AN UDERGRADUATE THESIS
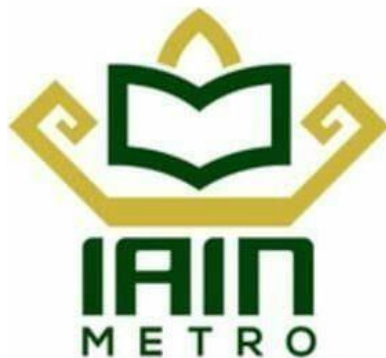
THE USE OF NEWS CASTING IN IMPROVING STUDENTS'
SPEAKING SKILL AT SENIOR HIGH SCHOOL 1
SEMAKA TANGGAMUS

By
ERLIN ROHMAWATI
(1901050016)

ENGLISH EDUCATION DEPARTMENT TARBIYAH AND
TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF METRO
1444 H/2023 M

THE USE OF NEWS CASTING IN IMPROVING STUDENTS' SPEAKINGSKILL AT SENIOR HIGH SCHOOL 1 SEMAKA TANGGAMUS

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

By:
Erlin Rohmawati Student
Number: 1901050016

Tarbiyah and Teachers Training
FacultyEnglish Education Department

Sponsor : Aisyah Sunarwan,M.Pd

THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2023 M

APPROVAL PAGE

Title   : THE USE OF NEWS CASTING IN IMPROVING STUDENTS' SPEAKING SKILL AT SENIOR HIGH SCHOOL 1 SEMAKA TANGGAMUS

Name   : Erlin Rohmawati
Student Number : 1901050016
Department : English Education
Faculty   : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

Head of English Education
Departement

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Metro, 03 Maret 2023
Sponsor

Aisyah Sunarwan, M.Pd
NIDN. 0207021301

NOTIFICATION LETTER

Number   :

Appendix   :

Matter   : **In order to hold the munaqosyah of Erlin Rohmawati**

To :

The Honorable of the Head of Faculty of

Tarbiyah and Teacher Training

State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Erlin Rohmawati

Student Number : 1901050016

Department   : English Education

Faculty   : Tarbiyah and Teaching Training

Title   : THE USE OF NEWS CASTING IN IMPROVING STUDENTS' SPEAKING SKILL AT SENIOR HIGH SCHOOL 1 SEMAKA TANGGAMUS

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.

Wassalamu'alaikum Wr. Wb

Metro,03 Maret 2023

Head of English Education
Departement

Sponsor

Andianto, M.Pd
NIP. 19871102 201503 1 004

Aisyah Sunarwan, M.Pd
NIDN. 0207021301

NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Dimunaqosyahkan Skripsi Erlin Rohmawati**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

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

Nama   : Erlin Rohmawati
NPM   : 1901050016
Program Studi   : Tadris Bahasa Inggris (TBI)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Judul Skripsi   : THE USE OF NEWS CASTING IN IMPROVING STUDENTS'
                   SPEAKING SKILOL AT SENIOR HIGH SCHOOL 1 SEMAKA
                   TANGGGAMUS

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

Wassalamu'alaikumWr.Wb.

Metro, 03 Maret 2023
Sponsor

Mengetahui,
Ketua Program Studi TBI

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Aisyah Sunarwan, M.Pd
NIDN. 0207021301

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RATIFICATION PAGE
No. B- 1656/In-28-1/D/PP-00-9/04/2023

An Undergraduate thesis entitled: THE USE OF NEWS CASTING IN IMPROVING STUDENTS SPEAKING SKILL AT SENIOR HIGH SCHOOL 1 SEMAKA TANGGAMUS. Written by: Erlin Rohmawati, Student Number 1901050016, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, Maret 29th, 2023 at 08:00 – 10:00 a.m

BOARD OF EXAMINERS:

Chairperson   : Aisyah Sunarwan, M.Pd   (.............)

Examiner I   : Dr. Ahmad Subhan Roza, M.Pd   (.............)

Examiner II   : Yeasy Agustina Sari, M.Pd   (.............)

Secretary   : Lenny Setiyana, M.Pd   (.............)

The Dean of Tarbiyah and Teacher Training Faculty

Dr. Zuhairi, M.Pd
NIP. 19620612 198903 1 006

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THE USE OF NEWS CASTING IN IMPROVING STUDENTS' SPEAKING SKILL AT SENIOR HIGH SCHOOL 1 SEMAKA TANGGAMUS

ABSTRACT
By: ERLIN ROHMAWATI

The purpose of this research was to show that News Casting strategy can improve the students' speaking skill and learning activity among the tenth graders of SMA N 1 Semaka. The researcher applied News Casting strategy as the teaching strategy for improving students' speaking skill.

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 subjects of this research were 30 students of the tenth graders of SMA N 1 Semaka. 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 SMA N 1 Semaka.

The result of this research shows that News Casting strategy had positive result in improving students' speaking skill the tenth graders of SMA N 1 Semaka. It was investigated that the students average score from pre-test to post test was improved. The average score in pre-test was 61, post-test I was 67 and become 75 in post-test II. The percentage of students speaking skill in post tes II (73%) had achieved the indicator of success. It means that the use of News Casting strategy can improve students' speaking skill in news casting. Additionally, the students' learning activity were improved from the 50% in cycle I to 76% in cycle II. It means that the using News Casting Strategy can improve the students' learning activity.

Keyword : *Speaking Skill, News Casting Strategy and Classroom Action Research*

PENGGUNAAN NEWS CASTING UNTUK MENINGKATKAN KEMAMPUAN BERBICARA SISWA SMA N 1 SEMAKA TANGGAMUS

ABSTRAK

Oleh: ERLIN ROHMAWATI

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa strategi News Casting dapat meningkatkan kemampuan berbicara dan ativitas pembaajaransiswa kelas X SMA N 1 Semaka. Peneliti mencoba mengaplikasikan bahwa strategi News Casting dapat menjadi salah satu strategi pengajaran 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 X SMA N 1 Semaka yang berjumlah 30 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 SMA N 1 Semaka.

Hasil penelitian ini menunjukkan bahwa strategi News Casting berdampak positif dalam meningkatkan kemampuan berbicara siswa kelas X SMA N 1 Semaka. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa dari pre-test hingga post test meningkat. Nilai rata-rata pada pre-test adalah 61, post- test I 67 dan menjadi 75 pada post-test II. Persentase kemampuan berbicara siswa pada post tes II (73%) sudah mencapai indikator keberhasilan. Artinya, penggunaan strategi News Casting dapat meningkatkan kemampuan berbicara siswa pada news casting. Selain itu, aktivitas belajar siswa meningkat dari 50% pada siklus I menjadi 76% pada siklus II. Artinya penggunaan Strategi News Casting dapat meningkatkan aktivitas belajar siswa.

Kata Kunci: *Kemampuan berbicara, Strategi News Casting Strategi, dan Penelitian Tindakan Kelas*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name : Erlin Rohmawati

Student Number : 1901050016

Department : English Education Departmen (TBI)

Faculty : Tarbiyah and Teachers Training

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, March 29th 2023
The writer

ERLIN ROHMAWATI
Student Number 1901050016

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama   : Erlin Rohmawati

NPM   : 1901050016

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 29 Maret 2023
Penulis

C8AKX227460569

ERLIN ROHMAWATI
NPM 1901050016

MOTTO

لنَّبِيِينَ ا مَعَ جُرَهُ أَ وَيُغطى مِ سلَ إِلا أِ نُنُ رُ : لمِلْمِ أِ لبُ طَا ، حُمَةِ البَّ طَالِبُ : لُعِلْمِ ا لبُ طِا

"Orang yang menuntut ilmu bearti menuntut rahmat ; orang yang menuntut ilmu bearti menjalankan rukun Islam dan Pahala yang diberikan kepada sama dengan para Nabi".

(HR. Dailani dari Anas r.a)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. My Beloved Parents (Mr. Edi Harmadi and Mrs. Siti Rohimah)

2. My Beloved Brother (Erdi Wijaya Saputra)

3. My Best Friends (Lutfi, Alfina, Nanda, Destika, and Lilis)

4. My Sponsor (Mrs Aisyah Sunarwan M.Pd.), who have guided me patientlyto complete this undergraduate thesis. Thank you for guiding.

5. My Beloved Lectures of English Education Department of State Islamic Institute of Metro.

6. The big family at SMA N 1 Semaka, thanks for helping.

ACKNOWLEDGEMENT

The reseacher is very thankful to Allah SWT, who has given his blessing to complete this undergraduate thesis under the title "THE USE OF NEWS CASTING IN IMPROVING STUDENTS SPEAKING SKILL AT SENIOR HIGH SCHOOL 1 SEMAKA TANGGAMUS". Peace and salutation to our prophet Muhammad SAW the lord of moslem in the world who has guided us from the darkness to the brightness.

The researcher would to express her deepest gratitude especially to:

1. 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. Andianto, M.Pd, as the Head of English Education Study Program of IAIN Metro Lampung.

4. Aisyah Sunarwan, M.Pd, as the advisor that has given valueable her knowledge and support in finishing this undergraduate thesis.

The researcher apologizes for all the mistakes in writing and finishing this undergraduate thesis. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this undergraduate thesis can be useful for other researchers in our college and every reader in generic.

Metro, March 29th 2023

Erlin Rohmawati
ST.ID.1901050016

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CHAPTER I

INTRODUCTION

A. Background of the 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 studiying 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. [1]

English can be used in both formal and informal education either as second or foreign language. English as a foreign language consists of four skills, namely: listening, speaking, reading, and writing.

These four skills are often related to one another and support each other. Speaking is one of skill that must be considered because this skill requires students to interact with other people.[2]

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[1] Ali, Yusuf. *Al-Qur'an Terjemah Paralel Indonesia Inggris.* (Solo:Qomar.2010), 25
[2] Bygate. *Speaking. Oxford university press.* (Oxford:1987), 33

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 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.[3]

Speaking is not easy to do, because the students have to understand of the pronunciation and understand about their speaking. The focus of this research on exploring the effect of the developing English Speaking Skill by news casting and their performance in speaking, also the researcher will explore the most beneficial program and the least beneficial programs of the speaking skill in order we can give some information for the improvement of this program to reach our goal namely to make our students have a better skill in English speaking.

Based on the result of the pre-survey wich has been done on Tuesday the 21 of June 2022 to the ten grade students of the SMA N 1 Semaka Tanggamus, Lampung, the researcher interviewed to three students who join english club and not join english club. In the interview, the researcher have

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[3] Shiamaa. *Pratical english language teaching*. (new york: McGrawHill. 2006), 47

asked some questions to the students about English and their speaking of english by online whatsApp. Three students answered that they know about speaking skill of the students and also they can introduce themselves with english. One students lack vocabulary, she can understand about other people said but she can't give the respons, one student is having lack pronounciation and translation, and one of the student is lacked at grammar.[4]

The researcher also interviewed two English Teachers of SMA N 1 Semaka Tanggamus. In the interview, the researcher has asked some questions to the teacher about the students speaking by online whatsApp. One teacher said that the problem was due to ineffective classroom learning and the teacher also said that the students' speaking was normal.[5] The second teacher said that the problem was with the students who lacked the desire to speak English.[6]

For the first meeting, some students did not show interest in news casting, because there were also some students who did not know about news casting, but after being given treatment and practice and also given examples, students' interest began to increase, some students' also experienced improvements in their speaking skill.

