

AN UNDERGRADUATE THESIS
IMPROVING THE STUDENTS' SPEAKING PERFORMANCE
THROUGH REPORTER SIMULATION TECHNIQUE
AMONG THE NINTH GRADERS AT SMP PGRI 2
SEKAMPUNG EAST LAMPUNG

By:
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Tarbiyah and Teachers Training Faculty
English Education Department



STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) OF METRO
1440 H / 2019 M

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Presented as a Partial Fulfillment of the Requirement

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Study Program

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Title : IMPROVING THE STUDENTS SPEAKING PERFORMANCE
THROUGH REPORTER SIMULATION TECHNIQUE AMONG THE
NINTH GRADERS AT SMP PGRI 2 SEKAMPUNG EAST
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Assalamualaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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NOTIFICATION LETTER

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikumWr.Wb

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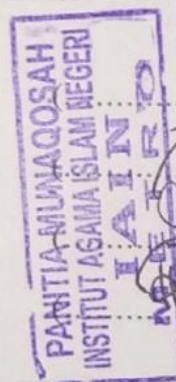
RATIFICATION PAGE

No. B-2101/1h-28-1/D/PP.00-9/07/2019

An Undergraduate thesis entitled: IMPROVING THE STUDENTS' SPEAKING PERFORMANCE THROUGH REPORTER SIMULATION TEHCNIQUE AMONG THE NINTH GRADERS AT SMP PGRI 2 SEKAMPUNG EAST LAMPUNG, written by RIZKY RUHANDA, student number 1293327, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, 21th June 2019 at 10.00 – 12.00 p.m.

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**IMPROVING THE STUDENTS' SPEAKING PERFORMANCE
THROUGH REPORTER SIMULATION TECHNIQUE
AMONG THE NINTH GRADERS AT SMP PGRI 2
SEKAMPUNG EAST LAMPUNG**

ABSTRACT

**BY :
RIZKY RUHANDA**

Speaking skill is one of four basic language skills that must be mastered by the students. It is the skills of the students when they are able making sounds, words, phrases, and discourse forms that characterize any language so that created the interactive of communication. Moreover, students are often ignored to master this skill. It caused by several problems, such as: teacher have not many various technique to teach speaking skills, students are lack speaking performance, Students are not interested in speaking material, and students are lack of vocabulary. Therefore, to increase their speaking performance, the researcher used reporter simulation technique in learning process.

This research was aimed to know the level of speaking performance and to find out the increasing of speaking performance through reporter simulation technique in SMP PGRI 2 Sekampung at East Lampung. It is Classroom Action Research (CAR) with the subject of this research are the students of IX at ninth grade in SMP PGRI 2 Sekampung at East Lampung, and the researcher asked Mr. Sa'aziz Antomi, S.Pd as the collaborator in this research. Then, to collect the data, the researcher used : test (pre-test and post-test), observation and documentation. While, to analyzed the data, the researcher used average and descriptive deductive.

The result of this study shows that by using reporter simulation technique has positive in increasing the speaking performance at the ninth graders of SMP PGRI 2 Sekampung. It can proved by students' average score from pre test to post test. The average score in pre test was 54,3 and in post test 1 was 61,25 became 76,6. It means that the using of reporter simulation Technique can improve students' speaking performance.

Keywords : Reporter simulation technique to improve speaking performance.

**MENINGKATKAN KEMAMPUAN SISWA BERBICARA MELALUI
TEKNIK REPORTER SIMULASI PADA KELAS
SEMBILAN SMP PGRI 2 SEKAMPUNG
LAMPUNG TIMUR**

**ABSTRAK
OLEH :
RIZKY RUHANDA**

Keterampilan berbicara merupakan salah satu dari empat keterampilan berbahasa yang harus dikuasai oleh siswa. Ini merupakan keterampilan siswa ketika mereka mampu menciptakan suara-suara, kata-kata, frase-frase, dan bentuk kata yang mampu mewakili sebuah bahasa sehingga terbentuklah sebuah komunikasi interaktif. Namun begitu, mereka sering mengabaikan penguasaan keterampilan ini. Ini semua disebabkan oleh berbagai masalah, seperti : guru tidak memiliki banyak variasi dalam mengajar keterampilan berbicara, siswa kurang terampil berbicara, siswa tidak tertarik dalam materi berbicara, dan lain-lain. Oleh karena itu, untuk meningkatkan keterampilan berbicara siswa, peneliti menggunakan latihan simulasi reporter dalam proses pembelajaran.

Penelitian ini bertujuan untuk mengetahui tingkat keterampilan berbicara siswa dan mencari tahu peningkatan keterampilan berbicara melalui pelatihan simulasi reporter di SMP PGRI 2 Sekampung. Ini merupakan penelitian tindakan kelas dengan subyek penelitian ini adalah siswa dari kelas IX di SMP PGRI 2 Sekampung. Dan peneliti meminta Bapak Sa'aziz Antomi, S.Pd sebagai kolaborator dalam penelitian ini. Kemudian, untuk mengumpulkan data, peneliti menggunakan tes (pre-tes dan post-tes), observasi, dan catatan lapangan. Sedangkan untuk menganalisa data, peneliti menggunakan rata-rata dan deskriptif deduktif.

Hasil dari penelitian ini menunjukkan bahwa penggunaan Reporter Simulasi memiliki peran positif dalam meningkatkan kemampuan pemahaman berbicara siswa kelas sembilan SMP PGRI 2 Sekampung. Hal ini dapat di buktikan berdasarkan nilai rata – rata siswa mulai dari siklus pertama dan kedua, nilai rata – rata siswa pada siklus 1 adalah 54,3 dan siklus kedua 61,25 menjadi 76,6. Itu berarti penggunaan reporter simulasi teknik dapat meningkatkan kemampuan pemahaman berbicara siswa.

Kata Kunci : Meningkatkan kemampuan berbicara bahasa inggris melalui reporter simulasi teknik.

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : Rizky Ruhanda
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State that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted for the bibliographies mentioned.

Metro, January, 2019
The writer,



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

Metro, Januari 2019
Yang menyatakan



RIZKY RUHANDA
NPM. 1293327

MOTTO

**BETTER TO TRY AND FAIL THAN FAIL TO TRY
(RIZKY RUHANDA)**

DEDICATION PAGE

I highly dedicate this undergraduate thesis to :

1. My beloved parents (Bp. Syafiuddin and Ibu. Nuraini) for giving their endless love and protecting me since I was born and breathed for the first time in this world, thank you so much for everything.
2. My beloved to one who has motivated until now is my wife (Mrs. Nurfeti Ambarsari), who is always supportive.
3. My beloved brother and sister (Rendy Eko Supriyanto and Nurhidayah Rahma Atika) for support me to finish my study.
4. My Almamater State Islamic Institute (IAIN) of Metro.

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Alhamdulillahirobill'amin, all of Praise to Allah who has created the best thing universe who called human, and has given His blessing to all mankind all over the world without any exception. Shalawat, salam, and rahmat must be the best words conveyed to our prophet Muhammad SAW,. In the present research the writer is presented as a partial fulfilment of the Requirements for degree of Sarjana Pendidikan (S.Pd.) in English education study program, entitled: "Improving The Students Speaking Performance Through Reporter Simulation Technique Among The ninth Fraders At Junior High School PGRI 2 Sekampung Lampung Timur".

There are many people who contribute their meaningful hands in accomplishing this undergraduate thesis that the researcher cannot mention one by one. First of all, the researcher would like to express her thanks to Prof. Dr. Hj. Enizar, M.Ag. As the principle of IAIN Metro, thanks to. Ahmad Subhan Roza, M.Pd. as the chief of English Education Study Program and as the first advisor who has contributed her expertise and idea to assist the researcher. And thanks to Syahreni Siregar, M,hum. As the second advisor who has given her knowledge and experience in finishing this undergraduate thesis.

And also Mr. Sa'aziz Antomi, S.Pd. as the collaborator who has been help all of activities ath the class for successfully of this research.

The researcher realizes that this research proposal is nearly imperfect. Last but not list, I hope that the result of the research benefical or contribution in teaching learning activity of English Language in SMP PGRI 2 Sekampung.

Metro, January 2019
The Researcher

RIZKY RUHANDA
Student Number 1293327

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CHAPTER I

INTRODUCTION

This section is concerned with the background of study, problem identification, limitation of the research, problem formulation, objective and benefit of the study. All of them will explain more clearly as follows :

A. Background of the Study

In the context of English language teaching as a foreign language in Indonesia, Speaking Subject is one of particular important. It is widely recognized that in globalisation era like nowadays, language is not only an identity of a country but also it plays an important role in communication each others. It is widely known that English is an international language that is used by some countries, and also used in daily aspect such as : television news, newspaper, books, magazine, music, medicine, airport, sports, technology, and many others.

Therefore, in some parts of world have been adapted English used as a compulsory subject at schools. It is learned started from primary schools up to university, included at Indonesia. There are four basic skills in teaching and learning language: listening, reading, writing and speaking, from that four basic skills, speaking is one of the skills that plays an important role in the communication activity, thinking and learning.

It is widely recognized that English in our country is included as a subject who tested in final examination at primary schools up to university.

Most of English teachers found the difficulties to teach their students. He or she must determine the appropriate strategies of teaching with the suitable materials and technique which used by the teacher. One of the problem that arise is the students do not know how to communicate by using English language well. So that the students feel so hard to receive the material that the teacher given.

In other words, approaches, methods, and technique have been introduced in language teaching and learning process for long time ago. It is arrangement to supply a detailed account of major twenty-century in language teaching and learning process. It is widely recognized that methods plays an important role in language teaching. There are a lot various techniques and methods that can be applied in teaching English to improve the students speaking performance, such as reporting, interviews, simulations, role play, storytelling, guessing, remembering, ordering, describe, reporter simulation, debate and many others.

In the present research, the writer is interested in choosing reporter simulation activity as the teaching technique that will be applied in this action research because reporter simulations are entertaining, they motivate the students and improve the self confidence of students. Reporter simulations are very similar with the journalist but what reporter simulations different from journalist is that they are more complex. In reporter simulations, students can bring items to the class to create a realistic environment. For

example, if a student is acting as press agent, he or she brings a note, video recorder, microphone, and ask to all of his/her classmates.

The researcher tried to study about improving the students speaking performance through reporter simulation. This present research will be held among the Nine Graders at SMP PGRI 2 of Sekampung. The researcher got the data from the pre-survey on March 22, 2018 as follows :

Table 1
Student's English Result

No.	Score	Categories	Frequency	Percentages
1.	80-100	High	2	7.1%
2.	60-79	Fair	6	21.4%
3.	0-59	Low	20	71.5%
Total			28	100 %

Source : "Mr. Sa'aziz Antomi.S.Pd" The teacher who teaches in SMP PGRI 2 Sekampung taken on March, 22th 2018.

Based on data and table above, it can seen that there are 20 students have low categories with percentages 71.5% and 6 students have fair categories with percentages 21.4%. And then, only 3 students who have high categories. So, based on the data of pre-survey at the Ninth Graders of SMP PGRI 2 Sekampung, the researcher found that the students still face many problems, Among the noticeable problems in speaking like speaking slowly, taking too long to compose utterances, incapable to participate actively in conversation, spoken English does not sound natural, poor grammar and poor pronunciation.

B. Problem Identification

Based on the background above, the researcher identify the problem such as; (1) Students not interested in learning English; (2) the teacher got difficulties to teach and determine the appropriate strategies of teaching with the suitable materials; (3) the students still faced many problems; (4) among the noticeable problems in speaking like speaking slowly; (5) taking too long to compose utterances; (6) incapable to participate actively in conversation; (7) spoken English does not sound natural; (8) poor grammar and poor pronunciation.

C. Limitation of the Research

Based on the problem mentioned above, the researcher limits the problem only to the improving speaking performance through reporter simulation technique among the Ninth graders at SMP PGRI 2 Sekampung in academic year 2018/2019.

D. Problem Formulation

Based on the problems above, the researcher are formulated as follows
 “Can Reporter Simulation Technique improve the students speaking performance among the Ninth graders at SMP PGRI 2 Sekampung East Lampung in the Academic Year of 2018/2019?”

E. Objectives and Benefit of the study

1. Objectives of the Study

The objective of this research is to know whether the Reporter Simulation technique can improve speaking performance among the Ninth graders at SMP PGRI 2 Sekampung in the Academic Year 2018/2019.

2. Benefit of study

a. For the student

The result of the research is expected to give positive contribution for the students to improve speaking performance by using reporter simulation technique in studying English in the class.

b. For the teacher

The result of the research is expected to give positive contribution for the teacher to improve speaking performance by using reporter simulation technique in studying English in the class.

c. For the school

The result of the research is expected to improve the quality of English teaching and learning especially in developing speaking performance by using reporter simulation technique in studying English in the class.

F. Prior Research

In this research, the writer use some undergraduate theses, among others. Are as follows :

Scriptor written by Khusnul Khotimah¹ entitled “Increasing Speaking Performance Through Jigsaw Technique In MTsN Metro At East Lampung In The Academic Year of 2012/2013”, this thesis gives the idea of learning to speak English by the method of jigsaw.

In this method of explaining learning to speak English is more suitable for groups. For example groups of participants who have the same number Cards or Sheets of paper. Take, for example, to be organized into a discussion group based on what they read. This kind of grouping allows participants to share a different perspective in the same literature, which is potentially a result of a deeper understanding of one of the chapter or paper. The greater potential to present the analysis process is more than just a simple narrative.

Scriptor written by Hanif Miftahudin entitled “Improving The Students Speaking Performance Through story Completion Technique At The Tenth Graders Of SMK Muhammadiyah 2 Metro In The Academic

¹ Khusnul Khotimah, “*Increasing Speaking Performance Through Jigsaw Technique In MTsN Metro East Lampung In The Academic Year 2012/2013* ” (Lampung: STAIN Metro, 2011), 72.

Year 2016/2017”² this thesis gives us the idea of learning to speak English by the method Story Completion.

In this method which reproduce or real situation and which often involve group discussion. In the story completion activities, a teacher starts to tell a story, but after few sentences he or she stops narrating. Than, each students starts to narrate from the point where the previous one stopped. Each students is supposed to add from four to ten sentences. Students can add new characters, event, description, and so on.

² Hanif Miftahudin, “Improving The Students Speaking Performance Through story Completion Technique at The Tenth Graders of SMK Muhammadiyah 2 Metro In The Academic Year 2016/2017” (Lampung: IAIN Metro, 2017), 63.

CHAPTER II

REVIEW OF THE LITERATURE

This section is concerned with the theoretical description, employed in this writing explores, speaking, performance, reporter, simulation, technique, criteria of success and action hypothesis. All of them will explain more clearly as bellow :

A. Theoretical Description

In Indonesian, most of poeple when they have been mastering grammar, have a lot vocabulary, or already understand what other poeple say, they feel satisfied about their English skill. They confidently think that they will be able to master English perfectly, nevertheless it is wrong.

That is fairly factor if English native speaker will judge dissatisfactory for our speaking performance. Because they should be challenging to understand our conversation. This problem is commonly happened in Asia, especially in Indonesia. It is about speaking performance of someone. In the light of the above notion, the teacher must have variously methods that could be provide ways to improve students speaking performance. There are several technique that can be used by the teacher in teaching learning proccess in the class. One of them is reporter simulation technique. It is hoped this technique would be beneficial not only for the teacher but also for the students to improve their speaking performance.

