. Planning

In this step the researcher made the lesson plan. Based on the students result in cycle I, the researcher concluded that the problem is that the students feel difficult to speak English well because the students lack the courage to speak for fear of being wrong and not confidence. Therefore, the researcher revised the problems that appeared in cycle I and arranges lesson plan to continue cycle II. The researcher planned to give them more practiced. Cycle II would be planned differently from cycle I.

2. Acting

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each step, the researcher tried to make the students better in their performance. The implementation of this strategy was managed in two meetings, namely: performance in news casting and post test II.

The first meeting in cycle II was managed on 25 October

2023 It was started by greeting, praying, and checking attendance first. The researcher as a teacher conveyed the material about speaking in news casting about *division school press (DSP) 2019*. At the beginning of teaching learning process, the researcher choose news text in the title education that was used to show to the students.

In acting, the students read and comprehend the news text. The students must read the news clearly and with a good pronunciation and gesture like anchor. The researcher give the feedback for the students with correcting about their performance in news casting. In brief the students done the test, the researcher corrected the student's practiced.

After giving the treatment process in cycle I and cycle II, the researcher managed post-test II on 28 October 2023. The students watch and comprehend the news of the video. The students must the news clearly and with a good pronunciation. The researcher give the feedback for the students with correcting about their performance in news casting. Then the researcher gave post –test I to students to perform in front the class. The result of post-test II could be seen on the table below:

Table 1.7
The Result of The Post-Test Cycle II Student's Speaking skill among the
eight grade of SMP N 5 Batanghari Nuban Satu Atap

No	Name of Students	Grade	Criteria
1	ATW	81	Complete
2	AE	72	Incomplete
3	ASR	86	Complete
4	AM	85	Complete
5	AIL	72	Incomplete
6	AOM	80	Complete
7	BA	88	Complete
8	CBW	79	Complete
9	CMP	74	Incomplete
10	CP	78	Complete
11	ETM	74	Incomplete
12	FA	90	Complete
13	FA	74	Incomplete
14	FL	78	Complete
15	FAW	87	Complete
16	GH	71	Incomplete
17	HKM	80	Complete
18	HNA	80	Complete
19	ID	81	Complete
20	KH	72	Incomplete
21	MDO	87	Complete
22	MF	86	Complete
23	MKM	74	Incomplete
24	NFN	87	Complete
25	NMA	78	Incomplete
26	NM	80	Complete
27	RFM	81	Complete
28	RS	89	Complete
29	RM	85	Complete
30	TK	80	Incomplete
31	FSR	76	Complete
32	RGP	79	Complete
	Total Score	2.564	
	Average	80	
	Highest Score	90	
	Lowest Score	71	

Based on the table below, there were 24 students got ≥ 75 and 8 students got < 75 . The following was the table of student's grade of post-test II:

Table 1.8
The Percentage Post-Test Cycle II Result of Student's Speaking skill among the eight grade of SMP N 5 Batanghari Nuban Satu Atap

No	Grade	Frequency	Percentage	Criteria
1.	≥ 75	24 Students	75 %	Complete
2.	< 75	8 Students	25 %	Incomplete
Total of The Students		32 Students	100 %	

Based on the table above, it was known that the student's average score in post-test II was 80. The highest score was 90 and the lowest score was 71. Most of students could improve. It means that cycle II succeeded.