[4] Sufi, Putri, students from semaka, *interview*, on Tuesday the 21 of june 2022.
[5] Andi, English teacher from Semaka, *interview*, on Wednesday the 22 of june 2022
[6] Rusma, English teacher from Semaka, *interview,* on Wednesday the 22 of june 2022

Table 1.1

The data of pre-survey at X Ips of senior high school 1 Semaka

No	Name of Students	Gender	Score
1.	Alfindo Rahmadani	M	60
2.	Amel Prestisia Putri	F	80
3.	Angga Wijaya	M	90
4.	Anggun Setiowati	F	70
5.	Arga Wijaya	M	70
6.	Atika Zahra	F	80
7.	Ayu Pujianinngsih	F	50
8.	Azzahra Maharani	F	45
9.	Bilal Tio Adiguna	M	40
10.	Desta Anggi Anggrelia	F	50
11.	Dita Amelya	F	70
12.	Edo Firmansyah	M	65
13.	Feric Farendra Rahman	M	65
14.	Ganes Abi Manyu	M	70
15.	Intan Rahmadani	F	50
16.	Izam Dwi Saputra	M	55
17.	Juven Felix Candra Winata	M	40
18.	Leza Alfin Ferdiansah	M	50
19.	Mela Astiani	F	70
20.	Munif Ma'arif	M	80
21.	Naila Nimatul Rohmah	F	70
22.	Novita Sari	F	60
23.	Perli Ibnu Novan	M	50
24.	Pirdaus Nadhir Zahran	M	50
25.	Reno Fadillah	M	65
26.	Reva Sukma Aulia	F	70
27.	Rezya Ranjas Okiyanto	M	80
28.	Wulan Novita Sari	F	40
29.	Wily Yanto	M	65
30.	YogaAdianto	M	50

Table 1.2

Based on the table above, it can be concluded as follows:

No	MMC	Frequency	Precentage	Category
1.	≥ 75	5	17%	Complate
2.	< 75	25	83%	Incomplate
	Total	30	100%	

The result of the interview, the researcher found that average students have difficulties in speaking of English and they also did not have self-confidence in speaking English, because of lack of vocabulary, pronounciation and grammatical mastery, So they can't improve more about their speaking. Besides interviewing the students, the researcher also give the legend text to the students and they must read it. One of the students can read well of the text, but the other students can't read it because don't know about pronounciation. So, in the news casting itself, students will be taught how to pronounce English vocabulary properly and correctly and clearly. So, if the pronunciation of English itself is not clear, then the information that will be conveyed will also not be clear.

Based on the problems mentioned above, the researcher is interested in conducting the research entitle "The use news casting in improving students speaking skills in SMA N 1 SEMAKA".

B. Problem Identification

Based on the background of study, the researcher had identiffiedthree problems:

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

C. Problem Limitation

In this research, the researcher limits the problem of the study about speaking skill at SMA N 1 Semaka Tanggamus grade X IPS 1, in the academic year of 2022/2023.

D. Problem Formulation

Based on the identification and limitation of the problem, the formulation is as follows: "Can the use of news casting improve students' speaking skill and their learning activities at grade X IPS 1 in SMA N 1 Semaka Tanggamus?"

E. Objective and Benefit of the Study

1. Objective of the Study

The objective of this study to improve students speaking skill and their learning activities at tenth graders of SMA N 1 Semaka Tanggamus.

2. Benefits of Study

This research hopefully can give benefit not only for the researcher but also for students, teacher, and other researcher.

a. For students

This research is supposed to be able to contribute to students by improving their speaking skill. Through news casting students can improve about their pronunciation. In addition, students are hoped to be more focused in the process of learning to speaking. Therefore this research is hoped to improve the students' speaking skill.

b. For teacher

This study is supposed to useful for teachers in an effort to improve students' speaking skill. By using news casting, the teacher can be helped to teach speaking effectively.

c. For other researchers

This study is supposed to be useful for other researchers as a guideline for conducting research on the same topic, namely about the use of news casting in improving students' speaking skill.

This is because through this study other researchers can find out not only the theoretical side of news casting in improving students' speaking skill but also how to apply it so that students' speaking can improve. Therefore it is hoped that this research can strengthen research that can be processed by other researchers.

3. Prior Research

This research was conducted by considering several prior researches as a reference. Title of the first research is Iskandar Abdul Samad, npm 17202021 English Education Department, with the title is *The use of podcast in improving students speaking skills* in syiah kuala university.[7] The purpose of the research is to investigate the effect of podcast, podcast development and influence of podcast on students' speaking skill, the results of his research prove that using news casting is an effective way to learn foreign languages in the Department of English Literature.

Title of the second research was *developing students speaking skill by reporting news at the third semester English students of stain polopo* by Nurmin Maulana S, Num 091630090, english study program.[8] 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 results of his research prove that reporting can help to improve students' speaking.

The title of third research is *improving the students speaking competence using screencast o-matic, to obtain the magister humanaora degree in English Language Studies* by Paulina Besty Fortinasari, npm

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[7] [7] Iskandar abdul samad, "*The use of podcast in improving students speaking skills*" (in syiah kuala university.2017). 146.

[8] Nurmin maulana s. *developing students speaking skill by reporting news at the third semester English students of stain polopo*. (palopo.2006). 155

156332011, English language studies.[9] The purpose of the research is to investigate the effect of screencast in students speaking and how to use. The results of this research prove that screeencast can be an 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 written by Iskandar Abdul Samad which applies news casting to improve students' speaking skill but with a different research method, namely quantitative, therefore the researcher considers both studies and decides to make this research as one of the bases in efforts to improve speaking skill with Classroom Action Research at SMA N 1 Semaka Tanggamus.

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[9] Paulina besty fortinasari. *improving the students speaking competence using screencast o-matic, to obtain the magister humanaora degree in English Language Studies.* (jakarta. 2015). 20

CHAPTER II

THEORICAL REVIEW

A. The Concept of Speaking Skill

1. Definition of Speaking and Speaking Skill

Speaking a foreign language is very difficult because basically speaking the language is also very difficult, bacause communicating effectively requires skills for proper social interaction. There are two modalities of language acquisition, namely communication as an output modality and learning as an input modality.[1]

Many people feel that speaking in a new language is harder than reading, writing, listening for two reasons. First, unlike reading and writing, speaking happens in real time usually the person you are talking to is waiting for you to speak right then second, when you speak, you can not edit and revice what you which to say, as you can if you are writing. [2]

a. Speaking

Suhendar says, speaking is the process of changing the form of thoughts or feelings into a form of speech in the form of meaningful language sounds.[3]

The Ministry of Education and Culture defines speaking as conveying one's intentions (ideas, thoughts, feelings) to others using

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[1] H. Dougles Brown. *Principle of Language Learning and Teaching*. (New York:Prentice Hall. 1980). 210.

[2] OECD. *PISA 2018 Assessment and Analytical Framework*. (Paris: OECD. 2019). 41.

[3] Suhendra. *Teaching Speaking*. (jakarta:1992).44

spoken language so that these intentions can be understood by others.[4]

b. Speaking Skill

Speaking skills are the ability to pronounce articulation sounds or words to express, say and convey thoughts, ideas and feelings. Speaking skill in English is a person's skill to convey his thoughts to anyone orally, however, speaking skills are difficult to develop if they are not continuously trained and can be done with colleagues in the class.[5]

Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand.[6]

It means speaking skill is a skill to convey the information and easy to understand.

2. Problem of Speaking Skill

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

a. Clustering

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

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[4] John Reynolds. *First Language English* (Cambridge: Cambridge Assessment International Education. 2018). 4

[5] Ildikó Csépes and Adrienn Fekete. *Handbook of Assessment for Language Teachers" Language Assessment Quarterly*, (Vol. 11 No. 4. 2004). 19

[6] H. Douglas Brown. *Language Assessment: Principles And Classroom Practices*. (New York: Pearson Education. 2004). 206.

groups) through such clustering.

b. Redundancy

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

c. Reduce forms

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

d. Performance variables

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

e. Colloquial language

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

f. Rate of delivery

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

g. Stress, rhythm and intonation

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

intonation patterns convey important messages.

h. Interaction

Learning to produce moves of language in vacuum without interlocutors will rob speaking skills of it is richeser component: the creativity of conversational negotiation.[7]

3. The Element and the Purpose of Speaking Skill

a. The Element of Speaking Skill

In speaking, there are some aspects that need to be the concern. There are the elements of speaking. According to Hughes, there are five elements of speaking. They are pronunciation, grammar, vocabulary, fluency, and comprehension.

1) Pronunciation

Pronunciation deals with the sound system consists of different sound and features of words that made by the spoken way. The correct pronunciation is only can be done by practices. However, if the pronunciations are not correct, then the speakers will not be understood and the communication can be unmeaningful.

Likewise, Nunan states that pronunciation is the production and perception of considerable language features in order to get the meaning of language use.[8] Hence, pronunciation itself become the

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[7] H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy; Second Edition.* (New York: Longman. 2010). 268

[8] Ronald hughes. *Teaching of English Language Teaching 4 Edition,* (England: person. 2007).56

main concern in speaking in order to give the meaningful communication and avoid the misinterpreting while talking.

2) Grammar

Grammar is needed in order to correct the language structure. Especially in speaking, grammar is needed to correct the correctness of spoken language.[9] Hence, grammar also plays important role in speaking.

Without the comprehending about grammar, the communication is cannot be understandable by the speaker.

3) Vocabulary

Vocabulary refers to choosing the proper words during speaking. It is the basic knowledge in order to create the utterance. It is also one of the most important elements in speaking. Each of words that came out from the utterance has definition and meaning.

Furthermore, the learners also need to understand the meaning of words that they use when they try to express what they want to say. Harmer states that there are some aspects in 'knowing a word'. The aspects are the meaning of the word, the use of the word, the information of the word, and also the position of the word in grammar.[10] Hence, students have to be able to use words of vocabulary accurately.

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[9] sidney. *An Introduction to English Grammar Second Edition.* (England: Longman Pearson.2002). 1

[10] Jeremy Harmer. *The Practice of English Language*. (England: Longman. 1991). 156-158

4) Fluency

The goal of speaking itself is to have the oral fluency. Fluency refers to the ability to express the words clearly instead of the correctness of the words. To achieve this goal, the teacher then should the students to use the target language with their own words to express their ideas or opinions. In this case, the quickness of speaking itself is not the main focus of fluency. Likewise, Sihem states the ability to give feedback about the element of pronunciation in a comprehensible way is called fluency.[11] Hence, fluency itself refers to the clear accuracy of words that spoken by the speaker.

5) Comprehension

Another element in speaking that need to be considered is comprehension. So that, the success of communication depends on the capability of the speaker to transfer ideas and make the listener understand.

Likewise, Richards and Theodore stated that the well-success of speaking depends on the listener when having interaction can achieve the message in the target language.[12] Moreover, it is necessary to have good ability in combine elements which are previously mentioned above.

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[11] Saci Sihem. *Using Video Techniques to Develop Students' Speaking Skill.* (A Skripsi. University of Biskra. 2013). 22

[12] Jack C. Richards. Approaches and Methods in Language Teaching.(New York: Cambridge University Press,. 2001). 180

b. The Purposes of Speaking Skill

To compose a good of speaking, it is essential to know the purposes of speaking. The purposes of speaking can be varied related to the reasons why people want to speak. Wrench also defines different people can produce different purpose of speaking. He summarizes that there are three purposes of speaking as follow, to inform, to persuade, and to entertain.13 To inform means that, helping others or the listener obtain information and use it to gain their understanding.

Then, to persuade means that to make the listener get the meaning of the information and process the information. In addition, to entertain means that making the information become informative and focused on the occasion of the speech. Hence, the purpose of speaking can be varied by individual perspective. But, the general purposes of speaking are to inform, to persuade, and to entertain.

4. **Speaking Skill Measurement Teory**

Measurement in speaking skills can be useful to find out how well students understand speaking skills. This measurement is one of the determinants of the extent to which students really understand what they hear. Brown H. Douglas (2010) said that the test is a method of measurement or performance of a person's abilities and knowledge in a given domain. First, the test is a method or instrument from a set of techniques, procedures or details that require performance from those who

take the test. To ensure that the test is good, the method used must be straightforward and structured: multiple choice types, questions with definite answers, standard written answers and other types. Second, the test must be able to measure, both in measuring general abilities or special abilities, competence or measuring objectivity.