This section is concerned with the research method employed In this writing explores review covers the theories of understanding, concept of

speaking performance, technique of teaching speaking, kinds of speaking performance and assesment of sepaking, concept of reporter simulation technique, guidelines for successful reporter simulation technique, will be discuss more clearly as bellow :

1. Speaking Performance

Nowadays, there are two English priority, namely speaking and writing, for many second language or foregin language learners. Yet, speaking is the most important factor who commonly used in daily basic. In the light of the above fact, language learners seldom to assess their success in language learning as well as the efectiveness of their learning on the basis of how much they feel they have improved in their spoken language assessment.

a. The Concept of Speaking Performance

It is widely recognized that speaking performance plays an important role in human life. It is needed when they are make conversation with other people around them in formal or informal situation. Speaking performance is built from the speaking ability of someone that has develop or practiced on a daily basis. Speaking performance consist of two words: speaking and performance. Before we discussed more about speaking performance, it is better if we understand the meaning of both:

1) The Definition of Speaking

It is widely known that, so many expert asserts about the definition speaking. Speaking is productive language skill. Speaking is an essential tool for communicating, in thinking, and learning process. Oral language is a powerful learning tool. It shapes, modifies, extends, and organizes thought. It means that speaking is the basic need of human in life, through speaking human can be thought, transferring information, and learn something new in a daily basic. In other word, speaking can be as a media to improve learning proccess and mindset of human.

According to Katheleen M. Bailey, speaking is an interactive process of constructing meaning that involves producing and receiving and proccessing information.³ In other word, speaking is a proccesed media to transfer something new or give information to other.

Furthermore, Wendy and Lisabeth assert that speaking is perhaps the demanding skill for the teacher to teach. In their own language children are able to express emotions, communicate intonations and reactions, explore the language and make fun of it, so they expect to be able to do the same in English⁴.

¹ Katheleen M. Balley, *Practical English Language Teaching: Speaking*, (New York: McGraw-Hill companies, 2005), p.2

² Wendy A. Scott and Listbeth H. Ytreberg, *Teaching English to Children*. (New York: Longman), P.33

In other hands, speaking action have to be done on fun joy situation who can makes students feel comfort and enjoy in the class. When circumstances in teaching and learning process going run well, full of spirits or others. It will makes the mindset of the students are processed.

Moreover, speaking skill is the ability to perform the linguistic knowledge in actual communication. It functions to express one idea, feeling, thought and needs orally. Speaking is one of language arts that are most frequently used by people all over world.

In other word, speaking is a tool which is used of people all over world to communicate and transferring information.

In the light of the definition above, it can be inferred that speaking is basic of human life to communicate and transferring information or something new. Speaking is a media that can be used by the teacher as a tool in teaching and learning process to make the students interested and wants to know everthings that happend around them. Speaking is a window that can be a source by the students to add all of knowledge not only about their subject at the school but also to open their mindset of life.

2) The Definition of Performance

According to Longman Dictionary of Language Teaching & Applied Linguistics performance is a person's actual use of language.⁵ It means that someone has real ability to use language as a mother tongue and can apply on conversation in a daily basic. Besides, The accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. In a contract, performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract. On other hands, performance is a goal that have standards and requirement who have to be done by the learners.

b. Technique of Teaching Speaking

When teaching young learners the teachers constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, the teachers need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow⁶.

⁵ Jack. C. Richards & Richard Schmidt, *Longman Dictionary of Language Teaching & Applied Linguistics*, (2002; 392)

⁶ Natasa Intihar Klancar, *Developing Speaking Skills in the Young Learners Classroom*, *Internet TESL Journal*, Vol. XII, No. 11, November 2006. <http://iteslj.org/Techniques/Klancar-Speaking-Skills.html>. p. 1)

Learners are like sponges, they soak up everything we say and how the teachers say it. Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One rule that applied here is slowly and steadily through constant revision and recycling. With the help of mixed activities, such as dialogues, choral revision, chants, songs, poems and rhymes, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying the above-mentioned tools into the teaching practice, what should be kept in mind is that interaction is an important way of learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible.

There are many activities to promote speaking. As Hayriye Kayi inferred from many linguistics on her article in the internet on Teaching English as a Second Language (TESL) Journal, there are thirteen activities to promote speaking, which are: (a) discussion, (b) role play, (c) simulations, (d) information gap, (c) brain storming, (d) storytelling, (f) interviews, (g) story completion, (h) reporting, (i) playing cards, (j) picture narrating, (k) picture describing, (l) find the differences⁷.

⁷ Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, Internet TESL Journal, Vol. XII, No. 11, November 2006. <http://iteslj.org/articles/kayi-TeachingSpeaking.html>, P.1-5

c. The Kinds of Speaking Performance

There are a lot of available techniques and methods for teaching speaking skill, it will be helpful for the teacher to think in terms of several kinds of speaking performance. Developing of speaking performance will increase speaking skill of the students. H. Douglas Brown maintains that there are 6 types of speaking performance :

1. Imitative, a very limited portion of classroom speaking time may legitimately be spent penetrating “human tape recorder” speech, where, for example, learner practice an intonation contour or try to pinpoint a certain vowel sound.
2. Intensive, speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain form of language.
3. Responsive, a good deal of student speech in the classroom is responsive: short replies to teacher or student initiated question and comments.
4. Transactional (dialogue), transactional language carried out for the purpose of conveying specific information, is an extended form of responsive language.
5. Interpersonal (dialogue), the order form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more

for the purpose of maintaining social relationships than for the transmission of facts and information.

6. Extensive (monologue), students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.⁸

Reporter Simulation process includes in this type of speaking performance. Based on explanation above, the students use their imagination to be a reporter in the field which is report such a disaster, social economic, sport, entertainment, lifestyle, and others. It is hoped the student's speaking performance can be improved.

d. The Assessment of Speaking

Speaking is a central yet complex area of language acquisition. The assessment of this crucial skill is not easy. Nevertheless, it does not mean speaking test cannot be measured in correct way. Assessing should be careful and meticulous current test of speaking. Assessment are used for correct placement in a class, to pre-test and post-test, and to evaluate students.

Assessment of speaking is the activities undertaken to acquire and streamline the information about the speaking learning outcomes of the students at grade level during and after the teaching and learning activities. According to Weir he classified into five analytic speaking criteria as follows :

⁸ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy, Second Edition*, (California: San Francisco State University, 2001), P.271-274

Table 2
Analytic Speaking Criteria⁹

No	Aspect	Category	Indicators
1	Fluency	4 (excellent)	Generally nature delivery, only occasional halting when searching for appropriate words/expression.
		3 (good)	The students hesitates and repeat himself at time but can generally maintain a flow of speech, althought s/he may need an accasional prompt.
		2 (adequate)	Speech is slow and hesitant, Maintains speech in a passive manner and needs regular prompts.
		1 (fair)	The student speaks so little that no 'fluent' speech can be said to occur.

⁹ Weir, *Language Testing and Validation*, (United States: Palgrave Macmillan, 2005), P.195-196

2	Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
		3 (good)	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
		2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
		1 (fair)	Words are unintelligible.
3	Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few inappropriacies.

		3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
		2 (adequate)	Limited use of vocabulary with frequent inappropriacies.
		1 (fair)	Inappropriate and inadequate vocabulary.
4	Grammatical Accuracy	4 (excellent)	Very few grammatical errors evident.
		3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
		2 (adequate)	Speech is broken and distorted by frequent errors.
		1 (fair)	Unable to construct comprehensible sentences.
5	Interactional Strategies	4 (excellent)	Interacts effectively and readily participates and

			follows the discussion.
		3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
		2 (adequate)	Interaction ineffective. Can seldom develop an interaction.
		1 (fair)	Understanding and interaction minimal.

Source¹¹

2. Reporter Simulation Technique

Simulation activities which reproduce or simulate real situations and which often involve dramatization and group discussion. In simulation activities, learners are given roles in a situation, tasks, or a problem to be solved, and are given instruction to follow. The participants then make decisions and report. Consequences are “simulated” on the basis of decisions the participants take. They later discuss their actions, feelings, and what happened¹¹.

¹⁰ Ibid, 195-196

¹¹ Jack. C. Richards & Richard Schmidt, *Longman Dictionary of Language Teaching & Applied Linguistics*, (2002) P.530

With this activities, the students can feel fun and enjoy to speak everything, the students can be a reporter or to be master of ceremony in news of television. In this session, the present research will be discusses about understanding of reporter simulation technique, guidelines for successful reporter simulation technique, the implementation of reporter simulation technique, and all of them will be explained more details as follow:

a. Concept of Reporter Simulation Technique

Reporter simulation technique consist of three words, that are reporter, simulation and technique, before we discuss what is reporter simulation technique, it is better if students understand the meaning of it.

1) Reporter

Reporters is gather information and present it in a written or spoken form in news stories, feature articles or documentaries. Reporters may work on the staff of news organisations. General reporters cover all sorts of news stories, but some journalists specialise in certain areas such as reporting sport, politics or agriculture.

A reporter has a more specific function within the realm of journalism. Reporters are usually engaged in the direct gathering and communication of public information, usually through primary information sources such as first-person interviews, news

conferences and attendance at news events. The material they communicate is usually limited to the facts they have gathered; editorializing or sharing opinions on the news is not considered part of the reporter's role.¹²

2) The Aspect of Public Speaking on Reporter

1. Speaking and Listening
 - a. Speaking in public.
 - b. Ethics and public Speaking.
 - c. Listening
2. Speech preparation : Getting started
 - a. Selecting a topic and a purpose.
 - b. Analyzing the audience.
 - c. Gathering materials.
 - d. Supporting your ideas.
3. Speech preparation : Organizing and outlining.
 - a. Organizing the body of the speech.
 - b. Beggining and ending the speech.
 - c. Outlining the speech.
4. Presenting the speech
 - a. Using language.
 - b. Delivery.
 - c. Using visual aids.

¹²Scott Knickelbine, *Difference between a journalist & a Reporter*, February 21, 2018, P.1

5. Varieties of public speaking.
 - a. Speaking to inform.
 - b. Speaking to persuade.
 - c. Methods of persuasion.
 - d. Speaking on special occasions.
 - e. Speaking in small groups.
 - f. Speeches for analysis and discussion.¹³

3) Simulation

Simulation is an extremely valuable technique for second language learning. It encourages thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively nonthreatening setting, and can create the motivation and involvement necessary for learning to occur.

Simulation clearly promotes effective interpersonal relations and social transactions among participants. In order for a simulation to occur the participants must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves. To fulfill their role responsibilities, students must relate to others in the simulation, utilizing effective social skills.

¹³ Lucas, Stephen E. *The Art of Public Speaking*, 10th Edition 2008. P.iv

Simulation is a language learning model which allows students to express themselves to their peers in a group setting, groups comprising usually three or four. It is related to Role Play, but in Simulation students retain their own personas and are not required to pretend to be someone else¹⁴.

4) Technique

Any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives¹⁵.

b. Guidelines for Successful Reporter Simulation Technique

In order to succeed, a Simulation should be underpinned by a sense of reality or should create a brand new reality. Ideally, it should be relevant to the lives and interests of the students who are in charge, with the teacher unobtrusively monitoring the proceedings. This feature of Simulation increases students' autonomy and motivation, and lowers their anxiety levels since they are interacting as equals with a small group of their peers rather than performing for the teacher and class as a whole.

Realism can be enhanced, particularly for longer-term simulations, by adapting the classroom so that it simulates the environment in which the exercise is said to be taking place, i.e. for a

¹⁴ Anonym, Best Practice-Best Language Teaching Methods, Simulation As a language learning tactic. P.2

¹⁵ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy, Second Edition*, (California: San Fransisco State University, 2001), P.16

simulation taking place in an office, the classroom can be adapted to replicate a real working office. Although this desideratum is not always practicable, there are other ways in which the learning environment can be changed to resemble that proposed under the Simulation, such as:

- (1) black/white boards can be adapted to resemble office noticeboards;
- (2) desks can be grouped or separated to simulate work stations;
- (3) posters/visual aids clearly associated with college can be removed and replaced by more appropriate work-related material;

B. Action Hypothesis

Based on the literature review above, the researcher formulates the hypothesis as follows:

“The Use of Reporter Simulation Technique Can Improve the Students’ Speaking Performance among the Ninth graders at SMP PGRI 2 Sekampung in Academic Year of 2018/2019”.

CHAPTER III

RESEARCH METHOD

This section is concerned with the research method employed in this writing explores : operational definition of variable, setting and subject of the research, research procedure, data collection technique, instrument of the research, data analysis technique and indicator of the success. All of them will explain more clearly as below :

A. Operational Definition of Variables

Operational definition of variable is explained about variables that used in this research. The indicators included in a variable result of the synthesis theory which is used on the theoretical review. Therefore, operational definitions of variable in this research are:

1. Independent Variable

According to Alison Mackey¹⁶, “the independent variable is manipulated to determine its effect on the dependent variable. It is the variable which is selected, manipulated, and measured by the researcher.” Independent variable of this research is Reporter Simulation Technique.

Reporter Simulation Technique emphasize on the proses complete the simulation which arranged together by process think spontaneously and creative.

¹⁶Alison Mackey and Susan M. Gass, *Second Language Research Methodology and Design*, (Mahwa, New Jersey, London), 2005, p.103

Moreover, indicator of this variable is the students of SMP PGRI 2 Sekampung in the academic year 2018/2019 can think spontaneously and creative in Simulation. Repoter simulation technique than can easily to improve student speaking performance.

2. Dependent Variable

According to Jack C Richards¹⁷, “The dependent variable, also criterion variable, (in research) a variable that changes or is influenced according to changes in one or more independent variables”. Dependent variable of this research is students’ speaking performa that defined as built from speaking ability of some one that has develop or practiced on a daily basis. Moreover, based on the theoretical review, the indicators of speaking performance in teaching english of the Ninth Graders at SMP PGRI 2 Sekampung in the academic year of 2017/2018 are students can make the story becomes systematic and logical.

¹⁷ Jack. C. Richards & Richard Schmidt, *Longman Dictionary of Language Teaching & Applied Linguistics*, (2002;163)

B. Setting of The Research

This research is the classroom action research type, and was conducted in the nine graders students of SMP PGRI 2 Sekampung which located on St. Raya Sidodadi 53 Kecamatan Sekampung Lampung Timur, Post Number.34182. lampung in academic year 2017/2018 on the second semester. Action research is concerned with a social practice, aimed toward improve, a cyclical process, partisipative, determined by practitioners.

C. Subject of The Research

The subject of this present research are the students of Ninth graders of SMP PGRI 2 Sekampung, Lampung Timur. While, the objective of this research is the students speaking performance at class IX.B of SMP PGRI 2 Sekampung, Lampung Timur. The research selects class IX.B because the students have low English ability in speaking performance. They also have low interest in learning English More detail clearly explore at the table as belows :

Table 3
The Subject of the research

No.	Class	Gender		Total
		Male	Female	
1.	IX B	17	11	28
Total				28

Source : data students of the tenth graders.

D. Research Procedure

This kind of the research is Classroom Action Research (CAR). Classroom Action Research (CAR) is a method for improving and modifying the working system of a classroom in school. It mean that action research is a research that is used to investigate and evaulate their work in teaching and learning with the aim of collecting information about what they want.