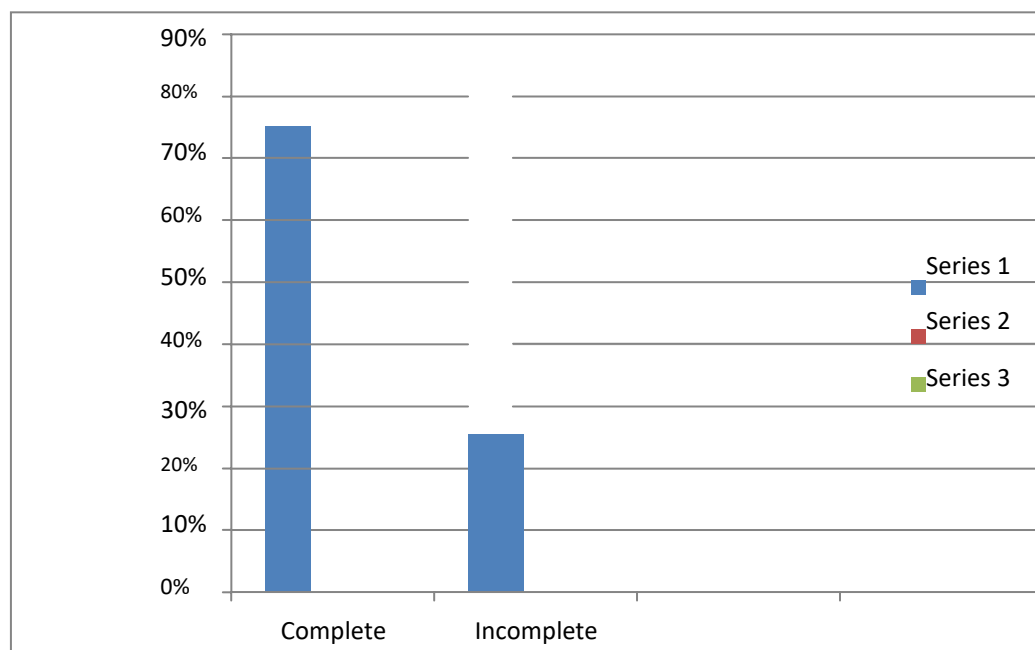


Figure 5

Graph of Students Result of Post-Test Cycle II

3. Observing

In this step the researcher presented the material by using News Casting. Based on the result of the researcher in cycle II, it could be conclude that cycle II was successful. There were > 75% of the students passed the examination. It means the student's more active in learning activities, more enthusiastic to practice about news casting. The outcome grade of student's learning activities observation, as follow:

Table 1.9
The Student's Learning Activities Observation in Cycle II

No	Students Name	The aspects that are observed				
		The students speaking fluency	The students speaking comprehension	The students have good pronunciation	The students use a lot of vocabulary	The students grammatical errors
1.	ATW	√			√	
2.	AE	√	√	√	√	√
3.	ASR	√	√	√	√	
4.	AM	√	√	√	√	√
5.	AIL	√			√	√
6.	AOM	√	√	√	√	
7.	BA	√	√	√	√	
8.	CBW			√	√	
9.	CMP		√	√	√	
10.	CP				√	√
11.	ETM	√	√	√	√	
12.	FA	√	√	√	√	√
13.	FA	√		√	√	
14.	FL	√	√	√	√	√
15.	FAW	√		√	√	√
16.	GH	√		√	√	
17.	HKM	√	√	√	√	√
18.	HNA	√	√	√	√	
19.	ID	√	√	√	√	√

20.	KH	√		√	√	√
21.	MDO	√	√	√	√	
22.	MF	√	√	√	√	
23.	MKM	√	√	√	√	
24.	NFN	√	√	√	√	
25.	NMA	√	√	√	√	
26.	NM	√	√	√	√	√
27.	RFM	√	√	√	√	
28.	RS	√	√	√	√	
29.	RM	√	√	√	√	√
30.	TK	√	√	√	√	√
31.	FSR		√	√	√	
32.	RGP	√			√	
TOTAL		28	23	28	32	13

Note :

- Tick (√) for each positive activity

- Percentage of student's activities

1. The students speaking fluency = 87%
2. The students speaking comprehension= 72%
3. The students have good pronunciation = 87%
4. The students use a lot of vocabulary = 100%
5. The students grammatical errors= 44%

From the result above, the researcher conclude that this research was successful and would be not continued in the next cycle. The students score of from post-test I to post-test II could be seen on the table below:

Table 1.10

The Score of The Post Test Cycle 1 and Post Test Cycle II Student's Speaking Skill among the eight grade of SMP N 5 Batanghari Nuban Satu Atap

No	Name of Students	Post-test Cycle I Score	Post-test Cycle II Score	Deviation	Explanation
1.	ATW	71	81	10	Improved
2.	AE	71	72	1	Improved
3.	ASR	77	86	9	Improved
4.	AM	78	85	7	Improved
5.	AIL	72	72	-	Constant
6.	AOM	72	80	8	Improved
7.	BA	80	88	8	Improved
8.	CBW	69	79	10	Improved
9.	CMP	73	74	1	Improved
10.	CP	72	78	6	Improved
11.	ETM	72	74	2	Improved
12.	FA	85	90	5	Improved
13.	FA	74	74	-	Constant
14.	FL	69	78	9	Improved
15.	FAW	79	87	8	Improved
16.	GH	70	71	1	Improved
17.	HKM	70	80	10	Improved
18.	HNA	71	80	9	Improved
19.	ID	73	81	8	Improved
20.	KH	72	72	-	Constant
21.	MDO	84	87	3	Improved
22.	MF	85	86	1	Improved
23.	MKM	72	74	2	Improved
24.	NFN	80	87	7	Improved
25.	NMA	73	78	5	Improved
26.	NM	71	80	9	Improved
27.	RFM	73	81	8	Improved
28.	RS	79	89	10	Improved
29.	RM	77	85	8	Improved
30.	TK	72	80	8	Improved
31.	FSR	72	76	4	Improved
32.	RGP	74	79	5	Improved
	Total Score	2.378	2.564		
	Average	74	80		

Based on the table above, the use of project-based learning can improve student's speaking skills because there is an increase from the average post-test I of 74 to 80 in post-test II. In cycle II most students can develop their performance. This means cycle II was successful.