Table 2.1
Measurements in Speaking Skill[13]

No	Speaking Component	Indicators	Points
1.	Pronunciation	a. Students have few traces of foreign accent	5
		b. Students are always intelligible, though one is conscious of define accent.	4
		c. Students have pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	3
		d. Students are very hard to understand because of pronunciation problem, must frequently be asked to repeat.	2
		e. Students have pronunciation problem severe as to make speech virtually unintelligibl	1
2.	Grammar	a. Students make a few noticeable errors of grammar word order.	5
		b. Students occasionally make grammatical or word errors which or not, however obscure meaning.	4
		c. Students make frequent errors of grammar and word order, which occasionally obscure meaning.	3
		d. Students have grammar and word errors make comprehension difficult.	2
		e. Students have errors in grammar and word order so severe as to make speech virtually unintelligibi	1
3.	Vocabulary	a. Students' use of vocabulary and idioms is virtually that of native speaker.	5
		b. Sometimes, students use inappropriate terms	4

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[13] Cyril J.Weir, "Language Testing and Validation", United States; Palgrave Macmillan, (2005), 195-196

			or must rephrase ideas because of lexical inadequacies.	
		c.	Students frequently are wrong words conversation somewhat limited because of in adequate vocabulary.	3
		d.	Students misuse of word and very limited vocabulary so extreme as to make comprehension quite difficult.	2
		e.	Students have limitation vocabulary so extreme as to make conversation virtually.	1
4.	Fluency	a.	Students have speech as fluent and effortless as that native speaker.	5
		b.	Students have speed of speech seems to be affected by language problems.	4
		c.	Students have speed and fluently rather strongly.	3
		d.	Students usually hesitant often force in to silence by language limitation.	2
		e.	Students have speech is as halting and fragmentary as to makeconversation virtually impossibe.	1
5.	Comprehension	a.	Students appear to understand everything without difficult.	5
		b.	Students understand nearly everything at normal speed, although occasionally repetition may be necessary.	4
		c.	Students understand most what is said at slower than normal speed with repetition.	3
		d.	Students have great difficulty following what is said. Can comprehend only social conversation spoken slowly .	2
		e.	Students cannot say to understand even simple conversational English.	1

Table 2.2 Scoring Guide

No	Category	Score Range
1.	Very Good	85-100
2.	Good	75-84
3.	Average	55-74
4.	Bad	0-54

B. The Concept of News Casting

1. Definition of News Casting

Newscasting is the medium of broadcasting different news events and other information via television, radio, or the internet in the field of broadcast journalism. And a news presenter or newscaster or anchor is a person who presents news during a news program on television, on the radio, or on the internet.[14] Newscasting (news reporting) is the term used to describe the techniques used in conveying news. The techniques referred to here include processing techniques voice or audio, attitude technique (standing or sitting). People who presenting newscasting is called a newscaster.[15] It means news casting is the media to learn of speaking english through reading of news, and besides that it also to convey the information to audience.

The function of the newscaster is the same as that of the anchor. The difference is that newscasters are formal, while news anchors are more non-formal (free but still authoritative). Every word and the information spoken by a news anchor always contains intellectual value and not information that has been known to the general public.

While a newscaster Besides having to present news, they must also be able to animate what is being said he's going to bring because he's basically a reporter too.[16] Based on this understanding, it can be

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[14] Latief, M A. *Research Method on Language Learning an Introduction.* (Malang: IKIP.2015)

[15] J.B. Heaton. *Writing English Language Test.* (New Edition: Longman.1998)p.43

[16] Chaney,A.L. & Burk, T.L. *Teacheing oral communication in grades.*

understood that news casting, which is the activity of a newscaster, has The main function is to convey information (news) to the audience.

Use of proper articulation, intonation, volume and pressure sound are some things that need to be trained and noticed by newscaster. Errors in news casting are usually found in the delivery of the script, sometimes there are inappropriate pauses, bad intonation less than perfect, inappropriate articulation, voice volume sometimes sound too high or too low. Termination (pause) that referred to are several pauses which are the principle in reading the news because it affects the clarity of information delivered to news listeners All of that happened because of a lack of practice of news-bearing skills, mistakes The error will have an impact on the information submitted to the audience. [17]

Things to pay attention to newscasters related to the implementation of new casting include: Using the right intonation Intonation is the cooperation between stresses (tone, dynamic and tempo and stops that accompany a speech).[18]

2. Characteristics of News Casting

News is information about something that is going on. Presentation of the news can be in the form of print media, the Internet, broadcasting, or by word of mouth.19

(Boston:Allyn&Bacon.1998),8

[17] Mangal. S K. *Essential Of Educational Phsychology*. (New Delhi: PrenticeHall.2007),35

[18] Merriam. *Webster's Collegiate Dictionary (Tenth Edition)*. (United State of America:1993). 39

[19] H.G. Widdowson. *The Practice of English Language Teaching*. (United States of America : Harcourt Brace Javanovich inc. 1997). 77

Journalists have an important task in finding and collecting news reports. when the news is brought by reporter, the report into the facts ideas selected recent deliberate editorial news, media to broadcast the news that the selected assumption that can attract audiences because it contains many elements of news.

News can be displayed at anytime via television,because the news is very important for the community and besides that it is to add insight.[20] News is a form of a report on an event that is happening recently or latest information of an event. In other words, news is a real event or interesting and important fact conveyed to the audience through the media crowd. But, not all news can be reported and made into news. Because every fact which is appropriate will be selected to present at the public.[21]

3. **How to be a good of News Casting?**

Skills required for news casting.

News Casting need a combination of several hard and soft skills to be successful in their roles, including:

a. Public speaking

News casting need excellent public speaking skills to help them deliver daily news stories and conduct interviews with confidence. They also use these skills to help them continue talking to their audience comfortably even when issues arise during a program.

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[20] Brown. H. Douglas. *Principle of Language Learning and Teaching.* (New York: Prentice Hall.1980). 17

[21] Brown. H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition. (*New York: Longman. 2001). 19

b. Confidence

A significant factor in the success of news casting is the ability to maintain an appropriate composure while delivering news stories to the public and sharing their opinions as necessary during pre-recorded and live television broadcasts. Confidence help news casting feel comfortable completing these tasks while on camera.

c. Interviewing skills

News casting interview a variety of people including news sources, guests to their program and people connected to or impacted by the stories they are reporting. Interviewing skills help anchors interact effectively with the people they interview so they can gather the information they need to deliver a strong and accurate story.

d. Interpersonal skills

News anchor must have excellent interpersonal skills to build a strong, genuine connection with their audience that results in their audience choosing to watch their program and not their competitors'. Many news anchors also build strong connections with their community by being active in community events, volunteering, charity and civic groups to ensure they maintain a favorable public image as the face of their station or network.

e. Objectivity

News anchors must rely on facts and evidence to support the stories they report without allowing their personal opinions or bias to

influence their message.

f. Quick decision-making skills

News anchors research and write scripts for some of their stories, news directors and producers may also give them information about breaking news stories or new developments verbally during brief broadcast breaks or through an earpiece they wear during their broadcast. Strong decision-making skills help news anchors process and analyze this information and quickly decide which information is relevant along with the best method for delivering it to their audience.[22]

4. **Indicators of News Casting**

The important points of news casting:

a. Understand the content of the news to be read.

b. Understand the structure of language units.

c. Understand the structure of the news script.

d. Read the news with the loud and clear.

e. Adjust the volume precisely.

f. Set long and short pauses precisely.

g. Balance your breath.

h. Use the right intonation.

i. Say words with clear articulation.

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[22] Jack C. Richard. *Methodology in Language Teaching an Anthology of Current Practice.* (USA: Cambridge University Press. 2002). 79

j. Emphasis on important words, such as place names.

k. Adjust the direction of gaze between looking at the script and the listener.

l. Also set the speed of eye movement.

m. Set facial expressions or expressions.

n. Read with attention to punctuation.

o. Make sure foreign terms are pronounced correctly.[23]

5. **Advantages and Disadvantages of News Casting**

a. The advantages of news casting

1) Learn more about relevant and up-to-date vocabulary.

Vocabulary is one of the most important and fundamental skills to master a language. News casting generally focus on unique things and the latest developments from various aspects. Reading and listening of news, especially in English, can add new and relevant vocabulary of the news. Besides that, in news casting can learn about how the problem is packaged into news in English.

2) To increase self-confident.

3) To increase about critical thinking.

4) Be able to convey a good information and control the situation.

5) Able to convey ideas clearly.

6) Improve English reading and listening skills.

23

Aspects of basic language skills consist of reading, writing, speaking, and listening skills. News can be accessed in various forms such as broadcast on TV, radio or podcasts, printed in newspapers or displayed on websites and other online media. Accessing English news can at least improve reading and listening skills.

Can study anytime and anywhere with updated sources.With an abundance of news sources online, making English learning resources limitless, can do it anytime and anywhere because it's easy to access via a smartphone.

There are a number of things that need to pay attention to in learning English through news such as choosing news topics that are interested in so that it motivates to learn, choosing news content from reliable and quality sources, writing down vocabulary that don't understand then interpreting the meaning of the vocabulary and if you are correct if really don't understand, then can look up the vocabulary in the dictionary, and the last thing is try to pronounce the new vocabulary and make sentences from it so that can remember new vocabulary well.[24]

b. Disadvantages of news casting.

1) Lack in the pronunciatin of english vocabulary, because the students are required to read quicly and limited by time.

Lack to understanding about the content of the news, because

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[24] Dita idntimes. *Alasan Belajar Bahasa Inggris Lewat Berita.* (life education. exp:c1c2).15

generally students only learn how to read the news without understanding about the content. [25]

6. The Implementation of News Casting to Improve Students' Speaking Skill

In teaching speaking, there roleplay will lead the student todirectly 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 hoped to implement the concept of speaking. From the discussion above, the purpose of teaching and learning process of English in senior High school is to develop communicative competence. It is due to the need getting information when the are going to continue to the next level of educations. 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 teachers think that speaking will notbe measured in the National Examination. Then, it makes students have no chance to improve their speaking skills.

In this research, the researcher would take senior high school students at X grader Ips 1 would be given pre-test by the researcher to know their basic ability in speaking before given treatments. Having known students' basic ability in speaking. The researcher would give

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[25] Onepith. *Disadvantage of Broadcasting.* (pros-cons). 34

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 development 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 tenth graders of SMA N 1 Semaka Tanggamus.

RESEARCH METHOD

A. Variable and Operational Definition of Variable

1. Variables of Research

There are two variables of this research that consists of independent and dependent variables. The independent variable in this research is use of news casting that was implemented to improving students' speaking skill. This strategy is used to help improve about their pronunciation. Therefore this research is hoped to improve the students' speaking skill. the four of language skills that has to be mastered by the students in order to be able to understand the main idea.

2. Operational Definition of Variable

John W. Creswell states that an operational definition is the blueprint of how the researchers determines and survey of the variable in their study.[1]Operational definitions of variables in research are very essential to avert mistakes when misconstrue data by the researcher.

Based on the statement above, the definition operational of the variable in this research are:

a. Dependent Variable

According to John W. Creswell, dependent variable is that depend on the independent variables; they are the results of the

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[1] John W. Creswell. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th ed* (Boston: Pearson. 2012). 151.

influence of the independent variables.[2] The dependent variable of this research is students' speaking skill. To survey speaking skill of students, the researcher implemented read a news. And after that give the score for the students'. the researcher concludes some indicators in this variable as follows:

1) The students must be able confidents about their speaking.

2) The students are able about the pronunciation.

3) The students are able to good in their intonation.

b. The independent Variable

According to Laura T. Flannelly, an independent variable is a variable that have an effect to helping another variable (a dependent variable).[3]

In a significance, independent variable is a factor that is actuated in a research. The independent variable of this research is using news casting to improve students' speaking skill. This variable requires students to read the news properly and correctly.

B. Research Location

The researcher conducted the Classroom Action research (CAR) at SMA N 1 Semaka Tanggamus Lampung. SMA N 1 Semaka is one of the best schools in Tanggamus, Lampung. In SMA N 1 Semaka consists of two departments, namely social and science. Each department consists of six

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[2] John W. Creswell. *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches, 4th ed* (California: SAGE Publications. 2014). 84

[3] Laura T. *Independent, Dependent, and Other Variables in Healthcare and Chaplaincy Research.* (Journal of Health Care Chaplaincy 20. 2014). 162

classes. The researcher choose the class because the students had a lower average score in speaking.

C. Subject and Object of Study

1. Subject of Study

    The subject of this action research is the tenth grade of SMA N 1 Semaka, consist of 30 students. The data can be seen below:

Tabel 3.1
Data of the Subject of the Research

No	Class	Sex		Total
		Male	Female	
1.	X Ips 1	17	13	30

2. Object of Study

    The object of the study is students speaking skill and their learning activities at tenth grade at SMA N 1 Semaka. The classroom action research was conducted in class X Ips 1 which consists of 30 students.