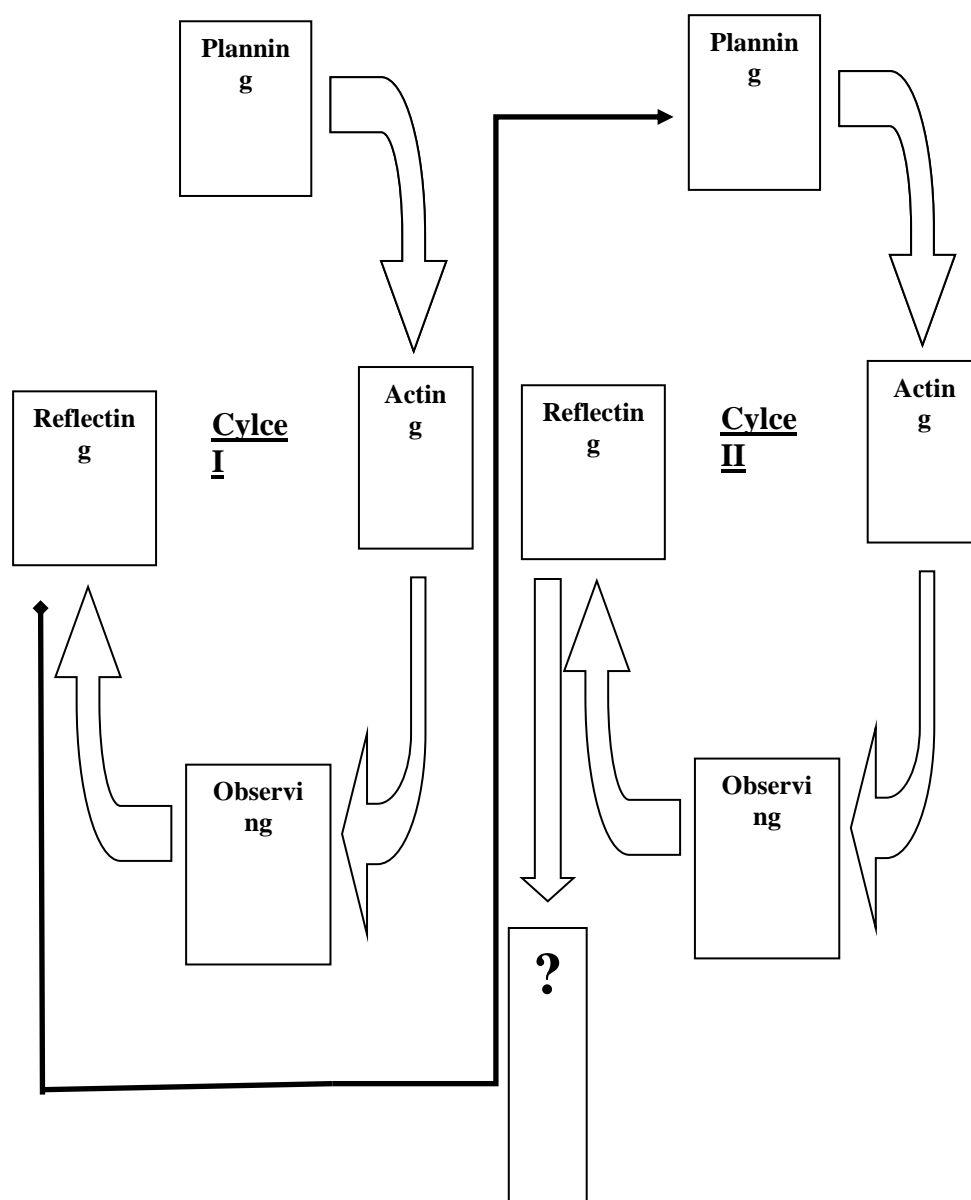
The action research is an accuraty about teaching and learning process in class action, which deliberately increase and happen together in a classroom. It mean that through self-reflection the teacher conducted that study in his own class. Jean McNiff and Jack Whitehead¹⁸ suggest that “Action research has become increasingly popular around the world as a form of professional learning”. It Mean That Action Research Is A Way To Explore Out Learning Technique In The Class.

In the light of the above notion, the meaning of a study conducted by the teacher in his own class through self-reflection, in order that the teacher while increase his performance as a teacher, the students learning goals to be improve. The researcher would like to dividedthe research in to two cycles in classroom action research. Range from on cycle with the other has connection.

They include planing, acting, observing, and reflecting. It the following chart describes the cycles :

¹⁸ Jean McNiff and Jack Whitehead, *All you need to know about action research an introduction*, (Routledge Falmer, London, 2002), P. 7

Figure 1.¹⁹
Sequences of acting-reflecting cycles



¹⁹ David Hopkins, A Teacher's Guide to Classroom Research, Fourth Edition, (McGraw-hill, Open University Press, England), 2008. P.51

The cycles of classroom action research (CAR) that will be implemented in this present research are :

1. Cycle

a) Planning

Before conducting the research, the researcher explains about what, why, where, who, and doing action²⁰. There are four steps that will be applied in this stage. They are:

1. identifying the problem and finds the problem solving.
2. preparing the material and technique of teaching.
3. preparing the source of learning; and
4. preparing guidance to observe and evaluate.

b) Acting

The second step in every cycle is action. In which the researcher put the plan into action through the following steps :

1. the researcher tries to arrange the seats at classroom in a line or in groups with the students facing one person in front of the class.
2. the researcher lets the students speak English at speaker's platform in front of the class.
3. at first stage, teacher allow the students to prepared thing that the students need for a certain topic before presenting; and

²⁰ Jean McNiff and Jack Whitehead, *All you need to know about action research an introduction*, (Routledge Falmer, London, 2002), P.3

4. the teacher divides the student into each group according to the different topics, if you can also let them prepare “opinion”, and then have a group spokesman deliver the opinion.

2. Observing

Observing is either an activity of a living being, consisting of receiving [knowledge](#) of the outside world through the [senses](#), or the recording of data using scientific instruments. The term may also refer to any [data](#) collected during this activity. Based on the observing, the researcher decide whether is there anything that the researcher has to be increase soon in order that action achieve the aim of the researcher goals. The researcher observes them in every activity.

3. Reflecting

The last step that the researcher will be doing is reflecting. The researcher will try to see and think again something that researcher has done. It is also to know whether there is influence to the students’ learning process. By reflecting, the researcher can get information the strength and the weakness from the action that the researcher has been done.

After contrasting the score distribution of pre-test and post-test, the researcher review and reflect on the view and teacher performance whether is positive or negative. The procedure of the researcher are:

1. deciding problem which in the subject of researcher.
2. administering the pre-test to know students speaking skill before doing the action research.
3. selecting materials for the treatment.
4. implementing the technique in the teaching learning process.
5. administering the post-test to evaluate the result of action research and conducting the post assessment for the teacher.
6. analyzing all the data.
7. reflecting on the whole cycle. Meanwhile, the object of this research is the student's speaking performance at the Nine Graders SMP PGRI 2 Sekampung.

E. Data Collection Technique

In order collecting the data, the researcher will use the following techniques :

1. Test

According to Douglas Brown test is a technique of measuring a person's competence or knowledge in a given domain²¹. The researcher will employ test in form pre-test and post-test.

a. Pre-test

In the first meeting the researcher administered pre-test of the researcher in order to find out the difference between the individual who have similar level. The pre-test employed in this

²¹ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Second Edition, San Fransisco State University, 2001, p.384.

research is in the form of speaking performance test. In order to know the student's speaking performance, the researcher employ oral question. It would be administrated orally by the teacher.

b. Post-test

After treatment to know the influence of the technique whether it is able to improve the student's speaking performance. It will be held after they have gotten the treatment. Both of prepare test and post-test are different. In order to know the student's speaking performance, the researcher uses oral question. It will be administrated orally by the teacher.

2. Observation

Seltiz via Edi states that observation can be defined as election, modification, registration, and coding of behavior circumstance which is connected with organism based on the real purpose. In this present research, observation is used to know the teacher's performance (in teaching by simulation technique) and the student's participation in learning procedure.

3. Documentation

Documentation is a tool to collect some information in the form of written source or documenter such as books, magazine, daily notes, etc. The researcher used to documentation obtain data about state of student, the history of SMP PGRI 2 Sekampung, state of the environment, the state

od teachers, staff and organizational structure, and geographical conditional school.

4. The Field Note

To gather the data more accurately, the researcher uses the field note; it is making the data analyzing simpler. In many professions, it is a manner of good practice to make “field note” while actually engaged in professional²². This note has been prepared systematically and given interpretation by the research.

F. Instrument of The Research

Gery Anderson ²³defines “an instrument includes test and questionere, observations schedules and any other tool used to collect data”. Furthermore, the research intrument involves:

1. Instrument Blueprint

a) Test

The test is written a topic repot and oral test. The written used the same type pretest and posttes instrument in this research. The pretest instrument is defferent with the posttes instrument, buthas the same difficulty level. The pretest and posttes is reporter simulation which the topic was prepare by the writter.in this research the writter uses writing essay test and the students come foward in front of class to reporterby oral test. This test is chosen as the instrument. It would

²² Michael J. Wallace, *Action Research for Language Teachers*. (Cambridge University Press, 1997) p. 57

²³Gary Anderson with Nancy Arsenault, *Fundamental of Education Research*, (USA; Falmer Press, 2005), p.94

be measure certain writing abilities more be effective than objective test. Moreover the students write in their own idea and creativity, it can motivate the student to improve their speaking performance.

Instrument blueprint in this research is an illustration of the test consist of the indicate of each variable. They are reporter simulation and speaking performance.

Table 4
The illustration of the test

No	Variable	Indicator	Form of test	Items
1	Independent variable (reporter simulation)	1. Students must be able to reporter simulation. 2. Student use their own vocabulary. 3. The students be able to work in group.	Written a topic test (report)	1
2	Dependent variable (speaking performace)	1. The students must be able to understand about the report. 2. The students must be able to speakin front of class by spontaneously and creative to complete the report Simulation	Oral test (speec)	1

		3. The students be able to arrange the way story become systematic and logical.		
--	--	--	--	--

b) Observation

Observation is an activity of observation (data collection) to know how much effect the action has reached the target. Participatory observation carried out by people who are actively involved in the process of implementation of the action. This observation can be done with guidance of observation (format, checklists) field notes, daily journal, observation activities in the classroom, electronic recording devices or mapping class.

Observation methods used for data collection by way of the systematic observation and recording of the activities. Thus, this method is done by researchers came to directly in the implementation process of learning to teach the class IX B SMP PGRI 2 Sekampung.

c) Documentation

Documentation derives from the document, which is the data about the items in writing or may be interpreted of history records and symbols. This method of documentation is the main method if researchers do a content analysis approach.

Based on the above statement, it is understood that the method of documentation is a method of data collection by investigating objects into documents such as books, ledger, the main book and the values of other student.

This method is used as a method of investigation to obtain data about the curriculum, standards and basic competencies in the syllabus, the work of student, student worksheet and learning implementation plan. In addition, the method of documentation is also used to document learning activities by using the reporter simulation technique in English learning subject class IX B SMP PGRI 2 Sekampung.

2. Instrument Calibration

Instrument calibration is the scale of measurement which will be used to decide the instrument standard which will be used. Furthermore, instrument calibration is screening or examination of items of instrument that made by the researcher.

From this quotation above, it can be inferred that the instrument calibration is the scale of measurement which will be used to decide the action in this research made by the researcher.

In addition, the writer will collect the data by using the test. There is one in this test consist of complete the story. The test is consisting only one question about complete the report.

In order the data trusted, the instrument which will be tested should have good quality. Therefore, the writer uses content validity. Content validity refers to the relevance of the instrument or measurement strategy to the construct being measured²⁴. In other word, the instrument would be relevant to the focus of the research. Therefore, the writer uses content validity based on the syllabus and materials at the nine grade students of SMP PGRI Sekampung in the academic year of 2018/2019.

G. Data Analysis Technique

To find out how does reporter simulation technique can improve speaking performance, the writer administered the pre-test before using reporter simulation technique and post-test after using reporter simulation technique.

To analyze the data, the writer computed data of the average rates of pre-test (X-pre) and post-test (X-post) by using formula as follows:

$$X = \frac{\sum X}{N}$$

X : Mean of average score

$\sum X$: Total of number the respondents

N : Total of the students that follow the test.

Then, to know the result the writer will compare between pre-test and post test. The result will be matched by the minimum standard in this school at least 75. If from cycle I there are some students not successful, so we would

²⁴ Geoffry Marczyk et.al., *Essential of Research Design and Methodology*, (New Jersey, john willey and sons inc., 2005), p.107.

conducted cycle II. The minimum cycle in CAR (Classroom Action Research) is two cycles, if from cycle II all of the students were successful, the cycle able to be stopped until cycle II only.

H. The Indicator of Success

To know the gain the data will be conducted in each test by taking the average score of pre-test and post-test furthermore. After the result is suitable by the minimum standard of speaking performance in this class at least 70. If the goals score of the student has been fulfilled more than 70, and 70% of the students has been passed, so the researcher can stop the research. And the study was successful.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

This section is concerned with the result of the research and interpretation. In this writing explore about the brief history, and result of the research. All of them will explain more clearly as follows :

A. RESULT OF THE RESEARCH

1. Description of Research Location

a. The History of SMP PGRI 2 Sekampung

SMP PGRI 2 Sekampung was one of the private schools from a education foundation of the institution (YPLP), PGRI Lampung area under the shade Depdikbud during those time. It's located in the west Sekampung area of the Sekampung area in Sidodadi 53 Polos.

The beginning of SMP PGRI 2 Sekampung was the initiative of teacher PGRI Sidodadi organization. Because of the need for middle school, during those time still a limited middle school in Sidodadi, Sidomulyo, Sidomukti, Karyamukti, and Balekencono (Kec. Batanghari).

SMP PGRI 2 Sekampung was standing on 1981. Then the year 1982 was established and inaugurated it's stand with SK YPLP PGRI Lampung in 15 januari 1982 No.50/YPLP/PGRI/XXIII/1982 with the location still boarding on SDN 1 Sidodadi. In 1985 SMP PGRI 2 Sekampung established on the location of The street Highway Sidodadi 53 Polos.

Since SMP PGRI 2 Sekampung was established, SMP PGRI 2 Sekampung has been led by the following principles :

1. Mudiaerso (1981-1985)
2. Drs. Kasno (1985-1990)
3. Drs. Samsudin (1990-1995)
4. Drs. Rudi Ahmad (1995-2000)
5. Drs. Eko Winardi (2000-2004)
6. Meiningsyah, A.Md. (2004-2008)
7. Bambang Irianto, S.Ag. (2008-2012)
8. Imam Muhdi, S.Pd.I. (2013-2016)
9. Bambang Irianto, S.Ag. (2016 up to present)

SMP PGRI 2 Sekampung has Vision and Mission.

The Vission are :

SMP PGRI 2 Sekampung realization was that the education institute is under YPLP PGRI Lampung is quality to success program nine years required to study, make students virtuous,

independent life, discipline, accomplished, physically healthy, spiritual, patriotism and nation.