4. Reflecting

Based on the results of the post-test II, the percentage of student's speaking skills (75%) achieved a success indicator of 75%. In cycle II most students can develop their performance. This means cycle II was successful.

Table 1.11
The Comparison of Student's Grades that Achieving Minimum Mastery
Criteria (MMC)

No	Test	Frequency	Percentage
1.	Pre-Test	5	16%
2.	Post-Test Cycle 1	10	31%
3.	Post-Test Cycle II	24	75%

Therefore, the researcher concluded that the research was successful because the indicator of successful had been achieved in this cycle. It means that it would be stop in this cycle.

B. Discussion

Based of the result of data analysis, the researcher find out that the use of News casting Technique to improving student's speaking ability at the eight grade of SMP N 5 Batanghari Nuban Satu Atap is effective. In improving students speaking ability by news casting technique make the students of SMP N 5 Batanghari Nuban Satu Atap at the eight grade are confidence in practicing their speaking skill, enjoy getting material in learning speaking.

In addition, during learning process in treatments most the students got their motivation when they tried to speak in front of the class during the process of learning. It occurs because they obtained their confidence to express their ideas, opinions, and arguments in the class. It also made the students did not get many difficulties in communication by using English. The students were taught by news casting technique were easier to preset their ideas, opinions, and arguments. According to Samad news casting development and influence of news casting on student's speaking skill. The results of his research prove that using news casting in effective way to learn foreign language in Department of English Literature.³⁴

In this section, the researcher provides the analysis of the findings obtained in the first and second cycles. This part is aimed to give explanation

³⁴ Iskandar Abdul Samad "The use of news casting in improving students speaking skills" (in syiah kuala university, 2017). 146

on how the use of news casting learning technique can improve students speaking ability.

In this case, the number of students who were able to achieve MMC in speaking ability was 32 students from post-test II results or 75% of students completed MMC. Consequently, news casting strategy can improve the students speaking ability. The average value of progress from the pre-test is 68 (average), post-test I is 74 (average) and becomes 80 (good) in post-test II. It can be seen that there was an increase in the average score and the number of students who passed the pre-test, post-test I and post-test II.

In addition, visible progress in terms of learning activities shows that students are progressing in terms of student attention pay attention of teacher explanations (69%), the students ask and answer questions (72%), the students are active in class (87%), the students are able to do task (100%) and the students follow the teacher's instructions (100%). This is also agree with the theory started by Maulana.s which explains that the strategies of teaching news casting strategies directly lead students to concentrate and focus more when speaking. The researcher distributed a piece of paper to the students which consisted of text. The researcher practiced then the students repeated. This activity was done until the end of the meeting.³⁵

Furthermore, this research supported the previous studies that news casting strategy is found very helpful and effective to teach speaking ability. In addition, news casting can also be implemented in all subject but it

³⁵ Nurmin Mulana s. *developing students speaking skill by news casting at the third semester English students of stain palopo*. (palopo.2006). 155

depends on student's level and needs. It can be summed up the using news casting is effective to improve students speaking ability, especially for class VIII SMP N 5 Batanghari Nuban Satu Atap.

CHAPTER V

CONCLUSION AND SUGGESTION

The aim of this chapter is to describe the conclusion of the research. In addition, the researcher would like to provide the suggestion to the teacher in teaching speaking ability by using News casting strategy.

A. CONCLUSION

Based on the result of cycle I and cycle II, it was investigated that the use of News casting strategy could improve the student's speaking ability. This can be seen from the average score from pre-test was 68, post test I was 74 and become 80 in post-test II. In addition, the percentage of students that achieved the minimum mastery criteria in pre-test was 16 %, in post-test I was 31 %, and in post-test II 75%. It was investigated that the research is successful because the result of students speaking skill in post test II had achieved the indicator of success.

Additionally, News casting strategy could improve the students learning activity at the eight grade of SMP N 5 Batanghari Nuban Satu Atap. It can be seen from the students learning involvement 50 % in cycle increase into 76 % in cycle II. It means that result of learning activity in cycle II had achieved the indicator of success that was > 70 % students fulfill the Minimum Mastery Criteria (MMC).

B. SUGGESTION

Based on the conclusion above, some suggestion are intended for the students, the teacher, and the other researcher:

1. For the students

The researcher hopes that the students to be more active in learning English therefore the students can understand and comprehend the material which teacher has given and improved their knowledge especially in news casting.

2. For the Teacher

It is recommended that the English teacher use the news casting strategy to guide the student's speaking skill to improve their speaking in English.