D. Action Plan

The design of this research is Classroom Action Research (CAR). It is called CAR because the research is purposed at expanding a certain instructional strategy to analyze problems in a class. According to John W. Creswell, action research is practiced at the individual, the social, or at both levels.41 Furthermore, David Coghlan states that action research is a term used to describe an investigative approach that aims to integrate theory and

action into research. [4]

Based on the statement above, the researcher concludes that Classroom Action Research is one of the attempts made by the teacher in order to improve the quality of learning process by using new methods, techniques, or strategies or incorporating them. The researcher describes the cycles through the scheme of action research design by Stephen Kemmis as follows:
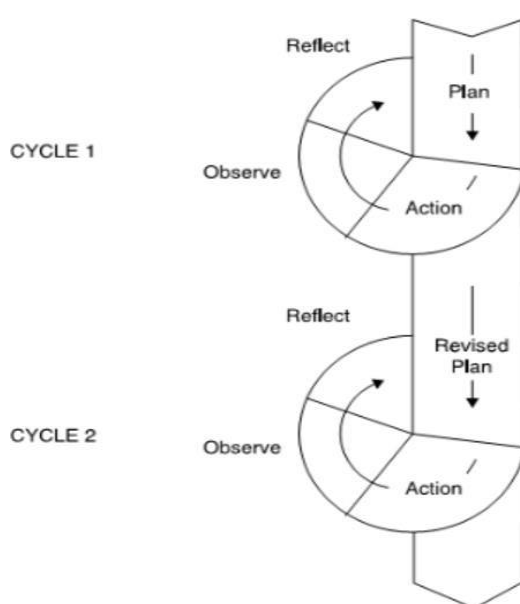
Figur 1
Kemmis and McTaggart's Action Research Design[5]

CAR was applied in this research since it is regarded important to expand rspeaking skill of the tenth grade of SMA N 1 Semaka use news casting. By applying this strategy, it is predicted to solve students' problems in teaching-learning process of reading comprehension ability. According to the Kemmis and McTaggart action research design, the researcher wants to

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[4] David Coghlan and Mary Brydon-Mille. *The SAGE Encyclopedia of Action Research* (London: SAGE Publications. 2014). 233

[5] Anne Burns. *Doing Action Research in English Language Teaching* (New York: Routledge. 2010). 9

describe a plan for Classroom Action Research (CAR) as follows:

1. Cycle 1

    a. Planning

    After interviewing, observing and conducting test before CAR, theteacher and the researcher make preparation, as follows:

    1) The researcher prepares the lesson plan based on the 2013 curriculum and English syllabus.

    2) The researcher prepares the observational note and guidelines.

    3) The researcher prepares the instrument of reading test before and after CAR.

    b. Acting

    In this phase, the researcher acts as the teacher and the real teacher becomes the observer. The researcher conducts some activities in the class as follows:

    1) Pre-Test

        a) The researcher greets the students and checks the attendance list.

        b) The researcher gives warm up activities.

        c) The researcher explains general overview related to the topics of the news.

        d) The researcher confirms the students their comprehension about the news.

2) Taching Test

    a) The researcher news casting to improve students' speaking skill.

    b) The researcher reviews the material and select the major concepts students need to use during their test of the topic at hand.

    c) The researcher selects the concepts that represent the big ideas or concepts.

    d) The researcher develops the features during the initia test of news casting; for students to read the news correctly.

3) Post-Teaching

    a) The researcher gives a conclusion about the test.

    b) The researcher closes the class.

c. Observing

In this phase, the researcher conductedsome activities as follows:

1) The teacher observers teaching learning activity in the classroom, such as class situation, teacher's performance, and students' response.

2) The researcher identifies the students' achievement in learning speaking skill by giving the test after CAR in cycle 1.

3) The researcher calculates students' improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

d. Reflecting

In this phase, the researcher and teacher have some activities as follows:

1) The teacher and the researcher discuss not only about the result of the implementation of CAR, but also students' achievement and the media.

2) The teacher and the researcher prepare the lesson plan for the next cycle and for test after CAR in cycle 2 in order to know the improvement of students' score and to solve the problem unfinished yet.

2. Cycle 2

a. Planning

In the phase of planning, the teacher and the researcher makeinstruments, as follows:

1) The researcher prepares the lesson plan based on the 2013 curriculum and English syllabus.

2) The researcher prepares the observational note and guidelines.

3) The researcher prepares the instrument of reading tests before and after CAR.

b. Acting

In this phase, the researcher acts as the teacher and the real teacher becomes the observer. The researcher conducts some activities in the class as follows:

1) Pre-Test

   a) The researcher greets the students and checks the attendance list.

   b) The researcher gives warm up activities.

   c) The researcher explains general overview related to the topics of the news.

   d) The researcher confirms the students their comprehension about the news.

2) While Test

   a) The researcher news casting to improve students' speaking skill.

   b) The researcher reviews the material and select the major concepts students need to use during their test of the topic at hand.

   c) The researcher selects the concepts that represent the big ideas or concepts.

   d) The researcher develops the features during the initia test of news casting; for students to read the news correctly.

      1) Post-Teaching

   e) The researcher gives a conclusion about the test.

   f) The researcher closes the class.

c. Observing

1) The real teacher observes of teaching learning activity in the classroom, which includes class situation, teacher's performance, and students' response.

2) Students are given the test after CAR in cycle.

3) The researcher calculates students' improvement scores from test before CAR to test after CAR in cycle 1 to test after CAR in cycle 2.

d. Reflecting

1) The researcher and the teacher discuss about the result of the implementation CAR by modifying a new strategy in action, about students' response with the media, about improvement students' score in reading and about analyzing the result from test after CAR in cycle 1 to test after CAR in cycle 2.

2) Then, the researcher and the teacher make an agreement, if the target is not achieved, the action was continued to cycle 3, but if the target is achieved, the action was stopped. The cycle is stopped from reflection, so the total of cycles can not be determined but depend on the final reflection cycle.[6]

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[6] Glenda Nugen. *A Practical Guide to Action Research for Literacy Educators.* (Washington: Global Operations Unit. International Reading Association. 2012). 49

E. Data Collecting Technique

In this research there were four technique which used by the researcher to collect the data such as test, observation, documentation and field note. It could be explained as follows:

1. Test

The test used to measure students' abilities before doing research. The tests are in the form of evaluations and of cycle tests that will used as feedback to determine the extended of the use of media News Casting on learning achievement. In this research the test that examined the students consist of two test namely pre-test and post-test. The test are as follows:

a. Pre-test

First, pre-test is examined to the students before giving the treatment through the implementation of reciprocal teaching to evaluate their ability at first. The type of pre-test is oral test. In this pre-test the researcher applied objective test to demonstration about news in front of the class.

b. Post-test

Second, post-test is examined to the students after they were taught speaking skill by using News Casting as the treatment to find out the improvement before and after giving treatment. It could be seen by comparing the result between pre-test and post-test. In this post-test the researcher applied objective test in the form of speaking test suchdemonstration.

2. Observation

The observation was conducted to discover the valuable information related to the teaching and learning process. The observation was given in observation sheet and also in lesson plan. The information here was related to the 30 students' involvement during the lesson, the students' understanding of the given materials, the techniques and method used by the teacher (researcher), and also the media used in teaching and learning process. In this case, the teacher observed the learning process on students.[7]

3. Documentation

Documentation is a way of collecting data obtained from existing documents or stored records, both in the form of transcripts, books, magazines and etc.

The researcher uses the documentation method to get some information about:

a. The history of SMA N 1 Semaka.

b. The condition teachers and officials employes in SMA N 1 Semaka.

c. The quantity of the students of SMA N 1 Semaka.

d. Organization structure of SMA N 1 Semaka.

e. Reading worksheet, course overviews and classroom materials of the students at SMA N 1 Semaka.

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[7] Clifton A Ericson II Concise. *Encyclopedia Of System Safety : Definition of Terms and Concepts* (Hoboken: John Wiley & Sons. 2011). 32

4. Field Note

In this research, the researcher used field note to focus on a particular issue or teaching behavior over a period of time. Moreover, the researcher took field note related to the classroom situation, classroom management, classroom interaction between teacher and students or students with students and etc.

F. Research Instrument

Instrument is a measurement tool that was used to collect and record information for assessment and making decision. In this research, the research instrument was designed by the researcher. There are three kinds of instrument they are observation, test, and documentation. Futhermore, the three kinds of instrument can be explained as a follow:

1. Observation sheet
   a. The students learning activity.
   b. The students participation in learningprocess. The teacherperformance in the classroom

2. Test sheet
   a. The students speaking skill of the text.
   b. The students pronunciation

3. Documentation
   a. The condition of teachers and official employee.
   b. The condition of students.
   c. Learning facilities.

d. Organization structure.

e. Location sketch at SMA N 1 Semaka.

G. Data Analyze Technique

Data analysis technique was conducted by taking the percentage of the students who pass the Minimum Mastery Criteria (MMC) in each cycle as follows:[8]

$$\bar{X} = \frac{\Sigma\, xi}{N}$$

Note :

X = Average Score

Σ xi = Total Score of The Students N = Total of The Students

To calculate percentage of students' score, the researcher used the formula as follows : [9]

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

Notes:

P = Percentage   F = Frequency

N = Number of observation

Moreover, to know the result the researcher will compare between pre-test and post-test.

The result was matched by the minimum standard in this school at least 75. If from cycle 1, there are some students not successful, so the researcher conducted cycle II.

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[8] Neil A Weiss. *Introductory Statistics* (Boston, MA.: Addison-Wesley. 2012). 41
[9] Donald Ary, Introduction to Research in Education (Boston: Wadsworth Cengage Learning, 2006), 108-109.

H. Indicators Of Success

The indicator of success takes from the process and the result of the action research. This research is called successful if 75% of the students get minimal score 75 and 75% of the students active in learning activities.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Result of the Research

1. Description of Research Location

In this chapter, the researcher would like to present the research result. It presents the research result and discussion which had been accomplished by the researcher at SMA N 1 Semaka especially for the tenth graders. The result of the research, as follows:

a. The History of SMA N 1 Semaka

Based on the collected document, it was obtained that SMA N 1 Semaka located on Karang Rejo, Semaka, Tanggamus Lampung. This school is the first Senior High School in Semaka and was established on july 15 2010, and in this school there are two majors social and science studies. SMA N 1 Semaka Lampung has land area of 150.000 square meters and building area of 1.500 square meters with ownership status.

1) **Vision of the School:** SMAN 1 Semaka dignificant.

2) **Mission of the School**

   a) Making SMA N 1 Semaka a dignified school.

   b) Form students who excel in both academic and non-academic fields.

   c) Making students independent in facing the demands of global life.

d) Carry out religious learning activities to increse faith and devotion to God Almighty.

e) Develop a tolerant attitude and personality.

f) Creating a beautiful school environment.

g) Develop cultured students by upholding the nation's cultural values.

h) Creating a safe and comfortable learning environment.

i) Improving order that refers to administration and common welfare.

b. **The Formation of Teacher and Official Employees of SMA N 1 Semaka**

The formation of the teacher and official employers in SMA N 1 Semaka can be identified, as follows:

Table 4.1
The formation of the teacher and official employees in SMA N 1 Semaka

No	Subject	Staff	
		Needed	Valiable
1.	Physics		4
2.	Chemist		2
3.	Civic Education		3
4.	Biology		2
5.	Geography		2
6.	English Language		3
7.	Indonesian Language		4
8.	Economy		2
9.	Conseling		4
10.	Moral Religious Education		3
11.	English Language and Literature		1
12.	Indonesian History		2
13.	Interest History		2
14.	Informatics		5
15.	Lampung Language		3

16.	Physical Education		2
17.	Mandatory Math		4
18.	Enterpreneurship		2
19.	Interest Math		3
20.	Art and Culture		2
21.	Sociology		2
	History		1

(Source: the school archieve given by the administration staff of SMA N 1 Semaka)

c. The Quantity of the Students of SMA N 1 Semaka

The quantity of students of SMA N 1 Semaka can be identified,

as follows:

Table 4.2
The Students' Quantity of SMA N 1 Semaka

NO	Class	Gender		Total
		Male	**Female**	
1.	X	124	132	256
2.	XI	105	122	227
3.	XII	80	115	195
	Total	309	369	678