The Mission are :

1. SMP PGRI 2 Sekampung trying to improve the quality of education and development of human resources.
2. Molding quality education and teaching so that learners can further education to the higher ranks.
3. Trying to actualize learners to able to adapt to society with some of the basic of taqwa, excelling in sports and skilled in density.

b. The Condition of Teacher and Official Employees at SMP PGRI 2 Sekampung

Condition of Teacher and the Official Employers in SMP PGRI 2 Sekampung, the numbers of teacher and official employers in SMP PGRI 2 Sekampung in the academic year of 2018/2019 are that can be identified as follows:

Table 1
The Condition of Teacher and the Official Employers at SMP PGRI 2 Sekampung In The Academic Year of 2018/2019

No	Name	Gender	Occupation
1.	Bambang Irianto, S.Ag.	Male	Principal
2.	Setiadi Heka Jiwa, S.Pd.	Male	Treasurer

3.	Ari Suciati, S.Pd.	Female	Curriculum Affair
4.	Pitoyo, S.Pd.	Male	PKN Teacher
5.	Eka Septiyani, S.Pd.	Female	Social Teacher
6.	Kadiyo, S.Pd.	Male	Chemistry Teacher
7.	Imam Muhdi, S.Pd.I.	Male	Chemistry Teacher
8.	Netin Oktavianingtyas, S.Pd.	Female	Matematic Teacher
9.	Mei Ningsih, S.Pd.	Female	Sport Teacher
10.	Istiana Mardiyah, S.Ag.	Female	Religion Teacher
11.	Saringat	Male	Religion Teacher
12.	Sudardo, S.Pd.	Male	MartialArt Teacher
13.	Sa'azis Antomi, S.Pd	Male	English Teacher

Source : Result of documentation at SMP Sekampung 2 Sekampung on february 07th 2019

c. The Quantity Students of SMP PGRI 2 Sekampung

The quantities of the students at SMP PGRI 2 Sekampung that can be identified as follows:

Table 2
Table The Students Quantity of SMP PGRI 2 Sekampung in The Academic Year of 2018/2019

No.	Class	Sex		Total
		Male	Female	
1.	Class IX	11	17	28
2.	Class VIII	11	16	27
3.	Class VII	13	18	31
Total		35	51	86

Source : Result of documentation at SMP PGRI 2 Sekampung on February 07th 2019

d. The Building of SMP PGRI 2 Sekampung

The condition of facilities in SMP PGRI 2 Sekampung in the academic year of 2018/2019 that can be seen on the table below:

Table 3
The Building of SMP PGRI 2 Sekampung in The Academic Year of 2018/2019

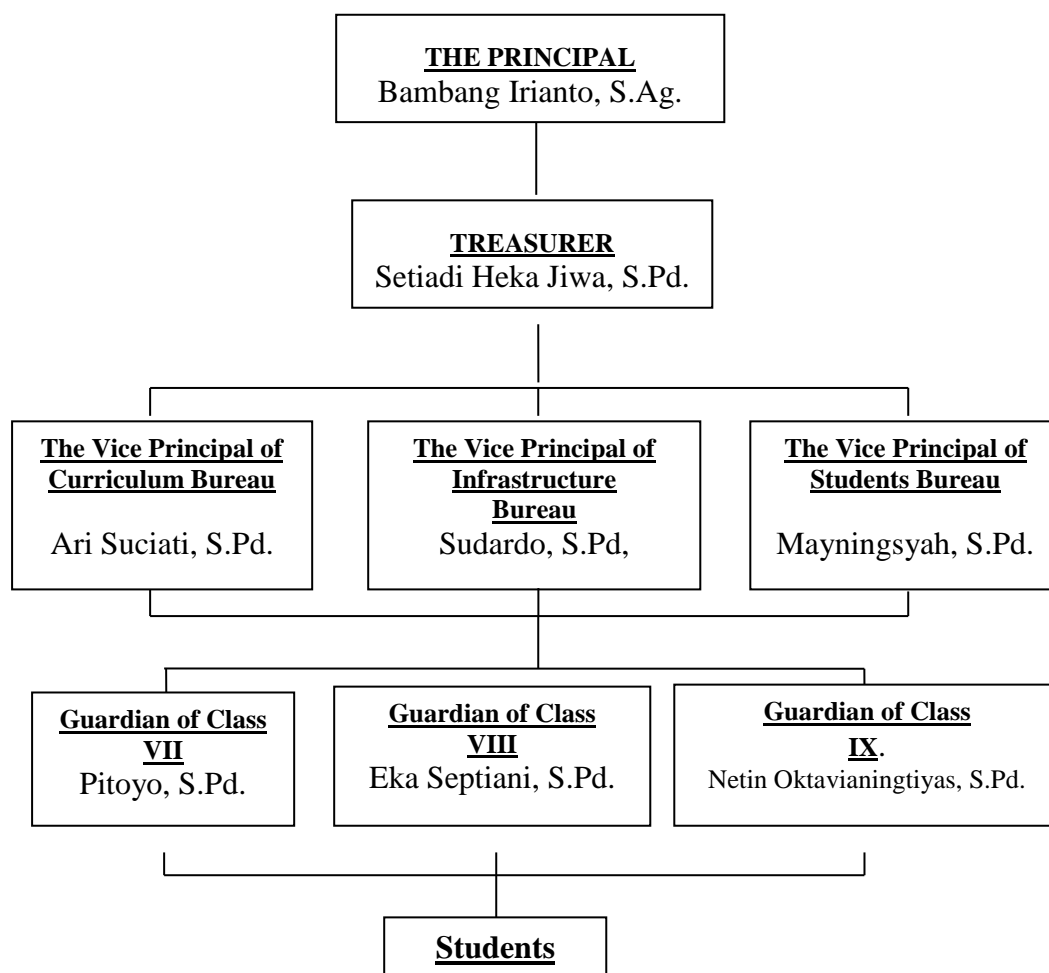
No	Names of Building	Total
1.	Headmaster Room	1
2.	Teachers Room	1
3.	Student Council	1
4.	Mosque	2
5.	Laboratory	1
6.	Library	1
7.	Class Room	3
8.	Computer Room	1
9.	Parking Area	1

Source : Result of documentation at SMP PGRI 2 Sekampung on February 07th 2019

e. The Organization Structure of SMP PGRI 2 Sekampung

The Organization Structure of Junior High School PGRI 2 Sekampung in the Academic Year of 2018/2019 can be shown in the figure as follows:

Figure 1
The Organization Structure of SMP PGRI 2 Sekampung
In The Academic Years 2018/2019

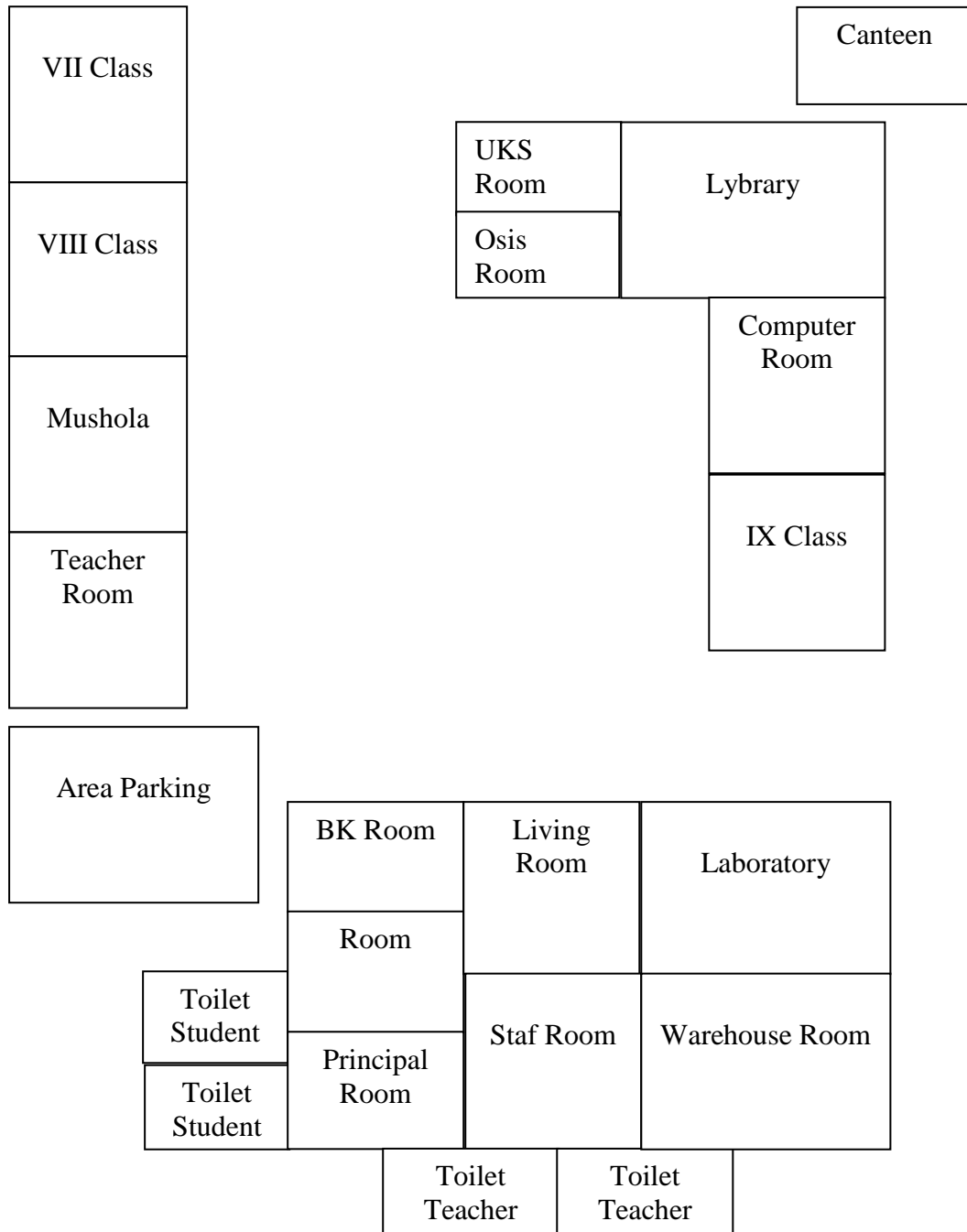


*Source : Result of documentation at SMP PGRI 2 Sekampung on
 February 07th 201*

f. Location Sketch of SMP PGRI 2 Sekampung

Figure 2

Location Sketch of SMP PGRI 2 Sekampung



B. Description Of The Result

This research was conducted in 2 cycles. Action in cycle 1 and cycle 2 was conducted about three meetings in each cycle and each meeting in these cycles took 2 x 45 minutes. As it was mentioned before, each cycle consists of planning, acting, observing, and reflecting, in planning researcher made lesson plan and researcher would teach the students by using these lesson plan. The material of this research was functional meaning in the text short and simple monologue form of recount in the context of everyday life. Before the process of cycle researcher was done, the researcher conducted the pre-test on February , 2019. The result of the student's pre-test score could be explained as follows :

1. The Result of The Pre-test

a. Pre-test

The pre-test was done, in order to know the students previous speaking performance in English. Total number of items were 5 items. The pre-test was conducted on Thursday, February 14, 2019 began at 10.30 until 12.00 in this moment the teache eplained to the students that he would like to conduct pre-test of his reaserch in their class.

To know the students prevous speaking of English performance, they should answer the pre-test it individually. The material of the pretest was about Giving Suggesstion. The score of the result of the students score at the pre-test showed on this following table :

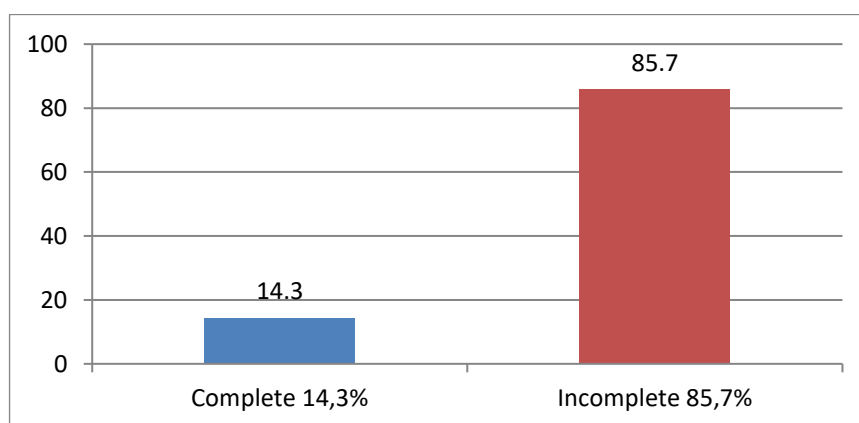
Here was the frequency of the students score on the pre-test based on the previous table :

Table 5
Frequency Distribution of Students Score Speaking Performance in Pre-test

No.	Score	Categories	Frequency	Percentages %
1	≥ 70	Complete	4	14,3%
2	< 70	Incomplete	24	85,7%
Total			28	100%

Then, the graph of percentage of students' speaking performance on the pre-test score could be seen as follow :

Graph 1
Percentage of The Students Result Score Speaking Performance in Pre-test



Based on the result, 24 students (85,7%) were not succes and 4 other students' (14,3%) were success. The success student were those who got the minimum standard (KKM) at SMP PGRI 2 Sekampung at least 70. The success students were more be less than unsuccessful student. From

the pre-test result, the reasercher got the average of 54,3. therefore, the result was unsatisfied and the students could not achieve the target. It was the reason why the reasercher implement Reporter Simulation Technique to improve the students' speaking performance.

2. Cycle 1

Cycle I was divided into planning, acting, observating, and reflecting. Here was the brief explanation :

a) Planning

The first meeting was done on February 14th, 2019.

It was opened by praying, greeting, checking the attendance list, and introducing the researcher as a new teacher to the students by Mr. Sa'aziz Antomi, S.Pd. Based on the result of pre-test score, the researcher has identified and found the problem after taking the student's post-test score. Therefore, the researcher directly prepared the lesson plan such as; the material, media, task and evaluation for the second meeting.

b) Acting

The implementation of these cycles was conducted in three meeting. In this meeting the researcher was being a teacher. Here the activities of this cycle:

1) The first meeting

The meeting was done on Thursday, February 14th, 2019.

In this meeting the researcher was being a teacher and the collaborator was being observer. The meeting was started by unique greeting from SMP PGRI 2 Sekampung, and then the teacher checked the students' attendance and asked the condition of students. In the first meeting, the teacher tries to give how important speaking in daily activities, the teacher stimulated and shared about the usefulness of speaking in the real of life, especially in our country. In this meeting the teacher also gave the tips and trick in speaking activities to help the students's problem that commonly faced. In the end of meeting, the researcher closed with motivated and give the students spirits to learn and practice more in speaking.

2) The Second Meeting

The second meeting was conducted on Thursday , February 21th, 2019. In this meeting was started by pray together, and then the teacher checked the students' attendance and asked the condition of students..

The first, the reasercher explained about the material about recount text and generic structure of recount text. Then, the reasercher explain about what is reporter simulation, and how to apply this technique within the class.

The second, after the students little bit understood about what is reporter simulation technique, then the reasercher divide them being four groups, to disscuss about they experiences. In the

end of meeting, the teacher closed with evaluation, praying and motivated the students.

3) The Third Meeting

The third meeting was conducted on Thursday, February 28th, 2019. In this meeting the researcher was being the teacher and the collaborator was being the observer. First, the teacher checked the students' attendance and asked the condition of students.

In this meeting, the researcher gave the post test like a practice to make story on the test by using reporter simulation. It was done to know students learning result after following the learning process through reporter simulation. Then the researcher gave some topics of the story to students. Then they choose one topic, after choosed one topic they must make a story by spontaneously and one after another with their group in front of class. The process of students learning and teacher in reporter simulation were written on the field note, teacher observation sheet, and students activities sheet.

Then the after time was over, after 90 minutes and the researcher gave motivation for trhe students pray and study hard at home and keep figthing.