3. For the other researcher

It is suggestion to be useful for the other researcher find out not only the theoretical side of News casting in improve. Therefore it is hoped that this research can strengthen research that was processed by other researcher.

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APPENDICES

SYLLABUS

School : SMP N 5 BATANGHARI NUBAN SATU ATAP

Subject Matter : English

Class : VIII

Semester : Ganjil

Topic : Speaking

KI 4 : trying, processing, and presenting in the concrete realm (using, parsing, composing, modifying, and creating) and the abstract realm (writing, reading, and composing) according to what is learned in school and other sources from the same point of view/theory.

Basic Competencies	Learning Materials	Learning Activities	Indicator	Evaluation	Time Allocation	Learning resources
1.1.Expressing meaning in short and informal news accurately, fluently and acceptably in various contexts of daily life.	Explaining the meaning in the context of short news in the form of narrative text. 1. What do you know about news casting? 2. Speak up in front of the class! 3. Listen to what	1.Reading vocabulary related to the topic to be discussed. 2.Listening the teacher gives examples related to the material. 3.Speaking repeats stories about	➤ Speak and restate the contents of the news. ➤ Observing the storyline contained in the news. ➤ Responds and expressions and responds to	1. Speaking, speak briefly. 2. Practice and tell about news.	2 x 45 minutes	https://www.bbc.com/news/world-asia-pacific-15105923 https://www.bbc.com/news/world-asia-64245668

	there friends say and practice it. 4. Students listen and tell what they know and what they hear.	related material. 4. Asking various information contained in the news. 5. responding to questions asked by the teacher.	<p>commonds.</p> <ul style="list-style-type: none"> ➤ Speak in front of the class and retell the contents of the news. ➤ Answer the questions asked by the teacher ➤ Answer and reveal. 			
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LESSON PLAN

School : SMP N 5 Batanghari Nuban Satu Atap
 Subject Matter : English
 Grade : VIII
 Time Allocation : 1x 90 minutes

A. Standard of Competence

KI 4: trying, processing, and presenting in the concrete realm (using, composing, modifying, and creating) and the abstract realm (reading) according to what is learned in school and other sources from the same point of view/ theory.

B. Basic of Competence

4.4 Expressing meaning and reading in short news in the form of narrative text, and retelling it.

C. Indicator of Competence Achievement

4.1.1 students are able to speak / practice orally in front of the class mates.

D. Learning Objectives

At the end of learning students can : read the news well and confidently.

E. Learning Material

News Casting:

Global influence of social media in building literacy media

people welcome back to Lewis TV news with me Sabrina cristelia on October 19 20 22. we bring several information that is recently happening within this week for an hour and the headline for today is about global influence of social media in building literacy media nowadays social media such as Instagram Facebook Twitter and others have shared everyday literacy skills with those who use them we are all completely aware that the use of social media is irresistible and has a tendency to cause negative and positive impacts upon literacy skills now it is news in details social media Has the strength to escalate communication skills among young people from all around the world besides social media also allows teenagers to advance writing styles within social media teenagers

are provided with countless various ways to improve their creativity by reading analyzing the work of others teenagers can capture itself and develop their writing skills on the other hand some studies argue that the rise of social media has revealed a fall in standard and proper language the use of non-formal language in social media gives a huge fall upon formal and qualified literacy this problem is caused by the lack of spelling and grammar informal writings the lack of evaluation also becomes one of the concerns the mantle of instance is not suitable for literacy qualifications audiences scarcely read or evaluate their reading until the end which gives an impact in lacking a full percentage of knowledge according to this condition we have to realize that social media play a great role in giving both positive and negative impacts on building literacy skills in any aspect to prevent the negative side effects of social media on literacy skills it is important to wisely classify which articles are worth reading as for writers it is also mandatory to start writing meaningful and qualified articles to improve audiences literacy well good people that's all the news for today and for more information please kindly visit our website on www.louisetvnews.com and I am Sabrina christelia thank you so much for watching have a great day and finding out

F. Media, Tool and Learning Resources

1. Media / tool
 - Laptop
2. Learning Resources
 - Internet: <https://youtu.be/E2vCynnLkiU?si=eIXd2RuQ3YXi5qHu>

G. Learning Activity Steps

- a. Preliminary Activities
 - The teacher greets and invites students to start the activity by praying, the checks the presence of student's
 - The teacher conveys the learning objectives or basic competencies to be achieved.
- b. Core Activities

Explore

 - The teacher gives questions about news casting.
 - Then the teacher together with the student's discussed a little about the material (News Casting).

- The teacher and student's discuss a little about the topic of the news that will be read.
- The teacher gives a few of performance in News Casting before student's practice one by one in front of the class.