(Source: the school archieve given by the administration staff of SMA N 1 Semaka)

d. The Building of SMA N 1 Semaka

The condition of facilities in SMA N 1 Semaka can be seen on

the table below:

Table 4.3
The Building of SM A N 1 Semaka

No	Names of Building	Sum
1.	Mosque	1
2.	Library	1
3.	Warehouse	3
4.	Teacher Room	2
5.	Teacher Toilet	2
6.	Students Toilet	9
7.	Headmaster Room	1
8.	Skill Room	1
9.	Labolatory Room	1
10.	Science Room	1

11.	Biology Room	1
12.	Computer Room	1
13.	Students Council Room	1
14.	Administration Room	1
15.	School Medical Room	1
16.	Canteen	1
17.	Teacher Parking Area	1
18.	Students Parking Area	1
19.	Classroom	23
20.	Sport Yard	1

(Source: the school archieve given by the administration staff of SMA N 1 Semaka)

e. **The Organization Structure of SMA N 1 Semaka**

The organization structure of teacher of SMA N 1 Semaka can be identified, as follow:
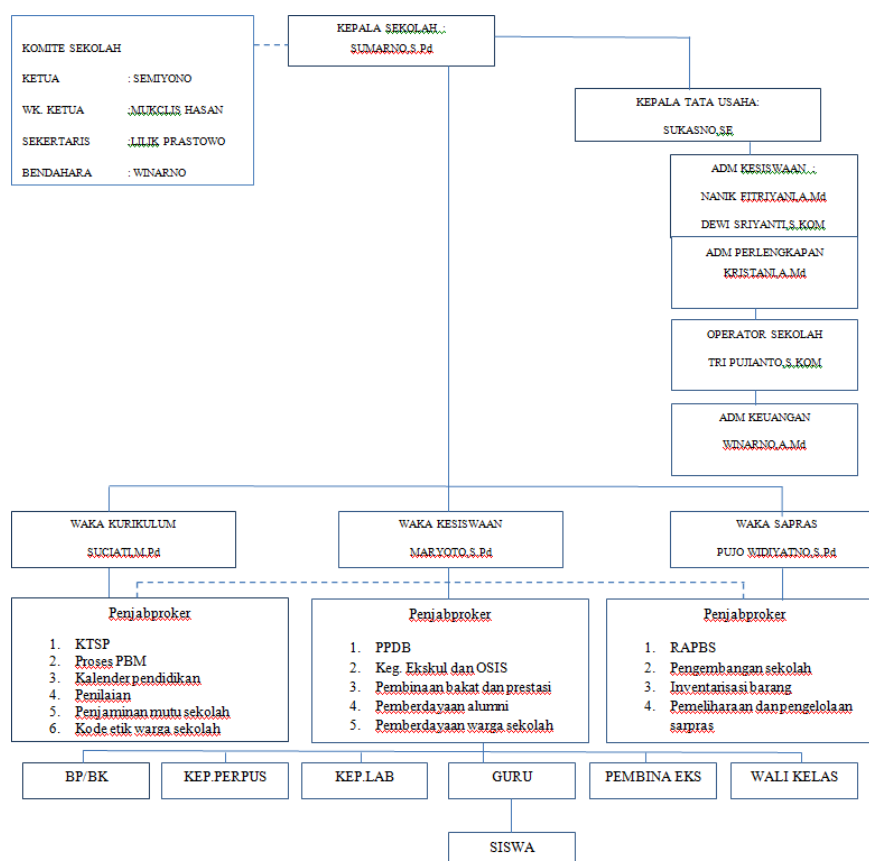
(Source: the school archieve given by the administration staff of SMA N 1 Semaka)

Figure 2
The Organization Structure of SMA N 1 Semaka

f. The Location Sketch of SMA N 1 Semaka

The location sketch of SMA N 1 Semaka can be identified, as follow:
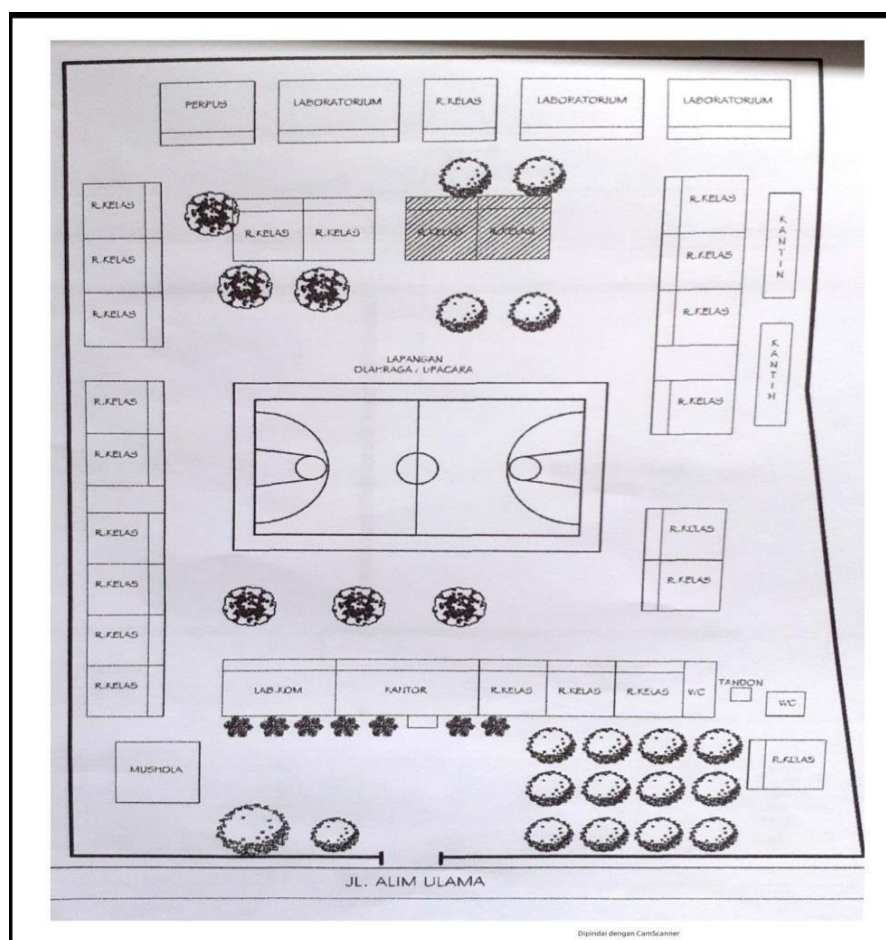
(Source: the school archieve given by the administration staff of SMA N 1 Semaka)

Figure 3
The Location Sketch of SMA N 1 Semaka

2. Description of Research

In this research, the researcher is as an English teacher and Mr. Andi,S.S is as the collaborator managed the researcher in two cycles and each cycle consists of planning, acting, observing and reflecting.

a. Cycle I

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 students' must make a simple news and explain it in front of the class one by one to improve students' speaking skill. The results of pre-test could be seen on the table below:

Table 4.4
The Result of The Pre Test of Students' Speaking skill among the Tenth Graders of SMA N 1 Semaka

No	Name of Students	Grade	Criteria
1.	AR	60	Incomplete
2.	APP	80	Complete
3.	AW	90	Complete
4.	AS	70	Incomplete
5.	AW	70	Incomplete
6.	AZ	80	Complete
7.	AP	50	Incomplete
8.	AM	45	Incomplete
9.	BTA	40	Incomplete
10.	DAA	50	Incomplete
11.	DA	70	Incomplete
12.	EF	65	Incomplete
13.	FFR	65	Incomplete
14.	GAM	60	Incomplete
15.	IR	50	Incomplete
16.	IDS	55	Incomplete
17.	JFCW	40	Incomplete
18.	LAF	50	Incomplete
19.	MA	70	Incomplete
20.	MM	80	Complete
21.	NNR	70	Incomplete
22.	NS	60	Incomplete
23.	PIN	50	Incomplete

24.	PNZ	50	Incomplete
25.	RF	65	Incomplete
26.	RSA	70	Incomplete
27.	RRO	80	Complete
28.	WNS	40	Incomplete
29.	WY	65	Incomplete
30.	YA	50	Incomplete
	Total Score	**1.840**	
	Average	**61**	
	Highest Score	**90**	
	Lowest Score	**40**	

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 4.5
The Percentage Pre-Test Result of Students' Speaking skill among the tenth graders of SMA N 1 Semaka

No	Grade	Frequency	Precentage	Criteria
1	≥75	5	17%	Complete
2	< 75	25	83 %	Incomplete
Total of The Students		30	100%	

Based on the table above, it was analyzed that there were 5 students (17%) who got a minimum score and 25 students (83%) who

Figure 4
Graph of Students Result of Pre-Test
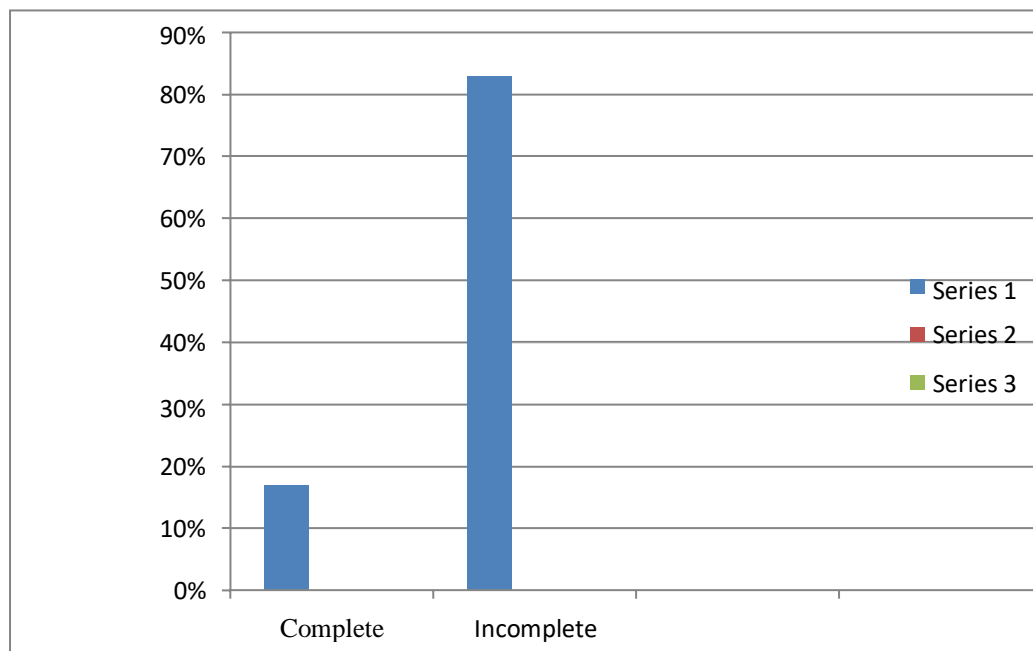
Based on the cases above, the researcher used News Casting technique as the solution.

1. Planning

The first meeting was done on Tuesday, 21 June 2022. It was started by greeting, praying, checking attendance list, and introducing the researcher as a teacher for the students. At the day, the researcher had taken the students' pre-test score. Based on the result of pre-test score, the researcher had identified and found the problems after taking the students' 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 as the English subject lesson plan, the material, media, the speaking skill test, observation sheet that contain about list of students' names

and activity, and evaluation for the second meeting.

2. Acting

The second meeting was treatment done on Monday, February 13th 2023. The third meeting was post-test I done on Friday, February 17th 2023. In the performance, the researcher was as an English teacher and Mr Andi,S.S was as a collaborator. The researcher started the meeting by greeting, checking attendance list and asking the condition of the students.

Furthermore, the researcher gave the text about news. At the beginning of teaching learning process, the researcher chose the news text in the title The Roadmap Toward a Better Education System for Indonesia that was used to show to 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 read and comprehend the news of the 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. Then, the researcher gave post-test I to the students to perform in front the class without the text.