Table 6
Table of The Students Post-test 1 Result of Cycle 1

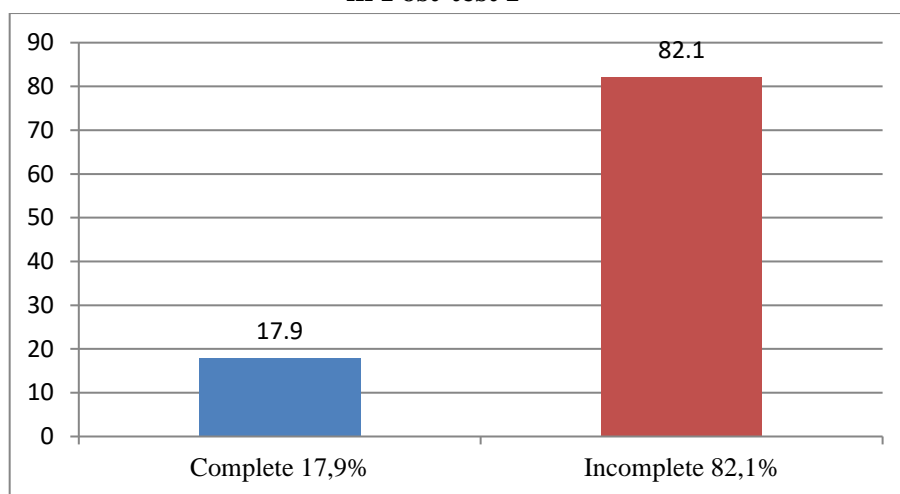
No.	Name	F	P	V	G	I	Total Point	Total score	Category
1.	AF	2	2	2	2	3	11	55	Incomplete
2.	AM	2	2	3	2	3	12	60	Incomplete
3.	AP	2	3	2	2	2	11	55	Incomplete
4.	AS	2	3	3	2	2	12	60	Incomplete
5.	CW	2	2	3	2	2	11	55	Incomplete
6.	DBR	2	3	2	1	2	10	50	Incomplete
7.	DF	2	2	2	2	2	10	50	Incomplete
8.	ERI	3	1	2	3	3	12	60	Incomplete
9.	EF	2	3	2	2	2	11	65	Incomplete
10.	FNM	3	1	3	3	3	12	60	Incomplete
11.	FTD	3	2	3	2	2	12	60	Incomplete
12.	HA	2	2	3	3	2	12	60	Incomplete
13.	ISA	3	3	3	2	2	13	75	Complete
14.	INL	2	2	3	3	2	12	65	Incomplete
15.	IBF	2	2	2	2	2	10	50	Incomplete
16.	IAL	4	4	3	2	3	16	80	Complete
17.	MFA	2	3	2	2	2	11	55	Incomplete
18.	MG	3	2	3	2	2	12	60	Incomplete
19.	MR	2	2	2	3	3	11	55	Incomplete
20.	NA	2	3	3	3	3	14	70	Complete
21.	PA	2	3	2	3	3	13	65	Incomplete
22.	RC	3	1	3	3	2	13	65	Incomplete
23.	RR	3	1	2	3	3	12	60	Incomplete
24.	RF	3	3	4	2	2	14	70	Complete
25.	SNA	2	3	2	2	1	19	50	Incomplete
26.	TWA	2	3	2	3	2	12	60	Incomplete
27.	US	2	3	2	2	2	11	65	Incomplete
28.	ZR	3	4	4	3	2	16	80	Complete
Total								1715	
Highest Score								80	
Average								61,25	
Low score								50	

Table 7
Frequency Distribution in Post-test I

No.	Score	Categories	Frequency	Percentages %
1	≥ 70	Complete	5	17,9%
2	< 70	Incomplete	22	82,1%
Total			28	100%

Then, the graph of percentage students speaking performance post-test 1 score could be seen as follow :

Graph 2
Percentage of The Students Result Score Speaking Performance in Post-test I



According to the table 11 and graph 2, students had improve score than the pre-test before. And there were 5 students who passed the test, before only 4 students who passed the test. But, the improving in post-test 1 was not successful, because only 5 students (17,9) who passed the best. The criteria of students' successful in mastering the material was students who got minimum score that was 70 and the class can be said success in

achieving the material if 70% of the students in the class get score at least 70 and the students enjoyed the learning process. The fact showed that the result was unsatisfactory.

c) Observation

In observation of teacher's action the researcher presented two meeting in cycle I of learning to find the information their speaking performance. The teacher explained about reporter simulation and the strategy to comprehend speaking performance easily. Although the researcher had explained and use of reporter simulation technique but the students were still not confidence and got difficulties to speak up in front of the class. The students who had passed in post-test cycle 1 only 5 students of 28 students.

In the second and meeting the students began be active and interested in speaking and learning process. Because of the teacher stimulated them with some jokes, tell some funny story about teacher experienced and also add some interested games. Here are the explanations of the result of the student's observation and post-test I score, as follows:

Table 8
Table of the Result of Students Observation Sheet in Cycle 1

No	Name	First Meeting		Second Meeting		Category
		Act	Percentages	Act	Percentages	
1	AF	2	40%	3	60%	Improve
2	AM	3	60%	3	60%	Constant
3	AP	2	40%	3	60%	Improve
4	AS	3	60%	3	60%	Constant
5	CW	2	40%	3	60%	Improve
6	DBR	1	20%	2	40%	Improve
7	DF	1	20%	3	60%	Improve
8	ERI	2	40%	2	40%	Constant
9	FF	3	60%	3	60%	Constant
10	FNM	2	40%	2	40%	Constant
11	FTD	2	40%	2	40%	Constant
12	HA	2	40%	2	40%	Constant
13	ISA	3	60%	3	60%	Constant
14	INL	3	60%	2	40%	Constant
15	IBF	1	20%	2	40%	Improve
16	IAL	3	60%	3	60%	Constant
17	MFA	3	60%	3	60%	Constant
18	MG	1	20%	2	40%	Improve
19	MR	3	60%	3	60%	Constant
20	NA	2	40%	2	40%	Constant
21	PA	2	40%	2	40%	Constant
22	RC	2	40%	2	40%	Constant
23	RR	2	40%	3	60%	Improve
24	RF	3	60%	2	40%	Decrease
25	SNA	1	20%	2	40%	Improve
26	TWA	2	40%	3	60%	Improve
27	US	2	40%	3	60%	Improve
28	ZR	3	60%	3	60%	Constant
Total		61	43,5%	71	50,7%	

Notes:

Note : $\leq 50\%$: Not active
 : $\geq 50\%$: Active

The Students Score Criteria :

1. The students to attention explanation from the teacher.
2. Answer the question from teacher or other students.
3. Giving attention to the teachers' explanation question.
4. Making note from the material
5. Doing the task

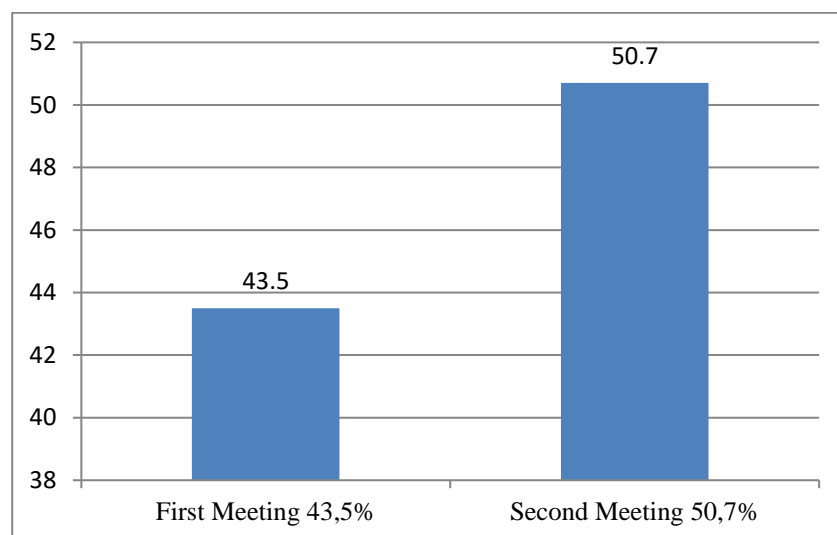
Scoring :

- Scoring 1, with percentages 20% = Low
- Scoring 2, with percentages 40% = Enough
- Scoring 3, with percentages 60% = Good
- Scoring 4, with percentages 80% = Verry good
- Scoring 5, with percentages 100% = Excellent

Table 9
Frequency of Students Activity Result in Cycle 1

No	Score	First Meeting		Second Meeting		Category
		Frequency	Percentages	Frequency	Percentages	
1	5					Excellent
2	4					Very Good
3	3	10	35,71%	15	53,57%	Good
4	2	13	46,42%	13	46,42%	Enough
5	1	5	17,85%			Low
Total		28	100%	28	100%	

Graph 3
The Comparison Between First Meeting and Second Meeting of
Students Learning Activies in Cycle 1



According to the result of the observation above it can be conclude that the learning process was sufficient. Although there some students made noisy, it can be inferred that the learning process has done well. It can be seen in the first meeting the students 35,71% of positive activity in learnin process, 46,42% enough active and 17,85% not active in the class. Therefore the second meeting the students more active than first meeting. It can be seen 50% from of students was active in the learning process.

d) Reflecting

Based on the result of cycle I, it could be seen that most of students got difficulty when they make a story in front of the class. It happened because the students did not have enough vocabulary and confidence

in speaking. At the end of this cycle , the researcher and the collaboration analyzed and calculated all the processes like students pre-test score and the result of students post-test 1 score. The comparison between pre-test score and post-test 1 score as follow:

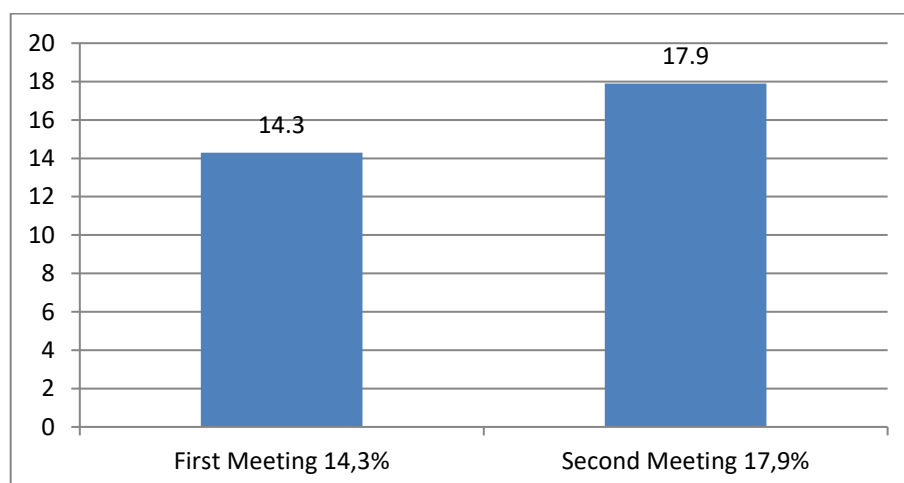
Table 10
Table the Result Score of Students Pre-test and Post-test 1

No	Name	Students Result				
		Pre-test	Post-test	Increase	Percentage %	Category
1	AF	50	55	5	10	Improve
2	AM	50	60	10	20	Improve
3	AP	45	55	10	22,2	Improve
4	AS	55	60	5	9	Improve
5	CW	55	55	0	0	Constant
6	DBR	50	50	0	0	Constant
7	DF	40	50	10	25	Improve
8	ERI	55	60	5	9	Improve
9	FF	45	65	20	44,4	Improve
10	FNM	65	60	-5	-7,6	Down
11	FTD	60	60	0	0	Constant
12	HA	45	60	15	33,3	Improve
13	ISA	80	75	-5	-6,2	Down
14	INL	55	65	10	18	Improve
15	IBF	35	50	15	42,8	Improve
16	IAL	70	80	10	14,2	Improve
17	MFA	45	55	10	22,2	Improve
18	MG	50	60	10	20	Improve
19	MR	55	55	0	0	Constant
20	NA	65	70	5	7,6	Improve
21	PA	65	65	0	0	Constant
22	RC	50	65	35	30	Improve
23	RR	55	60	5	9	Improve
24	RF	70	70	0	0	Constant
25	SNA	40	50	10	25	Improve
26	TWA	45	60	15	33,3	Improve
27	US	45	65	20	44,4	Improve
28	ZR	80	80	0	0	Constant
Total		1520	1715			
Average		54,3	61,25			

Table 11
Frequency Distribution Speaking Performance in Pre-test and Post-test 1

No	Score	Pre-test		Post-test 1		Category
		Frequency	Percentage	Frequency	Percentage	
1	≥ 70	4	14,3%	5	17,9%	Complete
2	< 70	24	85,7%	23	82,1%	Incomplete
Total		28	100%	28	100%	

Graph 4
The Percentage of Students Score on Pre-test and Post test 1



The table and the graphic above, it could be seen that the percentage average of students in pre 14,13% (4 Students) and the percentage average of post-test 17,9% (5 Students) test but was it not filfill the completeness standard (minimum standard criteria) at least 70% students must get ≥ 70 . Based on the analyzingof learning process, the researcher concluded that this research should be continuing in cycle 2.

3. Cycle 2

Cycle II are similar with cycle I, it divided planning, acting, observing, and reflecting. There are explain more clearly as below :

a) Planning

In planning at Cycle II the researcher and collaborator (Mr. Sa'aziz Antomi, S.Pd.) would like to make and discuss about the lesson plan. Before the researcher and collaborator made a lesson plan they wanted to identify the problem in the classroom. Based on the students' result in cycle 1, the researcher concluded that the problems that faced by students is many students do not have enough vocabulary and confidence about the topic, so that they cannot make a story base on the topic well.

Based on the problems above the researcher and collaborator tried to find some solution they are:

- 1) The teacher should gave tips, motivation and give additional times to practicemore than at the Cycle I.
- 2) The teacher should gave some vocabularies and expressions that commonly use in daily activites.

Based on the problem faced on the first cycle, the researcher made a lesson plan. The material focused in improvisation and confidence on the students speaking performance.

b) Acting

The description of the teaching learning in cycle II was not different from previous cycle. In every stage the teacher tried to make class more interested and alive. The teacher tried to make the students enjoyed the learning process. The description of the result in cycle II could be interpreted as follows:

1) First meeting

The first meet was done on Thursday, March 7th, 2019 at 10.30 – 12.00 am. In this meeting was started by pray together, and then the teacher checked the students' attendance and asked the condition of students.

Then the reasercher explain about the material about recount text and generic structure of recount text. Then, the reasercher explain about what is reporter simulation, and how to apply this technique within the class. The students looked seriously, and then the students practice this reporter simulationin a group as the post test.

The second, the researcher asked the students if any question about what the students did not understand and they are many students ask about the trick to make a practice story , then the gave a practice make story reasercher divide them being small group and each group consist of four students to disscuss about they experiences. In the end of meeting, the

teacher closed with evaluation, praying and motivated the students.

2) Second Meeting

The second meeting was conducted on Thursday, March 14th, 2019 followed by 28 students. In this meeting the researcher was being the teacher and the collaborator was being the observer. This meeting used to post test II in the end of cycle II. The researcher gave post test to the students. In this meeting almost of the students could delivered about the topic well, and also their confidence increase significant. It can be seen from the result of the post test II. There were 2 of the students get score less than the minimum standard criteria.