Associate

- Students are able to re-practice appearances in News Casting in accordance with the material in front of the class alternately.
- Students are able to read the news text clearly in front of the class alternately.

Communicate

- Provide feedback for student's who have completed their assignments by correcting their performance in the News Casting.
- Assess student's for their performance.
- Provide motivation to student's who are lacking and are not used to participating in these activities.

c. Closing Activities

- The teacher conveys to student's their weakness in News Casting.
- The teacher provides suggestions and input to student's in News Casting.
- The teacher explains the plans for future learning activities.

H. Assessment of Learning Outcomes

Appraisal Technique : Speaking

Aspect	Category	Score
Pronunciation	Very Good	85-100
	Good	75-84
	Average	55-74
	Bad	0-54
Accuracy	Very Good	85-100
	Good	75-84
	Average	55-74
	Bad	0-54
Grammar	Very Good	85-100
	Good	75-84
	Average	55-74
	Bad	0-54
Fluency	Very Good	85-100
	Good	75-84
	Average	55-74

	Bad	0-54
Vocabulary	Very Good	85-100
	Good	75-84
	Average	55-74
	Bad	0-54

Score maximum = 100

Final Acquisition Value = score on post-test 1

$$X = \frac{X_1 + X_2 + X_3 \dots + X_n}{5}$$

$$X = \frac{100 + 100 + 100 \dots + X_n}{5}$$

$$X = \frac{500}{5}$$

$$X = 100$$

Mengetahui

Collaborator

Researcher

Metri Susanti, S.Pd

Sekar Wangi

DAFTAR SISWA KELAS VIII
SMPN 5 BATANGHARI NUBAN SATU ATAP

NO	NAMA	LP
1.	ADELIA SARI	P
2.	AIRA SEPTYA RAMADHANI	P
3.	ALESHA ZAHRA	P
4.	ANISA INDAH RAMADAYANTI	P
5.	ARSYLA SAFINA AZZAHRA	P
6.	ASTI DWI FAUZIAH	P
7.	AUREL BILQIS	P
8.	BIMA ADIPUTRA PRAYOGA	L
9.	CHRISTIAN FERNANDO	L
10.	DEVANO AL MUTAQIN	L
11.	DICKY PRATAMA	L
12.	DINDA MEISYA IRANI	P
13.	GALANG WIJAYA	L
14.	KAYLA RAHMA	P
15.	KINANTA ALISHA WILDA	P
16.	LINA NURMALA SARI	P
17.	MEI RENDRA	P
18.	NABILA ADELIA PRATIWI	P
19.	NABILA AULIA SALSABILA	P
20.	NAWANG KURNIAWAN	L
21.	NIKO SAPUTRA	L
22.	NURIN FARIDA INAYAH	P
23.	PUTRI AYU LESTARI	P
24.	PUTRI RAHAYU	P
25.	RAFQI TEGAR INDRAWAN	L
26.	RAMA ERLANGGA	L
27.	RISKY ANISA PUTRI	P
28.	RISKY MAULANA	L
29.	SHELLA ANGGRAINI	P
30.	YUDHA RISWANDA	L
31.	ZULFA RAMADHAN	P
32.	ZULKIYAH AMBAR DEWATI	P

Pre-test Instrument of Speaking Ability

Subject : English (Speaking)

Class : VIII

Time Allocation : 45 Minutes

Direction:

- Please confidence to tell in front of the class.
- Please be honestly.

Instruction:

1. Please make news that are currently trending!
2. Please tell about the story in front of the class

Students Score on the Pre-Test

Subject : English

Class/Semester : VIII

School : SMP N 5 Batanghari Nuban Satu Atap

No	Student Name	The Aspect					TOTAL
		Grammar	Vocabulary	Pronunciation	Fluency	Accuracy	
1	ATW	65	67	61	71	61	65
2	AE	55	61	65	70	75	65
3	ASR	60	65	72	68	72	67
4	AM	59	60	67	73	69	66
5	AIL	55	66	62	71	73	65
6	AOM	65	61	76	73	74	70
7	BA	63	63	68	76	71	68
8	CBW	54	65	68	71	73	66
9	CMP	61	67	75	74	71	70
10	CP	58	61	68	72	70	66
11	ETM	63	64	72	76	75	70
12	FA	74	77	75	78	75	76
13	FA	62	63	75	75	72	69
14	FL	52	59	67	71	68	64
15	FAW	49	56	67	75	73	64
16	GH	56	58	68	72	70	65

17	HKM	51	58	70	73	73	65
18	HNA	48	55	65	70	73	62
19	ID	56	62	72	76	71	67
20	KH	48	56	67	69	72	62
21	MDO	76	80	76	78	77	77
22	MF	78	78	75	74	81	78
23	MKM	46	58	64	72	70	62
24	NFN	77	76	78	76	81	78
25	NMA	49	56	68	75	72	64
26	NM	61	64	74	76	72	69
27	RFM	54	60	67	72	73	65
28	RS	76	79	75	82	82	79
29	RM	55	64	74	75	74	68
30	TK	57	62	72	75	75	68
31	FSR	51	58	69	72	70	64
32	RGP	54	63	73	75	70	67

Collaborator

Batanghari Nuban, 2023
Researcher

Metri Susanti, S.Pd

Sekar Wangi

Post Test Instrument of Speaking Ability

(Cycle I)

Subject : English (Speaking)

Class : VIII

Time Allocation : 45 Minutes

Direction:

- Please Confidence to tells in front of the class.
- Please be honestly.