In the post-test I, only 10 students who got good grade, but the result of the students' was better than the students' pretest

before giving treatment. In this session, the researcher got the result of the students' post-test I in cycle I. The result can be seen, as follows:

Table 4.6
The Result of The Post Test I Students' speaking skill among the tenth graders of SMA N 1 Semaka

No	Name of Students	Grade	Criteria
1.	AR	65	Incomplete
2.	APP	80	Complete
3.	AW	90	Complete
4.	AS	70	Incomplete
5.	AW	70	Incomplete
6.	AZ	85	Complete
7.	AP	60	Incomplete
8.	AM	50	Incomplete
9.	BTA	50	Incomplete
10.	DAA	55	Incomplete
11.	DA	75	Complete
12.	EF	70	Incomplete
13.	FFR	70	Incomplete
14.	GAM	75	Complete
15.	IR	60	Incomplete
16.	IDR	60	Incomplete
17.	JFCW	50	Incomplete
18.	LAF	60	Incomplete
19.	MA	80	Complete
20.	MM	85	Complete
21.	NNR	75	Complete
22.	NS	65	Incomplete
23.	PIN	55	Incomplete
24.	PNZ	55	Incomplete
25.	RF	65	Incomplete
26.	RSA	75	Complete
27.	RRO	80	Complete
28.	WNS	45	Incomplete
29.	WY	70	Incomplete
30.	YA	60	Incomplete
Total Score		2.006	
Average		67	
Highest Score		90	
Lowest Score		45	

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 observer. 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 students' learning exercises could be seen as follow:

Table 4.8
The Students' Learning Activities Observation in Cycle 1

No	Students Name	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
		The aspects that are ovserved				
1.	AR	√			√	√
2.	APP	√	√	√	√	√
3.	AW	√	√	√	√	√
4.	AS	√	√	√	√	√
5.	AW	√			√	√
6.	AZ	√	√	√	√	√
7.	AP	√			√	√
8.	AM				√	√
9.	BTA					
10.	DAA				√	√
11.	DA	√	√	√	√	√
12.	EF					
13.	FFR	√		√		
14.	GAM	√	√	√		
15.	IR	√			√	√
16.	IDR				√	√
17.	JFCW				√	√
18.	LAF			√	√	√
19.	MA	√	√	√	√	√
20.	MM	√	√	√	√	√
21.	NNR	√	√	√	√	√

22.	NS	√	√		√	√
23.	PIN			√		
24.	PNZ			√		
25.	RF			√	√	√
26.	RSA	√	√		√	√
27.	RRO	√	√		√	√
28.	WNS	√		√	√	√
29.	WY	√	√		√	√
30.	YA	√			√	√
	TOTAL	20	13	15	24	24

Note :

- Tick (√) for each positive activity

- Percentage of student's activities

1. The students pay attention of teacher's explanation= 67%

2. The students ask and answer question= 43%

3. The students are active in class= 50%

4. The students are able to do the task= 80%

5. The students follow teacher's instruction= 80%
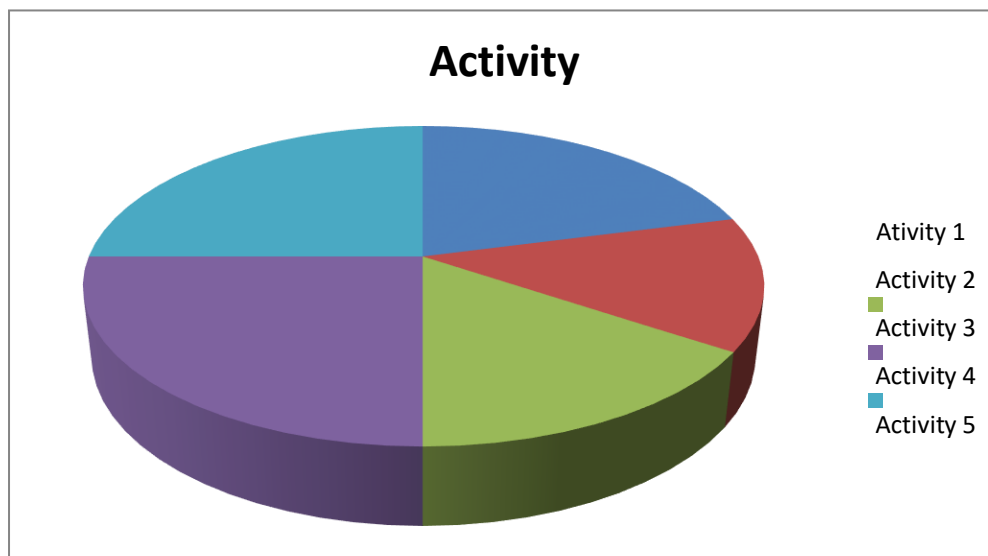
Figure 6
Graph of Students Activities in Cycle I

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 students' score had improved although the condition of learning process was uncontrolled enough.

   From the result of observation in cycle I, there were some problems that found, as follows:

   a) There were some students that shown unexcited to the teacher's explanation

   b) Some students did not ask and answer the teacher's questions.

   Based on 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 questions 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 4.9
The Score of The Pre- test and Post Test I Students' Speaking Skill amongthe tenth graders of SMA N 1 Semaka

No	Name of Students	Pre-test Score	Post-test 1 Score	Deviation	Explanation
1.	AR	60	65	5	Improved
2.	APP	80	80	-	Constant
3.	AW	90	90	-	Constant
4.	AS	70	70	-	Constant
5.	AW	70	70	-	Constant
6.	AZ	80	85	5	Improved
7.	AP	50	60	10	Improved
8.	AM	45	50	5	Improved
9.	BTA	40	50	10	Improved
10.	DAA	50	55	5	Improved
11.	DA	70	75	5	Improved
12.	EF	65	70	5	Improved
13.	FFR	65	70	5	Improved
14.	GAM	70	75	5	Improved
15.	IR	50	60	10	Improved
16.	IDR	55	60	5	Improved
17.	JFCW	40	50	10	Improved
18.	LAF	50	60	10	Improved
19.	MA	70	80	10	Improved
20.	MM	80	85	5	Improved
21.	NNR	70	75	5	Improved
22.	NS	60	65	5	Improved
23.	PIN	50	55	5	Improved
24.	PNZ	50	55	5	Improved
25.	RF	65	65	-	Constant
26.	RSA	70	75	5	Improved

27.	RRO	80	80	-	Constant
28.	WNS	40	45	5	Improved
29.	WY	65	70	5	Improved
30.	YA	50	60	10	Improved
	Total Score	1.850	2.006		
	Average	61	67		

In this research, pre-test and post-test I had been done individually. It was purposed to know the ability of the students before and after the treatment. From the result of pre-test and post-test I, it was investigated that there was an improvement from the students' result score. It could be seen from the average in pre-test was 61 and post-test I was 67. Even though there was an improvement of the students' attainment, cycle I was not successful yet because only 10 students (33%) who passed in post-test I. It can be concluded that cycle I was not successful yet because the indicator of success was not achieved yet and the researcher had to revise the teaching and learning process in the next cycle. Thus, this research would be continued in the next cycle.

b. **Cycle II**

The cycle II was similar with cycle I. But the difference in the way to impement in cycle II, the reseacher and collabolator conduct directy 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' results 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 plans to continue cycle II. The researcher planned to give them more practiced. Cycle II would be planned differently from cycle 1.

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 Monday, February 20th 2023. It was started by greeting, praying, and checking attendance list. The researcher as a teacher conveyed the material about speaking in news casting about education. At the beginning of teaching learning process, the researcher choose the 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 students' practiced.

After giving the treatment process in cycle I and cycle II, the researcher managed post-test II on Friday, February 24th 2023. The result of post-test II could be seen on the table below:

Tabel 4.10
The Result of The Post Test II Students' speaking skill among the tenth graders of SMA N 1 Semaka

No	Name of Students	Grade	Criteria
1.	AR	75	Complete
2.	APP	85	Complete
3.	AW	80	Complete
4.	AS	75	Complete
5.	AW	80	Complete
6.	AZ	85	Complete
7.	AP	65	Incomplete
8.	AM	75	Complete
9.	BTA	60	Incomplete
10.	DAA	65	Incomplete
11.	DA	90	Complete
12.	EF	80	Complete
13.	FFR	80	Complete
14.	GAM	75	Complete
15.	IR	65	Incomplete
16.	IDR	75	Complete
17.	JFCW	60	Incomplete
18.	LAF	75	Complete
19.	MA	85	Complete
20.	MM	90	Complete
21.	NNR	85	Complete
22.	NS	75	Incomplete
23.	PIN	60	Incomplete
24.	PNZ	75	Complete
25.	RF	75	Complete

26.	RSA	85	Complete
27.	RRO	90	Complete
28.	WNS	60	Incomplete
29.	WY	75	Complete
30.	YA	65	Incomplete
Total Score		2.265	
Average		75	
Highest Score		90	
Lowest Score		60	

Based on the table below, there were 22 students got ≥ 75 and 11 students got < 75. The following was the table of students' grade of post-test II:

Table 4.11
The Percentage Post Test II Result of Students' Speaking skill among the tenth graders of SMA N 1 Semaka

No	Grade	Frequency	Precentage	Criteria
1.	≥75	22 Students	73 %	Complete
2.	<75	8 Students	27 %	Incomplete
Total of Students		30 Students	100 %	

Based on the table above, it was known that the students' average score in post-test II was 75. The highest score was 90 and the lowest score was 60. Most of students could improve. It means that cycle II succeeded.
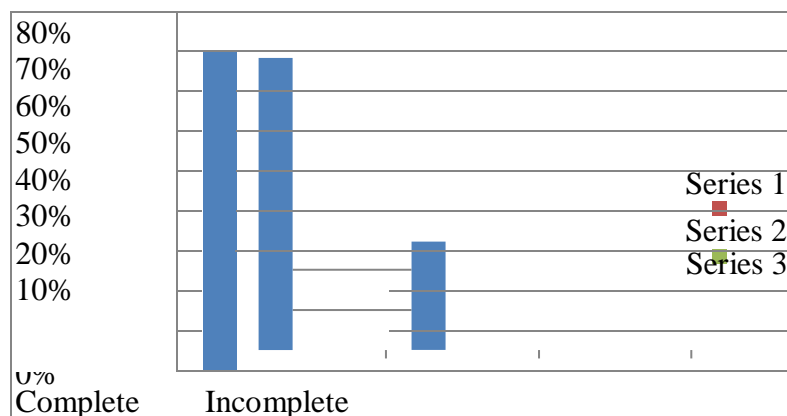
Figure 7
Graph of Students Result of Post-Test II

3. Observing

In this step, the researcher presented the material by using News Casting. Based on the result of the research in cycle II, it could be conclude that cycle II was successful. There were > 70% of students passed the examination. It means the students' speaking skill had been improved.

Based on the result of the observation sheet in cycle II, the researcher showed that learning interaction in cycle II was successful. The students' more active in learning activities, more anthusiastic to practiced about news casting. The outcome grade of students' learning activities observation, as follow:

Table 4.12
The Students' Learning Activities Observation in Cycle 2

No	Student's Name	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
		The aspects that are ovserved				
1.	AR	√		√	√	√
2.	APP	√	√	√	√	√
3.	AW	√	√	√	√	√
4.	AS	√		√	√	√
5.	AW	√	√	√	√	√
6.	AZ	√	√	√	√	√
7.	AP	√			√	√
8.	AM	√	√	√	√	√
9.	BTA			√	√	√
10.	DAA				√	√
11.	DA	√	√	√	√	√
12.	EF	√	√	√	√	√
13.	FFR	√	√	√	√	√
14.	GAM	√	√	√	√	√
15.	IR			√	√	√
16.	IDR	√	√		√	√
17.	JFCW			√	√	√
18.	LAF	√	√		√	√
19.	MA	√	√		√	√
20.	MM	√	√	√	√	√

No.	Name					
21.	NNR	√	√	√	√	√
22.	NS		√	√	√	√
23.	PIN				√	√
24.	PNZ		√	√	√	√
25.	RF		√	√	√	√
26.	RSA	√	√	√	√	√
27.	RRO	√	√	√	√	√
28.	WNS				√	√
29.	WY	√		√	√	√
30.	YA			√	√	√
	TOTAL	**20**	**19**	**23**	**30**	**30**

Note :