Table 12
The Students' Speaking Performance Score of The Post-test in Cycle 2

No.	Name	F	P	V	G	I	Total Point	Total score	Category
1.	AF	3	2	4	3	3	15	75	Complete
2.	AM	3	3	3	3	4	16	80	Complete
3.	AP	3	3	4	3	2	15	75	Complete
4.	AS	3	3	3	3	4	16	80	Complete
5.	CW	3	3	3	3	3	15	75	Complete
6.	DBR	2	3	2	2	2	11	55	Incomplete
7.	DF	3	3	4	3	3	16	80	Complete
8.	ERI	4	3	3	3	3	16	80	Complete
9.	FF	3	3	4	2	3	15	75	Complete
10.	FNM	3	3	3	3	3	15	75	Complete
11.	FTD	3	3	4	3	3	16	80	Complete
12.	HA	3	3	4	3	3	16	80	Complete

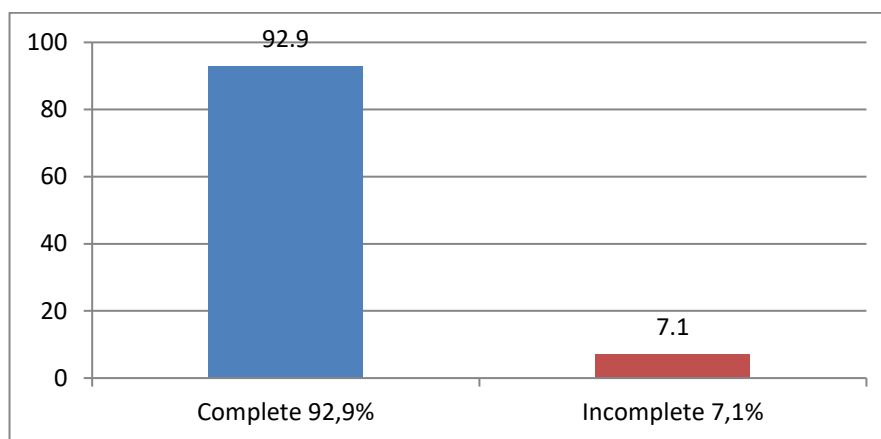
13.	ISA	4	3	4	3	3	17	85	Complete
14.	INL	4	3	3	3	3	16	80	Complete
15.	IBF	2	2	3	2	2	11	55	Incomplete
16.	IAL	4	4	4	3	3	18	90	Complete
17.	MFA	3	3	3	3	4	16	80	Complete
18.	MG	3	3	3	3	3	15	75	Complete
19.	MR	4	3	3	3	3	16	80	Complete
20.	NA	4	4	3	3	3	17	85	Complete
21.	PA	3	3	4	3	3	16	80	Complete
22.	RC	4	3	3	3	2	15	75	Complete
23.	RR	3	3	4	3	3	16	80	Complete
24.	RF	4	4	4	3	2	17	85	Complete
25.	SNA	3	3	4	2	3	15	75	Complete
26.	TWA	3	3	4	3	2	15	75	Complete
27.	US	4	3	4	2	2	15	75	Complete
28.	ZR	4	4	4	3	3	18	90	Complete
Total								2145	
Higest Score								90	
Average								76,6	
Low score								55	

Table 13

**Frequency distribution Speaking Performance
in post-test II**

No.	Score	Categories	Frequency	Percentages %
1	≥70	Complete	26	92,9%
2	<70	Incomplete	2	7,1%
Total			28	100%

Graph 5
Percentage of The Students Result Score Speaking Performance in
Post-test Cycle 2



The table above is the result of students' score at post – test 2. It can be seen that there was an increasing from the score of post test 1 and post test 2. There were 92,9% (26 students) students who passed score of minimum mastery criteria. The lowest score was 55, the highest score was 90, and the average score was 76,6. The average post 1 was 61,25. It means that was increasing 15,4 score from post – test 1 and post – test 2.

c) **Observing**

In observation of teacher's action the researcher presented two meeting in cycle II. The researcher explained the material about reporter simulation and also gave treatment, games, tips and trick, vocabulary and expressions which can be used to improve the students speaking performance easily. It was expected could help the students to get the various way, method and technique to improve their speaking

performance. In this stage the students more active and enthusiastic in following the teaching learning process. It can be seen follow :

Table 14
Table of the Result of Students Observation Students Activity
Sheet in Cycle 2

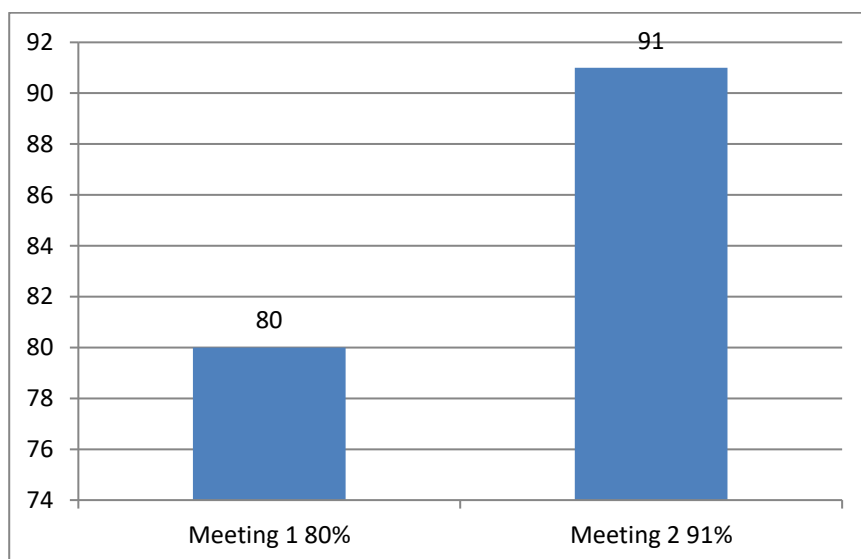
No	Name	First Meeting		Second Meeting		Category
		Act	Percentages	Act	Percentages	
1	AF	3	60%	4	80%	Improve
2	AM	4	80%	5	100%	Improve
3	AP	3	60%	4	80%	Improve
4	AS	4	80%	5	100%	Improve
5	CW	3	60%	4	80%	Improve
6	DBR	3	60%	4	80%	Improve
7	DF	4	80%	5	100%	Improve
8	ERI	4	80%	4	80%	Constant
9	FF	4	80%	5	100%	Improve
10	FNM	4	80%	5	100%	Improve
11	FTD	4	80%	5	100%	Improve
12	HA	4	80%	4	80%	Constant
13	ISA	5	100%	5	100%	Constant
14	INL	5	100%	5	100%	Constant
15	IBF	3	60%	4	80%	Improve
16	IAL	5	100%	5	100%	Constant
17	MFA	3	60%	4	80%	Improve
18	MG	4	80%	4	80%	Constant
19	MR	4	80%	5	100%	Improve
20	NA	5	100%	5	100%	Constant
21	PA	4	80%	4	80%	Constant
22	RC	5	100%	5	100%	Constant
23	RR	3	60%	4	80%	Improve
24	RF	5	100%	5	100%	Constant
25	SNA	4	80%	5	100%	Improve
26	TWA	4	80%	5	100%	Improve
27	US	4	80%	4	80%	Constant
28	ZR	5	100%	5	100%	Constant
Total		112	80%	128	91%	

Table 15
Frequency of Students' Activity Result in Cycle 2

No	Score	First Meeting		Second Meeting		Category
		Frequency	Percentage	Frequency	Percentage	
1	5	7	25%	16	57,1%	Excellent
2	4	14	50%	12	42,8%	Very Good
3	3	7	25%			Good
4	2					Enough
5	1					Low
Total		28	100%	28	100%	

Then, to know the graphic of students learning activity between meeting 1 and meeting 2 at cycle 2 will be shown below:

Graph 6
The Comparison Between First Meeting and Second Meeting of Students Learning Activity at Cycle 2



The table and graph above showed that students activity in cycle 2 improved significantly from the previous cycle. It could be shown, in the first meeting the mean percentage of the entire indicator of students activities was 80%, in the second meeting the mean percentage was 91%. It

could be conclude that the learning process from first meeting up to second meeting of students activity had been fulfilled at least 70.

d) Reflecting

At the end of this cycle, the researcher and the collaborator analized and calculated all the processes like students post –test 2 score and observation of students learning activities. The comparison between students post-test 1 score and post-test 2 score could be compared on the following table:

Table 16
The Result of Students Post-test 1 and Post-test 2

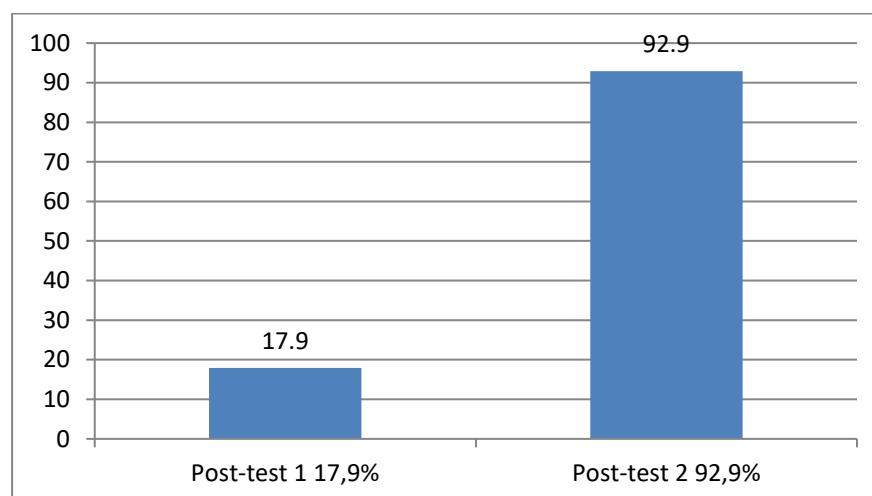
No	Name	Students Result				
		Post-test 1	Post-test 2	Increase	Percentage	Category
1	AF	55	75	20	36,3	Improve
2	AM	60	80	20	33,3	Improve
3	AP	55	75	20	36,3	Improve
4	AS	60	80	20	33,3	Improve
5	CW	55	75	20	36,3	Improve
6	DBR	50	55	5	10	Improve
7	DF	50	80	30	60	Improve
8	ERI	60	80	20	33,3	Improve
9	FF	65	75	10	15,3	Improve
10	FMN	60	75	15	25	Improve
11	FTD	60	80	20	33,3	Improve
12	HA	60	80	20	33,3	Improve
13	ISA	75	85	10	13,3	Improve
14	INL	65	80	15	23	Improve
15	IBF	50	55	5	10	Improve
16	IAL	80	90	10	12,5	Improve
17	MFA	55	80	25	45,4	Improve
18	MG	60	75	15	25	Improve
19	MR	55	80	25	45,4	Improve
20	NA	70	85	15	21,4	Improve

21	PA	65	80	20	30,7	Improve
22	RC	65	75	10	15,3	Improve
23	RR	60	80	20	33,3	Improve
24	RF	70	85	15	21,4	Improve
25	SNA	50	75	25	50	Improve
26	TWA	60	75	15	25	Improve
27	US	65	75	10	15,3	Improve
28	ZR	80	90	10	12,5	Improve
Total		1715	2145			
Average		61,25	76,6			

Table 17
Frequency distribution Speaking Performance
in Post-test 1 and Post-test 2

No	Score	Post-test 1		Post-test 2		Category
		Frequency	Percentage	Frequency	Percentage	
1	≥ 70	5	17,9%	26	92,9%	Complete
2	< 70	23	82,1%	2	7,1%	Incomplete
Total		28	100%	28	100%	

Graph 7
Percentages Completion of the Students Complete on
Post-test 1 and Post-test 2



From the table and the graph above, it could be seen that the percentage average of students complete of post-test 1 score was 17,9% or 5 students of the total students passed the minimum score ≥ 70 and 82,1% or 23 students did not passed the minimum score < 70 and in post-test 2 score was 92,9 or 26 students of the total students passed the minimum score ≥ 70 and 7,1 or 2 students did not pas minimum < 70 at least 70. It means that the indicator of success of this research had been achieved that was $\geq 70\%$ students was gotten score 70. It indicated that the students speaking performance was improved.

The result of cycle II was better than cycle 1. There was significant improvement in this cycle. The condition of the class was getting better than before, the students listened to the teacher's explanation and did not make noisy in learning activity. The students more active during disscussion occurred an the students confident, bravest to present and express their idea to speak English.

Finally the researcher concluded that about the problems have been solved by used reporter simulation technique. The teacher should motivate th passive students inorder to be brave to express their idea. Furthemore, it proved that reporter simulation could improved the students' speaking peformance.

C. Interpretation

1. The Learning Result Cycle 1

In this research, a researcher gave the students pre-test individually for the purpose to know the students speaking performance before giving a treatment. In the pre-test, there were only 4 students (14,3%) who passed the pre-test 24 students (85,7%) who failed the pre-test, the lowest score was 35 and the highest score was 80.

After did the pre-test, the researcher gave the treatment to the students in cycle 1. The treatment was conducted by teaching the students using speaking performance simulation technique. Furthermore, the researcher gave the post-test in the next meeting and the post-test was named post-test 1.

After wards, by analysing the result of the post-test 1, the researcher conclude that there were 5 students (17,9%) students passed the post-test 1. The lowers score was 50, the highest score was 80, and the average score was 61,25.

From the result of students score in pre-test 1, there was an improving from the students result score. It could be seen from the average in pre-test 54,3 and post-test 1 61,25. Although there was improving of the students achievement could increase enough but it was not successful because the indicator of success was not reached yet.

2. Action and Learning Result Cycle II

After analysing the students score in the post-test of cycle 1, the researcher had to conduct the next cycle because only 5 students (17,9%) passed the test and got score ≥ 70 .

In the next cycle, the researcher gave post-test II. Furthermore, the researcher analyzed the result of post-test II and concluded that there were 26 students (92,9%) passed the test because they got score ≥ 70 . In this post-test, the lowest score was 55, the highest score was 90, and the average score was 76,6%.

From the result of the students score from post-test II, it could be concluded that there were improving score. The improving score could be seen on the average score. The average score in the post-test I and post-test II were 61,25 and 76,6, then the increasing score was 15,35. In the pre-test, post-test I, and post-test II, the total students who got score ≥ 70 were 4, 5 and students. Because the achievement of students had increased enough and indicator of success was reached, researcher was successful and could be stopped in cycle II.

3. Comparison of Score Pre-test, Post-test I and Post-test II

English learning process was successfully in cycle I but the students average score was low. While, the score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students

average score was higher than cycle I. the following was the table of illustration score in cycle I and cycle II:

Table 18
Table of the Result of Students' Pre Test
Post Test 1 and Post Test 2

No	Name	Students Result				
		Pre-test	Post – Test 1	Post – test II	Increase	Categor y
1	AF	50	55	75	20	Improve
2	AM	50	60	80	20	Improve
3	AP	45	55	75	20	Improve
4	AS	55	60	80	20	Improve
5	CW	55	55	75	20	Improve
6	DBR	50	50	55	5	Improve
7	DF	40	50	80	30	Improve
8	ERI	55	60	80	20	Improve
9	FF	45	65	75	10	Improve
10	FNM	65	60	75	15	Improve
11	FTD	60	60	80	20	Improve
12	HA	45	60	80	20	Improve
13	ISA	80	75	85	10	Improve
14	INL	55	65	80	15	Improve
15	IBF	35	50	55	5	Improve
16	IAL	70	80	90	10	Improve
17	MFA	45	55	80	25	Improve
18	MG	50	60	75	15	Improve
19	MR	55	55	80	25	Improve
20	NA	65	70	85	15	Improve
21	PA	65	65	80	20	Improve
22	RC	50	65	75	10	Improve
23	RR	55	60	80	20	Improve
24	RF	70	70	85	15	Improve
25	SNA	40	50	75	25	Improve
26	TWA	45	60	75	15	Improve
27	US	45	65	75	10	Improve
28	ZR	80	80	90	10	Improve
Total		1520	1715	2145		
Average		54,3	61,25	76,6		

Based of the result of pre-test, post-test I and Post-test II, it was known that there was a positive significant improving of the students score. It could be seen from the average 54,3 to 61,25 became 76,6. Therefore, the researcher concluded tah the research was successful because the indicator of success in this research had been achieved.

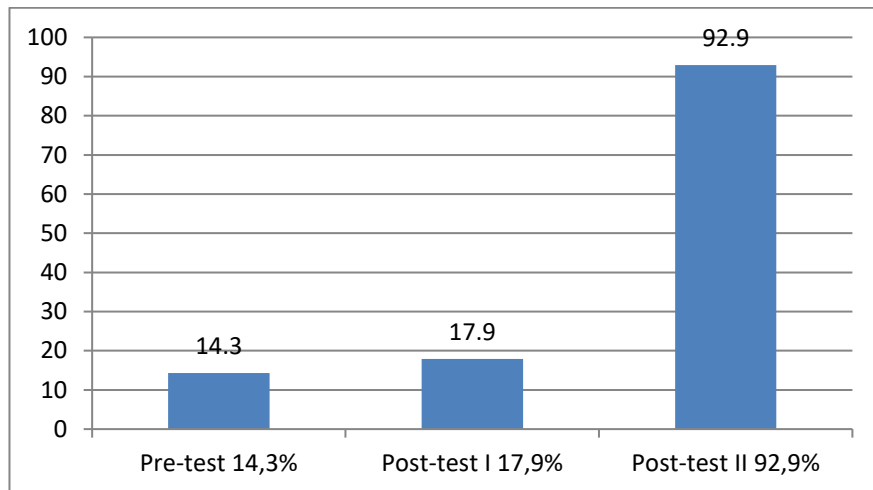
Based on and the data table 22 above, the researcher measured the frequency of the result of pre-test, post-test I, post-test II could be seen as follows :

Table 19
Frequency distribution Speaking Performance in Pre-test
Post-test I and Post-test II

No	Score	Pre-test		Post-test I		Post-test II		Category
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
1	≥ 70	4	14,3%	5	17,9%	26	92,9%	Complete
2	< 70	24	85,7%	23	82,1%	2	7,1%	Incomplete
Total		28	100%	28	100%	28	100%	

The researcher shown the graph of the result of pre-test, post-test I and post-test II, as follow :

Graph 8
The Comparison of The Percentage of the Students Completion Score at Pre-test Post-test I and Post-test II



Based on the graph above, it can be inferred that an Speaking Performance Simulation Technique could improve the students speaking performance. It is supported by improving score of the students from pre-test to post-test I and post-test I to post-test II. It could be seen from the percentage of the Students Completion score, 14,3% to 17,9% became 92,9%.