Instruction:

1. Please practice like newscaster about the news entitled “pollution”!
2. Perform in front of class!

Pollution

Good afternoon, people.

Welcome to time news. Back again with me Nadia. Today we will report news about increasingly high pollution in big cities in Indonesia including Surabaya.

During a log weekend, vehicle volume usually increase. This can result in increasingly severe air pollution.

This pollution generally occurs during working hours, from 8 am to 5 pm.

If this situation is not treated immediately continuous air pollution can cause the earth's temperature and air temperature to rise. So that in the end it will cause global warming.

And that was the news for this afternoon follow the next news update on time news.

Students Score on the Post-Test

Cycle 1

Subject : English

Class/Semester : VIII/ Ganjil

School : SMP N 5 Batanghari Nuban Satu Atap

No	Student Name	The Aspect				TOTAL
		Grammar	Vocabulary	Pronunciation	Fluency	
1	ATW	67	72	72	73	71
2	AE	62	75	72	74	71
3	ASR	76	79	81	78	77
4	AM	75	79	82	76	78
5	AIL	69	72	75	72	72
6	AOM	70	72	71	75	72
7	BA	74	80	78	82	80
8	CBW	67	70	71	68	69
9	CMP	70	82	70	68	73
10	CP	70	82	68	72	72
11	ETM	67	75	72	73	72
12	FA	82	86	85	86	85
13	FA	70	71	77	81	74
14	FL	66	68	70	70	69
15	FAW	76	82	79	78	79
16	GH	69	70	72	73	70

17	HKM	70	70	72	70	69	70
18	HNA	69	70	75	72	72	71
19	ID	70	75	76	70	76	73
20	KH	67	70	75	72	76	72
21	MDO	82	86	82	87	85	84
22	MF	82	88	85	87	83	85
23	MKM	68	72	69	75	75	72
24	NFN	78	83	80	77	81	80
25	NMA	68	74	75	76	71	73
26	NM	70	70	73	75	69	71
27	RFM	72	75	72	72	75	73
28	RS	77	80	79	82	78	79
29	RM	75	78	78	80	76	77
30	TK	68	72	75	72	74	72
31	FSR	69	70	73	75	75	72
32	RGP	72	72	74	76	75	74

Collaborator

Sekampung, May 2023

Researcher

Metri Susanti, S.Pd

Sekar Wangi

Post Test Instrument of Speaking Performance

(Cycle II)

Subject : English (Speaking)

Class : VIII

Time Allocation : 45 Minutes

Direction:

- Please confidence to tell in front of the class.
- Please be honestly.

Instruction:

1. Make a group consist of 2 or 3 persons each group!
2. Please practice like a newscaster about the news entitled “Fire hundreds of stalls in Banyumas”
3. Perform in front of class!

Fire hundreds of stalls in Banyumas

Good afternoon viewers come back with me Sekar Wangi on I News TV.

Ladies and gentlemen, hundreds of stalls in the emergency market which were set up by Banyumas district government in the west Purwokerto area, caught fire, the fire quickly spread because the building were dominated by wooden materials.

Around 300 stalls in the emergency market in West Purwokerto, Banyumas, Central java have been on fire since Sunday night, a number of fire engines belonging to the Banyumas district government were dispatched to the location to extinguish the fire. As of 04.00 am firefighters are still trying to extinguish the fire, assisted by local residents.

That's the news for this evening,

Stay tuned for the next update on I news T in an hour. I sekar Wangi, god night and good bye.