- Tick (√) for each positive activity
- Percentage of student's activities
1. The students pay attention of teacher's explanation= 67%
2. The students ask and answer question= 63%
3. The students are active in class= 76%
4. The students are able to do the task= 100%
5. The students follow teacher's instruction= 100%
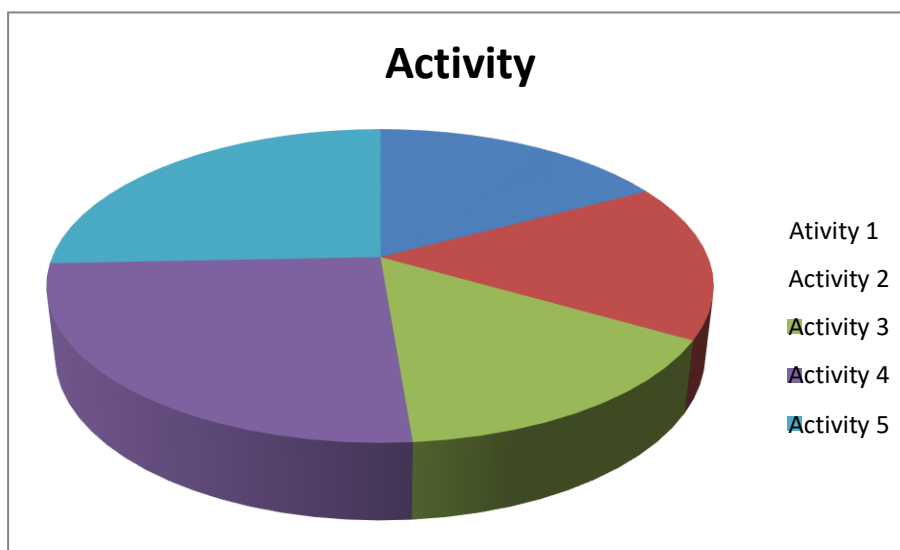
Figure 8
Graph of Students Activities in Cycle II

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 4.13
The Score of The Post- test I and Post Test II Students' Speaking skill among the tenth graders of SMA N 1 Semaka

No	Name of Students	Post- testI score	Post- testII score	Improving	Explanation
1.	AR	65	75	10	Improved
2.	APP	80	85	5	Improved
3.	AW	90	80	10	Improved
4.	AS	70	75	5	Improved
5.	AW	70	80	10	Improved
6.	AZ	85	85	-	Constant
7.	AP	60	65	5	Improved
8.	AM	50	75	25	Improved
9.	BTA	50	60	10	Improved
10.	DAA	55	65	10	Improved
11.	DA	75	90	15	Improved
12.	EF	70	80	10	Improved
13.	FFR	70	80	10	Improved
14.	GAM	75	75	-	Constant
15.	IR	60	65	5	Improved
16.	IDR	60	75	15	Improved

17.	JFCW	50	60	10	Improved
18.	LAF	60	75	15	Improved
19.	MA	80	85	5	Improved
20.	MM	85	90	5	Improved
21.	NNR	75	85	10	Improved
22.	NS	65	75	10	Improved
23.	PIN	55	60	5	Improved
24.	PNZ	55	75	20	Improved
25.	RF	65	75	10	Improved
26.	RSA	75	85	10	Improved
27.	RRO	80	90	10	Improved
28.	WNS	45	60	15	Improved
29.	WY	70	75	5	Improved
30.	YA	60	65	5	Improved
Total Score		2.006	2.265		
Average		67	75		

Based on the table above, the use of News Casting could improve the students' speaking skill because there was improvement from average in post- test I was 67 become 75 in post-test II. In the cycle II, most of the students could develop their performance. It means that cycle II was successful.

4. Reflecting

Based on the result of post test II, the percentage of students speaking skill was (73%) had achieved the indicator of success 73%. In the cycle II, most of the students could develop their performance. It means that cycle II was successful.

Table 4.14
The Comparison of Students' Grades that Achieving Minimum Mastery Criteria (MMC)

No	Test	Frequency	Precentage
1.	Pre-Test	5	17%
2.	Post Test 1	10	33%
3.	Post Test 2	22	73%

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

B. Discussion

In this case, the total of students who are able to achieve the MMC in their speaking skill was 30 students in terms of the results of post test 2 or 73% of students completed the MMC. This progress is agree with the theory stated by Iskandar Abdul Samad that the news casting strategy is able to improve students' speaking skill.[1]

In consequence, news casting strategy can improve the students' speaking skill. There is a progress average score from pre-test was 61, post-test I was 67 and become 75 in posttest II. We can be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and posttestII.

In addition, the progress seen in terms of learning activities shows that students are progressing in terms of their attention to the students pay attention of teacher's explanation (67%), the students ask and answer question (63%), the students are active in class (76%), the students are able to do the task (100%) and the students follow teacher's instruction (100%). This is also agree with the theory stated by Nurmin Maulana.s which explains that the stages of teaching news casting strategy directly lead students to concentrate

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[1] Samad, Iskandar Abdul. *The use of podcast in improving students speaking skill.* (In syiah kuala university.2017).146

and focus more when speaking .[2] 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.

Futhermore, this research supported the previous studies that news casting strategy is found very helpful and effective to teach speaking skill. In addition, news casting can also be implemented in all subjects but it depends on students' level and needs. It can be summed up that using news casting is effective to improve students' speaking skill, especially for tenth grader students' SMA N 1 Semaka Tanggamus.

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[2] Nurmin Maulana.s. *developing students speaking skill by reporting news at the third semester english students of stain palopo,* (palopo.2006).155

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 skill by using News Casting strategy.

A. Conclusion

Based on the results of cycle I and cycle II, it was investigated that the use of News Casting strategy could improve the students' speaking skill. This can be seen from the average score from pre-test was 61, post-test I was 67 and become 75 in post-test II. In addition, the percentage of students that achieved the minimum mastery criteria in pretest was 17%, in post-test I was 33%, and in post-test II was 73%. 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 tenth graders of SMA N 1 Semaka Tanggamus.it can be seen from the students' learning involvement 50% in cycle I 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 suggestions 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 materialwhich 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 students' speaking skill to improve their speaking in English.

3. For the other researcher

    It is suggested to be useful for other researcher find out not only the theoretical side of News Casting in improving speaking skill but alsohow to apply it so that students' speaking skills can improve. Therefore it is hoped that this research can strengthen research that wasprocessed by other researchers.

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APPENDICES

SYLLABUS

School   : SMA N 1 Semaka Tanggamus
Subject Matter : English
Class   : X IPS 1
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/teory.

Basic Competencies	Learning Materials	Learning Activities	Indicator	Evaluation	Time Allocation	Learning resources
1.1. Expressing meaning in short and informal news accurately, fluently and acceptable in various contexts of daily life.	Explaning 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	1. Reading vocabulary related to the topic to be discussed. 2. Listening the teacher gives examples related to the material. 3. Speaking repeats stories	➤ Speak and restate the contents of the news. ➤ Observing the storyline contained in the news. ➤ Responds and expressions and responds	1. Speaking, speak briefly. 2. Practice 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

	the class! 3. Listen to what there friends say and practice it. 4. Students listen and tell what they know and what they hear.	about related material. 4.Asking various information contained in the news. 5.responding to questions asked by the teacher.	to commonds. ➤ Speak in front of the class and retell the contents of the news. ➤ Answer the questions asked by the tecaher ➤ Answer and reveal.		

Mengetahui
Collaborator,

Researcher,

Andi,S.S

Erlin Rohmawati

LESSON PLAN

School : SMA N 1 Semaka Tanggamus
Subject Matter : English Grade/
semester : X IPS 1 / 1
Time Allocation : 2x 90 minutes (2x meeting)

A. Standard of Competence

KI 4: trying, processing, and presenting in the concrete realm (using, persing, 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 Comptence

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

C. Indicator of Competence Echievement

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:

The Roadmap Toward a Better Education System for Indonesia

Nineteen episodes of Merdeka Learning have been made to date that touch on the various aspects of educational transformation to ensure that all Indonesians have access to a proper education. The Merdeka Learning program was first initiated during the pandemic by the Education, Culture, Research and Technology Ministry to help the general public benefit from the government's programs and policies.

"We all have the right to quality education. That is the goal of Merdeka Learning, which is now our collective movement," Education, Culture, Research and Technology Minister Nadiem Anwar Makarim said on Friday during his eponymous #enterclass event that was broadcast live on the ministry's YouTube channel, Education TV, and Indonesiana.TV The program is considered the education ministry's first breakthrough and the most essential because of its parallel to improvements in the quality of

education, measured by national assessments, the Merdeka Curriculum and the Educational Report Card platform. Financial assistance schemes, such as the school operational system (BOS), have also garnered attention.

F. Media, Tool and Learning Resources
1. Media / tool
   - Laptop and LCD
2. Learning Resources
   - Internet: https://www.bbc.com/news/world-asia-pacific-15105923

G. Learning Activity Steps
a. Preliminary Activities
   - The teacher greets and invites students to start the activity by praying, the checks the presence of students'
   - 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 students' discussed a little about the material (News Casting).
   - The teacher and students' discuss a little about the topic of the news that will be read.
   - The teacher gives a few of performance in News Casting before students' 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 students' who have completed their assignments by correcting their performance in the News Casting.
   - Assess students' for their performance.
   - Provide motivation to students' who are lacking and are not used to participating in these activities.
c. Closing Activities
   - The teacher conveys to students' their weakness in News Casting.
   - The teacher provides suggestions and input to students' in News

Casting.
- The teacher explains the plans for future learning activities.

H. Assesment of Learning Outcomes

Appraisal Technique : Speaking

Aspect	Category	Score
Pronunciation	Very Good	85-100
	Good	75-84
	Average	55-74
	Bad	0-54
Articulation	Very Good	85-100
	Good	75-84
	Average	55-74
	Bad	0-54
Tone, Gesture and Facial Expression	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
Comprehension	Very Good	85-100
	Good	75-84
	Average	55-74
	Bad	0-54

Scor maksimum = 100

Final Acquistion Value = scor on post-test 1

$$X = \frac{X1 + X2 + X3 \dots + Xn}{5}$$
$$X = \frac{100 + 100 + 100 \dots + Xn}{5}$$
$$X = \frac{500}{5}$$
$$X = 100$$

Mengetahui
Collaborator,   Researcher,

Andi,S.S   **Erlin Rohmawati**

LESSON PLAN

School : SMA N 1 Semaka Tanggamus
Subject Matter : English Grade /
semester : X IPS 1/ 1
Allocation Time : 2x 90 minute (2x meeting)

A. Standard of Competence

KI 4: trying, processing, and presenting in the concrete realm (using, persing, 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

4.5 Expressing meaning and reading in short news in the from of narrative text, and retelling it.

C. Indicator of Comptence 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:

Education

Education in Indonesia today is still lagging behind in education from other countries others in the world. In fact, Indonesia is still losing with neighboring countries, such as Malaysia and Singapore, in the field of education. This can be seen from the many population of those who received education get to college. Meanwhile in Indonesia, the number of people who get education alone is still far behind other countries, especially in underdeveloped places such as NTB, NTT, Papua, and many more.

Lack of education in places. This is due to uneven education in Indonesia. Government only building educational facilities in urban areas, especially in Java. Not only that, the limited number of teachers available in that place participate in the cause the further away the path to education is is where it left off. So, education in Indonesia is actually getting worse evenly and tends to lag behind so that unable to compete with other countries that exist in the world.

F. Media, Tool, and Learning Resources
    1. Media/ tool
        • Laptop and LCD

    2. Learning Resources
        • Internet: https://www.bbc.com/news/world-asia-64245668

G. Learning Activity Steps
    a. Preliminary Activities
        • The teacher greets and invites students to start the activity by praying, the checks the presence of students'
        • 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 students' discussed a little about the material (News Casting).
        • The teacher and students' discuss a little about the topic of the news that will be read.
        • The teacher gives a few of performance in News Casting before students' 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 students' who have completed their assignments by correcting their performance in the News Casting.
        • Assess students' for their performance.
        Provide motivation to students' who are lacking and are not used to participating in these activities.
    c. Closing Activities
        • The teacher conveys to students' their weakness in News Casting.
        • The teacher provides suggestions and input to students' in News Casting.
        The teacher explains the plans for future learning activities.