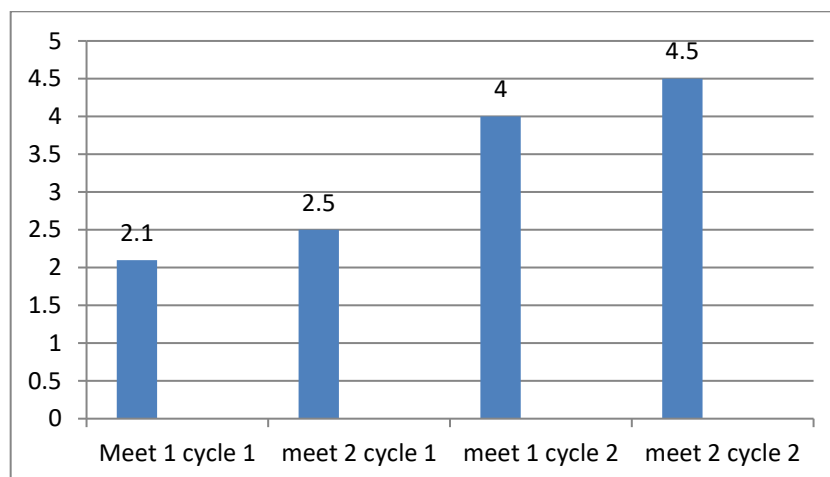
4. The Result of Students Learning Activities in Cycle I and Cycle II

The students learning activities data was gotten from the whole students learning activities on observation sheet. The table improvement of it as follow :

Table 20**The Result of Students' Activity in Cycle 1 and 2**

No	Name	Cycle 1		Cycle 2	
		Meet 1	Meet 2	Meet 1	Meet 2
1	AF	2	3	3	4
2	AM	3	3	4	5
3	AP	2	3	3	4
4	AS	3	3	4	5
5	CW	2	3	3	4
6	DBR	1	2	3	4
7	DF	1	3	4	5
8	ERI	2	2	4	4
9	FF	3	3	4	5
10	FNM	2	2	4	5
11	FTD	2	2	4	5
12	HA	2	2	4	4
13	ISA	3	3	5	5
14	INL	3	2	5	5
15	IBF	1	2	3	4
16	IAL	3	3	5	5
17	MFA	3	3	3	4
18	MG	1	2	4	4
19	MR	3	3	4	5
20	NA	2	2	5	5
21	PA	2	2	4	4
22	RC	2	2	5	5
23	RR	2	3	3	4
24	RF	3	2	5	5
25	SNA	1	2	4	5
26	TWA	2	3	4	5
27	US	2	3	4	4
28	ZR	3	3	5	5
Total		61	71	112	128
Average		2,1	2,5	4	4,5

Graph 9
The Comparison of Percentages Students' Activity in
Cycle 1 and Cycle 2



Based on the above meeting, it can be concluded that the reporter simulation technique can improve the students' speaking performance at the ninth grade of SMP PGRI 2 Sekampung in academic year 2018/2019 and this research was done on the cycle II so, it would not be continued on the next cycle.

Then, the indicator of success of this research had been achieved that was 70% from total students was gotten score at least 70 and the students become more active and enthusiastic in teaching learning process end then there was significant improvement of students learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

This section is concerned with the conclusion, and suggestion. In this writing explore about the brief result of this research, the short experiences that the researcher get and little bit suggestion to the students, teacher, and also head master. All of them will explain more clearly as follows :

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the students' speaking performance can be increased by applying reporter simulation technique in learning process.

1. Speaking Reporter Simulation Technique can be effective to improve speaking performance. The process in this technique made the students become more active and enthusiastic during teaching learning process in order word made the students easier to tell the reporter in front of class so it could improve students speaking performance.
2. Then, there was significant improvement of students learning product from pre-test up post-test II. It could be seen in pre-test in which the average score was 54,3 by the percentage of success was 14,3% in post-test I the average score was 61,25 by the percentage of success was 17,9% and post-test II the average score was 76,6 by the percentage of success was 92,9%.

3. This Classroom Action Research was successful viewed from indicator of success because of 92,9% or 26 of the total students already passed the criteria by the minimum $\geq 70\%$ score at least 70, as a result the cycle could not be conducted in the next cycle.

B. Suggestion

Based on the result of the research above, the researcher would like to suggestion as follow:

1. For Students :

- 1) The students suggested to be active in learning process especially English subject.
- 2) The students are suggested to increase their speaking performance through reporter simulation technique.
- 3) The students are suggested to be accustomed to speak English through reporter simulation technique.

2. For English Teacher

- 1) The English teacher use various techniques like reporter simulation technique to teach English, especially to develop the student's speaking performance.
- 2) The English teacher should prepare some books to improve their knowledge especially in English subject.

3. For Headmaster

- 1) The headmaster should support the English learning process by the preparing the facilitations and instruments completely.
- 2) The headmaster is recommended to make the further research about increasing speaking performance through reporter simulation technique.

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APPENDICES

SILABUS PEMBELAJARAN

Sekolah :

Kelas : IX (Sembilan)

Mata Pelajaran : Bahasa Inggris

Semester : 1 (Satu)

Standar Kompetensi : Membaca

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *procedure* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari.

[illegible]

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	<p><i>report.</i></p> <p>3. Langkah retorika - teks procedure (<i>purpose material-steps</i>) - teks report (<i>identification-description</i>)</p> <p>4. <i>Spelling, stress, intonation</i></p>	<ul style="list-style-type: none"> • Membaca teks prosedur • Menjawab pertanyaan tentang berbagai informasi dalam teks prosedur • Tujuan komunikatif • Bahan yang diperlukan • Cara melakukan. membuat sesuatu • Langkah retorika teks <i>procedure/report</i> • Ciri kebahasaan teks prosedur • Membaca nyaring dengan ucapan dan intonasi yang tepat 	<p>3. Mengidentifikasi tujuan komunikatif teks berbentuk <i>procedure/report</i></p> <p>4. Mengidentifikasi langkah retorika dalam teks berbentuk <i>procedure/report</i></p> <p>5. Membaca nyaring teks berbentuk <i>procedure/report</i></p>					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>5.2. Merespon makna yang terdapat dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari</p> <p>5.3. Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk <i>procedure</i> dengan ucapan, tekanan dan intonasi yang berterima</p>	<p>1. Makna gagasan dan tekstual dalam teks fungsional</p> <ul style="list-style-type: none"> - Surat pribadi - Brosur <p>2. Ciri kebahasaan teks fungsional</p> <ul style="list-style-type: none"> - Surat pribadi - iklan <p>3. Spelling, Stress, intonation</p>	<p>1. Tanya jawab tentang berbagai hal terkait tema / topik / jenis teks yang akan dibaca.</p> <p>2. Membahas kosa kata dan ungkapan yang digunakan dalam teks yang akan dibaca.</p> <p>3. Membaca teks fungsional pendek</p> <p>4. Menjawab pertanyaan tentang isi teks.</p> <p>5. Menyebutkan jenis teks yang dibaca dan tujuan komunikatifnya.</p> <p>6. Menyebutkan ciri-ciri kebahasaan teks</p>	<p>1. Mengidentifikasi makna yang terdapat dalam teks fungsional pendek;</p> <ul style="list-style-type: none"> - Surat Pribadi - Brosur <p>2. Mengidentifikasi ciri kebahasaan teks fungsional pendek;</p> <ul style="list-style-type: none"> - Surat Pribadi - Brosur <ul style="list-style-type: none"> • Membaca nyaring • Mengidentifikasi informasi yang berhubungan dengan bacaan tentang prosedur • Menjawab pertanyaan-pertanyaan berdasarkan bacaan 	<p>Tes Tulis</p> <p>Tes lisan</p> <p>Tes lisan</p>	<p>1. Pilihan ganda</p> <p>2. Isian singkat</p> <ul style="list-style-type: none"> • Membaca nyaring 	<p>1. Choose the best option, a, b, c or d based on the text.</p> <p>2. Complete the sentences based on the text.</p> <p>Read the text aloud</p>	4 x 40 menit	<p>1. Buku teks yang relevan.</p> <p>2. Contoh teks fungsional :</p> <ol style="list-style-type: none"> 1. iklan. 2. pengumuman. 3. pesan singkat <p>3. Gambar yang relevan</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		yang dibaca. 7. Membaca nyaring	<ul style="list-style-type: none"> Membuat ringkasan 					
❖ Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								



.....20.....

Guru Mapel Bahasa Inggris,

[Signature]
(SA'AD) Antomisa

NIP /NIK : ;



PEMERINTAH KABUPATEN LAMPUNG TIMUR
SMP PGRI 2 SEKAMPUNG

Alamat: Desa Sidodadi 53 Kec.Sekampung Kab.Lampung Timur
Kode Post : 34182



IMPLEMENTATION PLAN FOR LEARNING (RPP)

Name of School : SMP PGRI 2 SEKAMPUNG
Subject : English
Class / Semester : IX B/ 2
Meeting : 4
Allocation of Time : 2 x 45 minutes

A. Competency standards Talk

10. Reveal the functional meaning in the text short and simple monologue form of narrative, descriptive, and news items in the context of everyday life.

B. Basic competencies

10.2. Express meaning in a simple text by using a variety of monologues spoken language accurately, fluently and acceptable in the context of everyday life in text form: narrative, descriptive, and news items.

C. Competency Achievement Indicators

Competency Achievement Indicators	Cultural Values And character Nation
<ul style="list-style-type: none">- Using the present simple sentences to describe objects or people- Perform a monologue to convey the news- Perform a monologue to convey a description- Storytelling orally- Being a reporter- Being toryteller	Religious, honesty, tolerance, discipline, hard work, independent, democratic, curiosity, the spirit of nationalism, love the country, recognize excellence, friendship, love, peace, love to read, care for the environment, social care, responsibility, self.

▪ Entrepreneurship / Economics Creative:

- Self-confidence (courage, optimism)
- Task-oriented (motivated, diligent / steadfast, determined, energetic)
- Risk takers (like a challenge, able to lead.
- Orientation to the future (have a perspective for the future).

D. Learning objectives

- Students can create and use verbal announcements, monologues to advertise something or a story, convey a description, story telling, a reporter, storyteller with spoken language.
- Students can do a monologue spoken text narrative form.

E. Basic material

Congratulate and compliment others; and Perform a Monologue of narrative texts.

F. Learning Methods / Techniques:

- Approach: Contextual Teaching and Learning (CTL)
- Learning Strategies: Cooperative Learning

G. Learning Strategies

Face to face	Structured	Independent
1. Students can create and use verbal announcements, monologues to advertise something or a story, convey a description, story telling, a reporter, storyteller with oral language and perform oral monologue form of narrative text	2. Students are able to analyze verbal announcements, monologues to advertise something or a story, convey a description, story telling, a reporter, storyteller with oral language and perform oral monologue form of narrative text	3. Students are able to do and understand verbal announcements, monologues to advertise something or a story, convey a description, story telling, a reporter, storyteller with oral language and perform oral monologue form of narrative text

Steps Learning Activities

Initial activity (10 ')

With friendly greetings to the students when entering the classroom

- Check for the presence of students (who instilled values: discipline, diligent)
- Linking material / competencies that will be studied with the character
- With reference to the syllabus, lesson plans and teaching materials,
- delivering grain character that would be developed in addition to those associated with SK / KD
- Students discuss the questions listed in the text book.

Core Activities (70 ')

Exploration

In the exploration activities of teachers:

- Provide a stimulus for the provision of functional verbal short text material in the form of Notice of Death with a speech act: to remember certain events.
- Discuss with the class materials (Books: English Teaching Material on the speech act: acquainted, met and parted).
- Provide opportunities for learners to communicate orally or in presenting a variety of functional spoken text with a short form of speech act Death Announcement: remember certain events.
- Students are asked to discuss examples of problems in Book: English Teaching Material on the speech act: acquainted, met and parted.

■ Elaboration

In the elaboration of the activities of teachers:

- Familiarize students a variety of functional spoken text with a short form of speech act Death Announcement: remember certain events.
- Facilitate the students through the provision of duty working on exercises that exist in the English textbook to be done individually.

■ Confirmation

In confirmation of teachers' activities:

- Provide feedback to the students by giving verbal reinforcement in the form of a student who has been able to complete the task.
- Providing confirmation on the work already being done by the students through sources other books.
- Facilitate student reflection to obtain a learning experience that has been done.
- Provide to students who lack motivation and have not been able to follow in a short matter of functional form of spoken text to speech act
- Death Announcement: remember certain events.

■ Final activity (10')

Students are required to make a summary of the material in the form of short functional text spoken by the speech act Death Announcement: remember certain events.

- Students and Teachers reflect on activities that have been implemented.
- Students are given homework (PR) associated with functional verbal short text material in the form of Notice of Death with a speech act: to remember certain events.
- Delivering the lesson plan at its next meeting.

H. Source / Materials / Tools

Developing Competencies for Grade IX Classic Junior High School (SMP / Mts), Photo / Poster, Picture, English-language, Newspaper and Magazine.

I. Appraisal

Technique: Task individuals, Quiz, Deuteronomy daily. Forms of Instrument: Written brief and multiple choice, Oral.

Examples of Instruments:

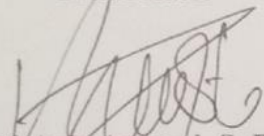
Work in pairs and the make a dialogue based on the following Situations. Use the expressions and responses you have learned.

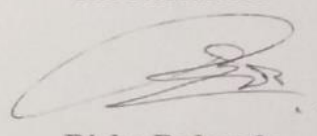
- You introduce yourself to a new neighbour and ask him/her to come to your house.
- You meet a new classmate at school. Ask his/her name, hometown and address.
- You introduce yourself to a new English teacher in the classroom.
- Your brother/sister brings his/her friends to the house. Introduce yourself to them.
- When you are going shopping with your father, you meet your father's friend. Introduce yourself to him/ her.