Students Score on the Post-Test

Cycle 2

Subject : English

Class/Semester : VIII

School : SMP N 5 BATANGHARI NUBAN SATU ATAP

No	Student Name	The Aspect				TOTAL	
		Grammar	Vocabulary	Pronunciation	Fluency		Accuracy
1	ATW	76	82	84	82	81	81
2	AE	67	68	72	75	76	72
3	ASR	80	85	86	89	83	86
4	AM	82	88	86	82	85	85
5	AIL	65	70	70	75	78	72
6	AOM	77	82	80	81	79	80
7	BA	87	88	85	89	90	88
8	CBW	78	81	79	80	78	79
9	CMP	68	74	73	76	80	74
10	CP	76	78	80	77	78	78
11	ETM	70	71	76	75	78	74
12	FA	85	95	92	90	88	90
13	FA	65	76	75	76	78	74
14	FL	75	79	78	80	78	78
15	FAW	85	89	90	84	87	87
16	GH	64	69	73	75	72	71

17	HKM	75	78	82	79	84	80
18	HNA	78	81	82	78	81	80
19	ID	79	81	80	83	81	81
20	KH	67	69	74	76	72	72
21	MDO	83	88	85	89	90	87
22	MF	80	89	90	85	86	86
23	MKM	65	75	76	76	78	74
24	NFN	81	85	89	92	89	87
25	NMA	77	78	80	77	76	78
26	NM	76	82	80	85	79	80
27	RFM	79	83	78	81	82	81
28	RS	85	90	92	89	88	89
29	RM	84	86	86	82	86	85
30	TK	78	80	78	80	82	80
31	FSR	71	75	76	79	78	76
32	RGP	76	80	78	81	82	79

Batanghari Nuban, 2023

Researcher

Collaborator

Metri Susanti, S.Pd

Sekar wangi

**OBSERVATION SHEET OF STUDENTS LEARNING ACTIVITIES
CYCLE I**

Subject : English
 Class/Semester : VIII/ Ganjil
 School : SMP N 5 BATANGHARI NUBAN SATU ATAP

No	Students Name	The aspects that are observed					
		Paying attention on the teacher's explanation	Asking and answering the questions	Being Active in Whole Activeness	Being able to do the task	Following Teacher's Instruction	
1.	ATW	√			√	√	
2.	AE	√	√	√	√	√	
3.	ASR	√	√	√	√	√	
4.	AM	√	√	√	√	√	
5.	AIL	√			√	√	
6.	AOM	√	√	√	√	√	
7.	BA	√	√	√	√	√	
8.	CBW			√	√	√	
9.	CMP		√	√	√	√	
10.	CP				√	√	
11.	ETM	√	√	√	√	√	

12.	FA	√	√	√	√	√	√	√	√
13.	FA	√							√
14.	FL	√	√						√
15.	FAW	√							√
16.	GH								√
17.	HKM		√						√
18.	HNA		√						√
19.	ID	√	√						√
20.	KH	√							√
21.	MDO	√	√						√
22.	MF	√	√						√
23.	MKM		√						√
24.	NFN		√						√
25.	NMA		√						√
26.	NM	√	√						√
27.	RFM	√	√						√
28.	RS	√	√						√
29.	RM	√	√						√
30.	TK	√	√						√
31.	FSR		√						√
32.	RGP	√							√
TOTAL		22	23	28	32	32	32	32	32

Note :

- Tick (✓) for each positive activity
- Percentage of student's activities
- 6. The students pay attention of teacher's explanation= 69%
- 7. The students ask and answer question= 72%
- 8. The students are active in class= 87%
- 9. The students are able to do the task= 100%
- 10. The students follow teacher's instruction= 100%

Collaborator

Batanghari Nuban,
Researcher
2023

Metri Susanti, S.Pd

Sekar wangi

**OBSERVATION SHEET OF STUDENTS LEARNING ACTIVITIES
CYCLE II**

Subject : English
 Class/Semester : VIII/ Ganjil
 School : SMP N 5 BATANGHARI NUBAN SATU ATAP

No	Students Name	The aspects that are observed					
		Paying attention on the teacher's explanation	Asking and answering the questions	Being Active in Whole Activeness	Being able to do the task	Following Teacher's Instruction	
1.	ATW	√			√	√	
2.	AE	√	√	√	√	√	
3.	ASR	√	√	√	√	√	
4.	AM	√	√	√	√	√	
5.	AIL	√			√	√	
6.	AOM	√	√	√	√	√	
7.	BA	√	√	√	√	√	
8.	CBW			√	√	√	
9.	CMP		√	√	√	√	
10.	CP				√	√	
11.	ETM	√	√	√	√	√	
12.	FA	√	√	√	√	√	

Note :

- Tick (✓) for each positive activity

- Percentage of student's activities

1. The students pay attention of teacher's explanation= 69%
2. The students ask and answer question= 72%
3. The students are active in class= 87%
4. The students are able to do the task= 100%
5. The students follow teacher's instruction= 100%

Collaborator

Batanghari Nuban,
Researcher 2023

Metri Susanti, S.Pd

Sekar Wangi

DOKUMENTATION



Source : Teaching Learning English Process



Source : Students Learning Activities in the Classroom

Students post test cycle I



Students posttest in cycle II





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Sekar Wangi
NPM : 1901050034