H. Assesment of Learning Outcomes

Appraisal Technique: Speaking

Aspect	Category	Score
Pronunciation	Very GoodGood Average Bad	85-100 75-84 55-74 0-54
Articulation	Very GoodGood Average Bad	85-100 75-84 55-74 0-54
Tone, Gesture and Facial Expression	Very GoodGood Average Bad	85-100 75-84 55-74 0-54
Fluency	Very GoodGood Average Bad	85-100 75-84 55-74 0-54
Comprehension	Very GoodGood AverageBad	85-100 75-84 55-74 0-54

Scor maksimum = 100

Final Aquistion value = scor in post-test 2

$$X = \frac{X1 + X2 + X3 \ldots Xn}{5}$$

$$X = \frac{100 + 100 + 100 \ldots Xn}{5}$$

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

$$X = 100$$

Mengetahui
Collaborator,   Researcher,

Andi,S.S   **Erlin Rohmawati**

Pre-test Instrument of Speaking Ability

Subject   : English (Speaking)
Class   : X IPS 1
Time Allocation   : 45 Minutes

Direction:
➢ Please confidence to tell in front of the class.
➢ Please be honestly.

Instruction:
1. Please make two paragraphs of news that are currently trending!
2. Please tell about the story in front of the class orally!

New Baby.

A woman is sitting at home entertaining her parents who have come around to congratulate her own on the birth of their first grandchild. "So, when can we see the baby?". asks the grand mother.
"In a little while", replies the mother. Some time passes. The grandparents are looking quite anxious at this points.
"So, when can we see the baby?". asks the grandfather.
"When the baby starts crying." replies the mother. The grandparents turn to look at each other, a little perplexed and ask, "Why do we have to wait until she starts crying?" The mother snaps back, "because I put her down somewhere this morning and I can't remember where she is!".

Link from video recording of the result of Pre-test:
https://youtu.be/jvcFJBDwqQw

Post Test Instrument of Speaking Ability(Cycle I)

Subject   : English (Speaking)
Class   : X IPS 1
Time Allocation : 45 Minutes

Direction:
➢ Please Confidence to tells in front of the class.
➢ Please be honestly.

Instruction:
1. Make a group consist of 5 persons for each group!
2. Please tell and make a simple point about the news entitled "The Roadmap Toward a Better Education System for Indonesia"!
3. Perform in front of class orally without the text!
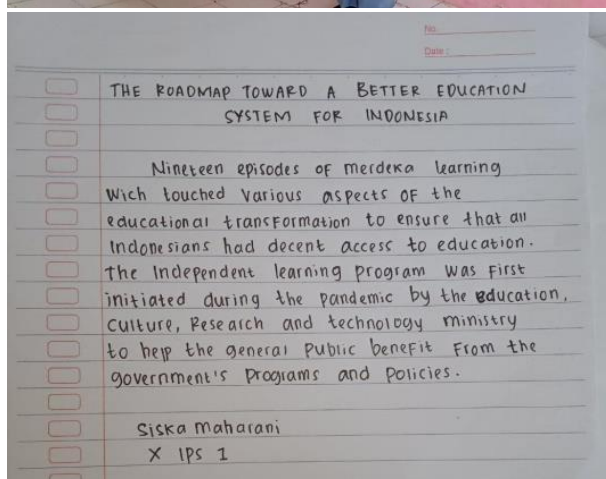
Link video recording of the result of Post-test I:
https://youtu.be/gf4_8OBAiYU

Post Test Instrument of Speaking Performance(Cycle II)
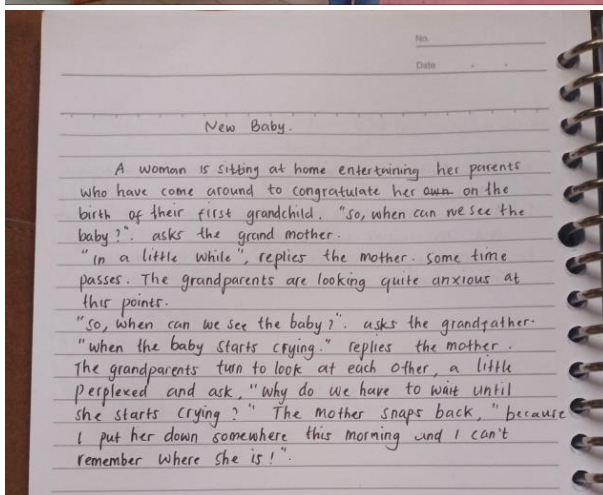
Subject   : English (Speaking)
Class   : X IPS 1
Time Allocation   : 45 Minutes

Direction:
➢ Please confidence to tell in front of the class.
➢ Please be honestly.

Instruction:
1. Make a group consist of 5 persons each group!
2. Please tell and make a simple point about the news entitled "
3. Perform in front of class orally without the text!
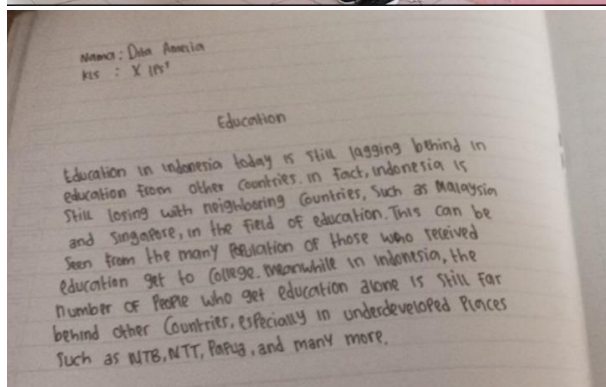
Link video recording of the result of Post-test II:
https://youtu.be/PDU_hx7Gykl

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES
CYCLE I

Subject   : English
Class/Semester   : X IPS 1/Ganjil
School   : SMA N 1 Semaka Tanggamus

No	Students Name	The aspects that are ovserved				
		Paying attention on the teacher's explanation	Asking and answering the questions	Being Active in Whole Activeness	Being able to dothe task	Following Teacher'sInstruction
1.	AR	√			√	√
2.	APP	√	√	√	√	√
3.	AW	√	√	√	√	√
4.	AS	√	√	√	√	√
5.	AW	√			√	√
6.	AZ	√	√	√	√	√
7.	AP	√			√	√
8.	AM				√	√
9.	BTA					
10.	DAA				√	√
11.	DA	√	√	√	√	√
12.	EF					
13.	FFR	√		√		
14.	GAM	√	√	√		
15.	IR	√			√	√
16.	IDR				√	√
17.	JFCW				√	√
18.	LAF			√	√	√
19.	MA	√	√	√	√	√
20.	MM	√	√	√	√	√

No.	Name					
21.	NNR	√	√	√	√	√
22.	NS	√	√		√	√
23.	PIN			√		
24.	PNZ			√		
25.	RF			√	√	√
26.	RSA	√	√		√	√
27.	RRO	√	√		√	√
28.	WNS	√		√	√	√
29.	WY	√	√		√	√
30.	YA	√			√	√
	TOTAL	**20**	**13**	**15**	**24**	**24**

Note :

- Tick (√) for each positive activity

- Percentage of student's activities

6. The students pay attention of teacher's explanation= 67%

7. The students ask and answer question= 43%

8. The students are active in class= 50%

9. The students are able to do the task= 80%

The students follow teacher's instruction= 80%

Mengetahui

Collaborator   Researcher

Andi,S.S   **Erlin Rohmawati**

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES
CYCLE I

Subject : English
Class/Semester : X IPS 1/Ganjil
School : SMA N 1 Semaka Tanggamus

No	Student's Name	The aspects that are ovserved				
		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.	AR	√		√	√	√
2.	APP	√	√	√	√	√
3.	AW	√	√	√	√	√
4.	AS	√		√	√	√
5.	AW	√	√	√	√	√
6.	AZ	√	√	√	√	√
7.	AP	√			√	√
8.	AM	√	√	√	√	√
9.	BTA			√	√	√
10.	DAA				√	√
11.	DA	√	√	√	√	√
12.	EF	√	√	√	√	√
13.	FFR	√	√	√	√	√
14.	GAM	√	√	√	√	√
15.	IR			√	√	√
16.	IDR	√	√		√	√
17.	JFCW			√	√	√
18.	LAF	√	√		√	√
19.	MA	√	√		√	√

		√	√	√	√	√
20.	MM	√	√	√	√	√
21.	NNR	√	√	√	√	√
22.	NS		√	√	√	√
23.	PIN				√	√
24.	PNZ		√	√	√	√
25.	RF		√	√	√	√
26.	RSA	√	√	√	√	√
27.	RRO	√	√	√	√	√
28.	WNS				√	√
29.	WY	√		√	√	√
30.	YA			√	√	√
	TOTAL	**20**	**19**	**23**	**30**	**30**

Note :
- Tick (√) for each positive activity
- Percentage of student's activities
6. The students pay attention of teacher's explanation= 67%
7. The students ask and answer question= 63%
8. The students are active in class= 76%
9. The students are able to do the task= 100%
10. The students follow teacher's instruction= 100%

Mengetahui
Collaborator   Researcher

Andi,S.S   **Erlin Rohmawati**

DOCUMENTATION

Source: Teaching Learning English Process

Source: The Students Speaking Practice in Front of the Class

Source: The Students Discuss About the Material

Sources: Students Learning Activities in the classroom

Sources: Students test in the classroom

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

Nomor   : B-0328/In.28.1/J/TL.00/01/2023
Lampiran : -
Perihal   : SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
Aisyah Sunarwan (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	:	**ERLIN ROHMAWATI**
NPM	:	1901050016
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE USE OF NEWS CASTING IN IMPROVING STUDENTS SPEAKING SKILL

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;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 30 Januari 2023
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

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

Nomor   : B-0625/In.28/D.1/TL.00/02/2023
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA N 1 SEMAKA
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0624/In.28/D.1/TL.01/02/2023, tanggal 10 Februari 2023 atas nama saudara:

Nama	:	**ERLIN ROHMAWATI**
NPM	:	1901050016
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 1 SEMAKA, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF NEWS CASTING IN IMPROVING STUDENTS SPEAKING SKILL AT SENIOR HIGH SCHOOL 1 SEMAKA TANGGAMUS".

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

Wassalamu'alaikum Wr. Wb.

Metro, 10 Februari 2023
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
Jalan Ki. Hajar Dewantara Kampus 15 A Inngmulyo 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

SURAT TUGAS
Nomor: B-0624/In.28/D.1/TL.01/02/2023

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

Nama	:	**ERLIN ROHMAWATI**
NPM	:	1901050016
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di SMA N 1 SEMAKA, guna mengumpulkan data
(bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi
mahasiswa yang bersangkutan dengan judul "THE USE OF NEWS CASTING IN
IMPROVING STUDENTS SPEAKING SKILL AT SENIOR HIGH SCHOOL 1 SEMAKA
TANGGAMUS".

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 : 10 Februari 2023

Mengetahui,
Pejabat Setempat

Sumarno , M.pd
NIP. 19750216 200501 1012

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NPM : 1901050016

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1	Thursday 02/2023 /02	✓	- Make it sure that you lesson plan is to focus on students' speaking - Activity in the class should can how to be good news to paper - prepare the observation sheet of research -	
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NIDN. 0207021301

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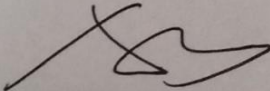**IAIN METRO**

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NPM : 1901050016

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Andianto, M.Pd.
NIP. 19871102 201503 1 004

Dosen Pembimbing

Aisyah Sunarwan, M.Pd
NIDN. 0207021301

THE USE OF NEWS CASTING IN IMPROVING STUDENTS' SPEAKING SKILL AT SENIOR HIGH SCHOOL 1 SEMAKA TANGGAMUS

by Erlin Rohmawati 1901050016

THE USE OF NEWS CASTING IN IMPROVING STUDENTS' SPEAKING SKILL AT SENIOR HIGH SCHOOL 1 SEMAKA TANGGAMUS

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The name of the researcher is Erlin Rohmawati. She was born in Semaka City, Tanggamus Lampung on December 04 th , 2000. She is the first child from happy couple namely Mr. Edi Harmadi and Mrs. Siti Rohimah. She has graduated from Elementary School (SD N 1 Tugupapak) on 2013. She continued her study in Junior High School (SMP N 1 Semaka) and graduated on 2016. After graduated from Junior High School, she continued to Senior High School (SMA N 1 Semaka) and graduated on 2019. And on 2019 she continued her study as a student of S-1 English Education Department of State Institute for Islamic Studies of Metro (IAIN Metro).