Program Studi : TBI
Semester : XI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 12.8.2024		Revisi narasi: history background study	
2.	kamis 15.08.2024		Revisi narasi: data penelitian	
3.	Senin 19.8.2024		Revisi: hasil penelitian	
4.	Senin 2.9.2024		Revisi: discussion untuk melenyapkan teori yang relevan	
5.	kamis 5.9.2024		Revisi kesimpulan	
6.	Senin 9.9.2024		Ace munasofah	

Mengetahui
Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Ning Setiowati, M.Pd
NIDN. 198708142042



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMPN 5 BATANGHARI NUBAN SATU ATAP
Alamat : Desa Gedung Dalam Kec. Batanghari Nuban Kabupaten Lampung Timur

SURAT IZIN PENELITIAN

No. 800/2020/05/SMPN 5/2023

Yang bertanda tangan di bawah ini Wakil Kepala UPTD SMPN 5 Batanghari Nuban Satu Atap Kabupaten Lampung Timur memberikan izin kepada :

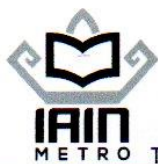
Nama : SEKAR WANGI
NPM : 1901050034
Pogram Studi : Tadris Bahasa Inggris

Untuk melaksanakan penelitian di SMP N 5 Batanghari Nuban Satu Atap untuk menyelesaikan tugas akhir/skripsi.

Demikian surat izin ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Batanghari Nuban, 22 oktober 2023
Wakil Kepala UPTD SMPN 5 Batanghari
Nuban/Satap

ABIDIN, S.Pd
NIP. 19690803200801117



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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SURAT TUGAS

Nomor: B-4889/In.28/D.1/TL.01/10/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **SEKAR WANGI**
NPM : 1901050034
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP N 5 Batanghari Nuban Satu Atap, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF NEWS CASTING TO IMPROVE STUDENTS SPEAKING ABILITY".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.
- Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 19 Oktober 2023

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4888/In.28/D.1/TL.00/10/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP N 5 BATANGHARI NUBAN
SATU ATAP
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4889/In.28/D.1/TL.01/10/2023, tanggal 19 Oktober 2023 atas nama saudara:

Nama : **SEKAR WANGI**
NPM : 1901050034
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP N 5 BATANGHARI NUBAN SATU ATAP bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 5 BATANGHARI NUBAN SATU ATAP, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswayang bersangkutan dengan judul "THE USE OF NEWS CASTING TO IMPROVESTUDENTS SPEAKING ABILITY".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 Oktober 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-4591/In.28.1/J/TL.00/09/2023
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Andianto (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: SEKAR WANGI
NPM	: 1901050034
Semester	: 9 (Sembilan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: THE USE OF NEWS CASTING TO IMPROVE STUDENTS SPEAKING ABILITY

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

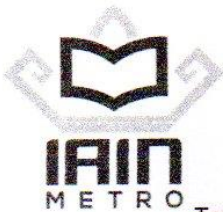
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Wassalamu'alaikum Wr. Wb.

Metro, 29 September 2023
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



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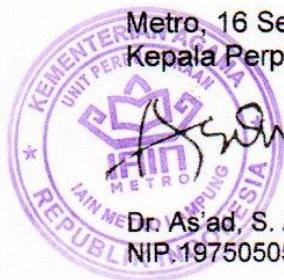
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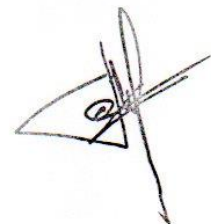
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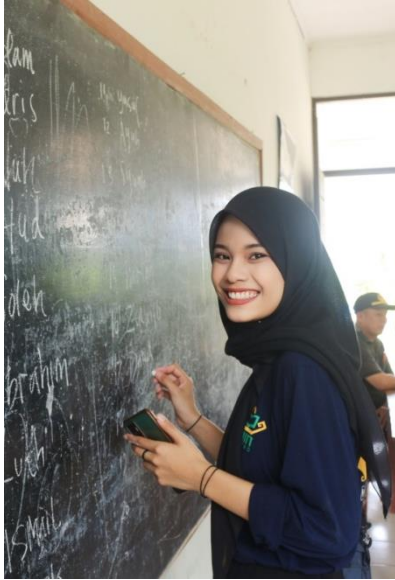
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CURRICULUM VITAE



The name of the researcher is Sekar Wangi. She was born in Gedung Dalam, Batanghari Nuban, East Lampung. On November 24th, 2000. She is child from happy couple namely Mr. Pandi and Mrs. Siti Jariyah. She has graduated from Elementary School (SDN 2 Gedung Dalam Baru) on 2013. She continued her study in Junior High School (SMP N 5 Batanghari Nuban Satu Atap) and graduated

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