Sekampung,, Januari 2018

Collaborator

The Researcher


Sa' Aziz Antomi, S. Pd
NIP. -


Rizky Ruhanda
NPM. 1293327



Instrument of Pre – Test
(Speaking Performance)

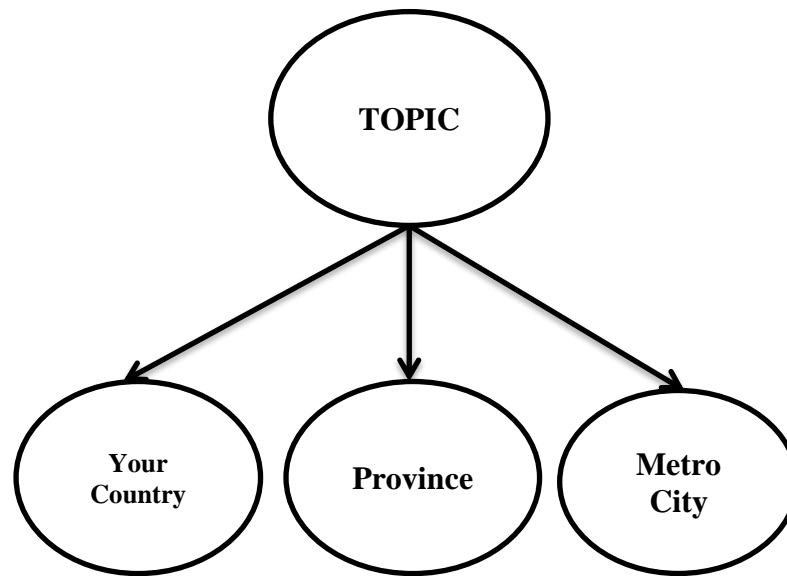
Direction :

1. Please come forward in front the class.
2. Choose one the following topic and please tell the event with reporter.
3. Tell the report proununciation and grammatical.
 - a. Your class
 - b. Way Kambas
 - c. Your school
 - d. Provicen
 - e. Your Country
 - f. Metro City

Instrument of Post – Test 1
(Speaking Performance)

Direction :

1. Please come forward in front the class.

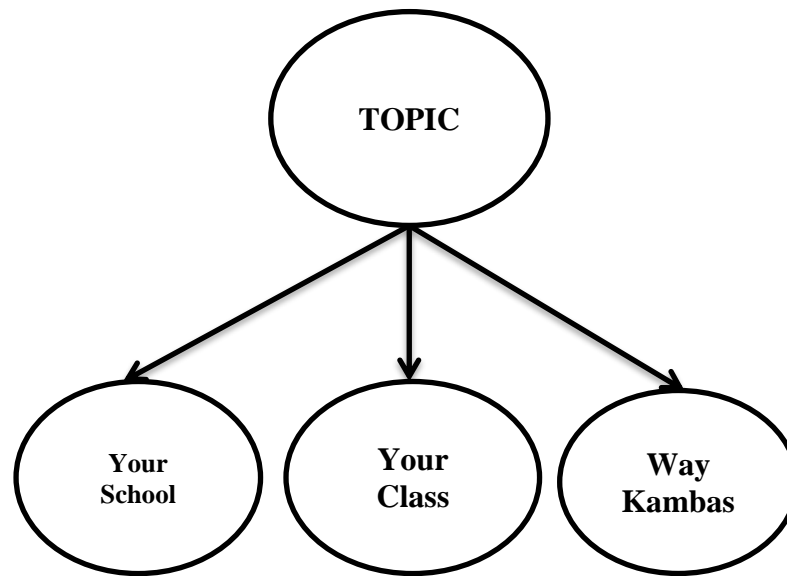


2. Choose one the topic above then event and please tell the event with reporter.
3. Tell with the good pronunciation and comprehensly,
4. Use good vocabulary and grammatical.

Instrument of Post – Test 2
(Speaking Performance)

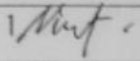

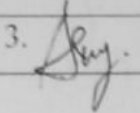
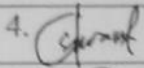
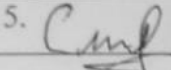
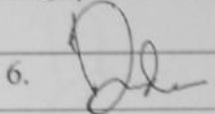

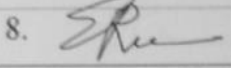
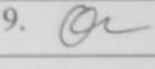
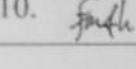
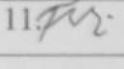
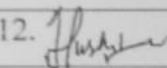
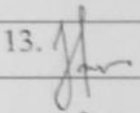
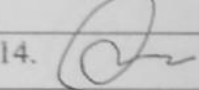
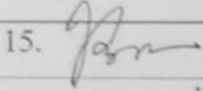
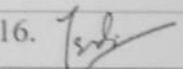
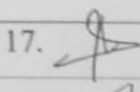
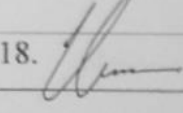
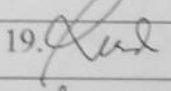
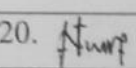
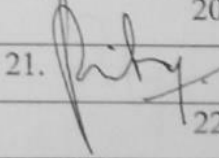
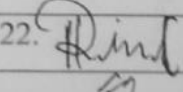
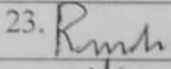
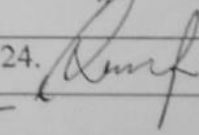
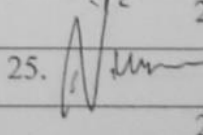
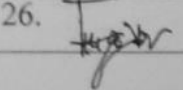
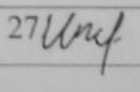
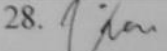
Direction :

1. Please come forward in front the class.

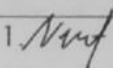
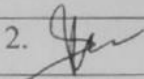
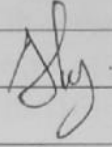
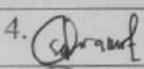
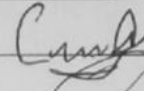
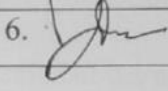
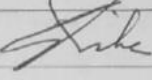
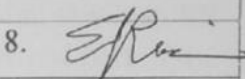

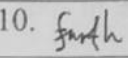
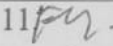
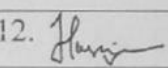



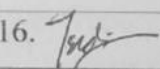


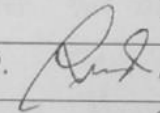
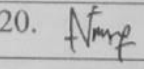
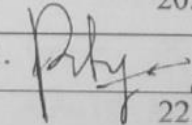
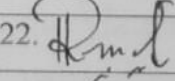
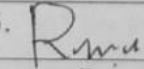
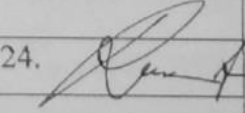
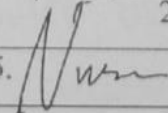
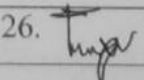
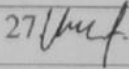
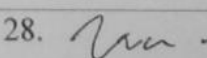


2. Choose one the topic above then event and please tell the event with reporter.
3. Tell with the good pronunciation and comprehensly,
4. Use good vocabulary and grammatical.

Daftar Hadir Kelas IXB Post-test Cycle 1

No	Nama	TTD
1	Anton Firmansyah	1. 
2	Anggun Mustika	2. 
3	Anjar Prima	3. 
4	Asmara Siska	4. 
5	Cahya Wardani	5. 
6	Deden Bumi Ramadhan	6. 
7	Dika Fahriansyah	7. 
8	Eko Rahmad Ismail	8. 
9	Fitri Filmantari	9. 
10	Fajar Miftahudin Nusa	10. 
11	Firman Tito Dewangga	11. 
12	Husni Ambarwati	12. 
13	Intan Salsa Arista	13. 
14	Indro Nakula Laksamana	14. 
15	Igam Barata Fajr	15. 
16	Isdi Anjasmara	16. 
17	Miranda Fitrianti Ayu	17. 
18	M. Gugun	18. 
19	M. Rosid	19. 
20	Ninda Antika	20. 
21	Pitoyo Angkasama	21. 
22	Rizka Cahyanti	22. 
23	Rozak Rosid	23. 
24	Romli Fahtur	24. 
25	Siti Nur Azizah	25. 
26	Tiyo Wariadi	26. 
27	Umi Sulastri	27. 
28	Zia Riswanda	28. 

Daftar Hadir Kelas IXB Post-test Cycle 2

No	Nama	TTD
1	Anton Firmansyah	1. 
2	Anggun Mustika	2. 
3	Anjar Prima	3. 
4	Asmara Siska	4. 
5	Cahya Wardani	5. 
6	Deden Bumi Ramadhan	6. 
7	Dika Fahriansyah	7. 
8	Eko Rahmad Ismail	8. 
9	Fitri Filmantari	9. 
10	Fajar Miftahudin Nusa	10. 
11	Firman Tito Dewangga	11. 
12	Husni Ambarwati	12. 
13	Intan Salsa Arista	13. 
14	Indro Nakula Laksamana	14. 
15	Igam Barata Fajr	15. 
16	Isdi Anjasmara	16. 
17	Miranda Fitrianti Ayu	17. 
18	M. Gugun	18. 
19	M. Rosid	19. 
20	Ninda Antika	20. 
21	Pitoyo Angkasama	21. 
22	Rizka Cahyanti	22. 
23	Rozak Rosid	23. 
24	Romli Fahtur	24. 
25	Siti Nur Azizah	25. 
26	Tiyo Wariadi	26. 
27	Umi Sulastri	27. 
28	Zia Riswanda	28. 

Cow

Cow or also known as cattle are four-legged herbivorous mammal of the family Bovidae. Their scientific name is *Bos taurus*. They have been domesticated since ten thousand years ago and are raised as livestock ever since. Beside that some of them are also used as dairy animals for their milk and as draft animals to work on a rice field. They spend most of their time chewing grass around them.

Cow has a large body. They can grow up to the size of 1.3 m in height and 2.6 m in length. Some species can grow even larger than that. The average body weight of a male cow is 1.100 kg and the average weight of a female cow is 720 kg. the gestation period of a cow is about nine months. The average weight of a baby cow, also known as "calf", is around 25 to 45 kg. The calf primarily feed on milk from their mother. Their lifespan is around 18 to 22 years.

Most of them have horns on their head, but nowadays a species of hornless cow can be found anywhere in the world. They have a long tail that they can lift up and hold on horizontal position when they want to defecate. The end part of the tail is covered by long and black hair. There are various skin color of cow in the world, some of them are: white, white with some large and black spot in abstract shape, black, brown, yellow and reddish.

Group 1

1. Anggun Mustika as Reporter
2. Asmara Siska as Source 1
3. Cahya Wardani as Source 2

Answer

Reporter: Ass wr,wb ...hay brother and sister ~~may~~ may I ask with you?

Source: yes, sure

Reporter: What is your name?

Source 1-4: My name is Asmara, cahya Fitri, Husni.

Reporter: I'd like to ask you about cows, what do know about cows?

Source 1: cow known to us as cattle are also known as mammals likened to four-legged plants of the bovidae family.

Reportes: does a cow have a big body?

Source 2: a cow may grow to a size of 1.3m and a length of 2.6 m, the average weight of a bull weight 1,100 kg and a female 720 kg

Reporter: how ~~long~~ long does a cow live?

4. Fitri Filmantari as source 3

5. Husni Ambarwati as source 4

Source 3: the life span of a cow is about 18 to 22 years.

Reporter: the are different types of cow skin?

Source 4: there are different skins. some of which are white, white with black spots, black, brown, yellow and reddish

Reporter: ok. Thank you for the information. wss, wr,wb

Source 1-4: Waalaikumsalam wr,wb

Traffic accident

Traffic accident A fuel truck lost control while speeding on the Mangunraharjo road, Surabaya and suffered serious accident. The truck crashed a motorcycle that came from the opposite direction and burned. A pedestrian who saw the incident said that the fuel truck was seen speeding then all of sudden swerved and hit a motorcyclist who came from the front on 1st December 2014. This incident made the motorcycle rider was killed instantly after being hit by the truck while the truck driver suffered serious injuries to the chest and head. 30 minutes after the incident, the police came to investigate the Accident. After doing investigation, they found the cause that the driver was sleepy when driving the truck. In addition to the brake that didn't work, so he couldn't control his truck and hit the victim. The current truck driver had been taken to Doa Ibu hospital to be treated.

Group 1

- | | |
|-------------------------------|-----------------------------------|
| 1. Anggun Mustika as Reporter | 3. Cahya Wardani as (source 2) |
| 2. Asmara Siska as (source 1) | 4. Fitri Fitmantari as (source 3) |
| | 5. Husni Ambarwati as (source 4) |

Answer

Reporter : Ass wr, wb... hey brother and sister may I ask with you?

Source : yes, sure

Reporter : What is your name?

Source 1-4 : My name is Anggun, Asmara, Cahya, Fitri, Husni

Reporter : What happen on here?

Source 1 : there in an accident ~~at~~ between the truck and motorcycle

Reporter : there were many casualties in the crash?

Source 2 : there were only two victims in the accident

Reporter : how is the victim doing?

Source 3 : the motorist victim was seriously injured, and died

Reporter : And then...

Source 4 : trucker had ~~severe~~ chest and head trauma

Reporter : Oke. Thank you for the information... wss wr, wb

Source 1-4 : Waalaikumsalam wr, wb.

MY CLASSROOM

I learn in 7b class. It is a class with size about 20 m² with white paint that covered all the walls. In my classroom there are about 35 tables and chairs arranged well. In front of tables and chairs, there are two sufficiently large Whiteboards. Above the whiteboard, there is pair of photos of President of republic Indonesia and Pancasila symbol. Besides the photos of president, there are also so many heroes' pictures who stuck to the wall of my classroom. At the corner of my classroom, there is a cabinet used to store janitorial tools such as brooms, feather duster, and others. Right next to the cabinet, there is a teacher's desk which is covered with blue tablecloth. On the teacher's desk, there is a beautiful flower vase and a pile of books that ordered well.

My classroom is a clean and comfortable class for learning. Even my classroom always wins the cleanness and completeness competition held in my school every year. The cleanliness in my school always maintain because we always hold a picket schedule. Every morning, my class is always cleaned before the lesson begins. Therefore, my class always becomes the most favorite class for teachers. They are very fond of being in my class because the atmosphere which so comfortable.

Group III

- | | |
|---------------------------------|----------------------------------|
| 1. Umi Sulastrī as Reporter 1 | 4. Deden Bumi Ramadanas source 2 |
| 2. Anton Firmansyah as source 1 | 5. Dika Fakhriyah as source 3 |
| 3. Anzar Prima as Reporter 2 | 6. Eko Rahmad Ismail as source 4 |

Answer Reporter 1 : Ass. wa'alaikum.. kay brother and sister may I ask w/ha you?

Source : Yes, sure

Reporter 1 : What is your name?

Source 1-4 : My name is Anton, ~~Anzar~~ Deden, Dika, Eko.

Reporter 2 : I got the news that your class is the best class, can you explain

Source 1 : we are students from 9B class got a reward from the school because our class clean and tidy class.

Reporter 1 : What's it like in the 9B classroom?

Source 2 : Class 9B is white color, have 30 table, have 2 whiteboard.

Reporter 2 : ok, and then ...

Source 3 : My class has a photograph of the president, and Pancasila, other that we class have a hero's photo

Source 4 : our class also has a complete sanitary gear, like a broom & litter box and another. because from that class we are clean and comfortable used to study, so get a reward from school

Reporter 1 : Uke, thanks for the notice of class 9B, wa'alaikum ur. wb

Source 1-4 : Wa'alaikum salam ur. wb.

Table of The Result Score of Student's Speaking Performance Pre-test

No.	Name	F	P	V	G	I	Total Point	Total score	Category
1.	AF	1	2	2	2	3	10	50	Incomplete
2.	AM	1	2	3	2	2	10	50	Incomplete
3.	AP	2	1	2	2	2	9	45	Incomplete
4.	AS	2	3	2	2	2	11	55	Incomplete
5.	CW	2	2	3	2	2	11	55	Incomplete
6.	DBR	2	3	2	1	2	10	50	Incomplete
7.	DF	1	2	2	1	2	8	40	Incomplete
8.	ERI	3	1	1	3	3	11	55	Incomplete
9.	FF	2	3	1	1	2	9	45	Incomplete
10.	FNM	3	2	3	3	3	13	65	Incomplete
11.	FTD	2	2	3	2	3	12	60	Incomplete
12.	HA	1	2	3	1	2	9	45	Incomplete
13.	ISA	3	4	3	2	2	14	80	Complete
14.	INL	2	2	3	2	2	11	55	Incomplete
15.	IBF	1	1	2	1	2	7	35	Incomplete
16.	IAL	3	4	2	2	3	14	70	Complete
17.	MFA	2	3	1	1	2	9	45	Incomplete
18.	MG	3	1	3	1	2	10	50	Incomplete
19.	MR	2	2	2	3	3	11	55	Incomplete
20.	NA	2	3	2	3	3	13	65	Incomplete
21.	PA	2	3	2	3	3	13	65	Incomplete
22.	RC	3	1	3	1	2	10	50	Incomplete
23.	RR	3	1	1	3	3	11	55	Incomplete
24.	RF	3	3	4	2	2	14	70	Complete
25.	SNA	2	3	1	1	1	8	40	Incomplete
26.	TWA	2	1	1	3	2	9	45	Incomplete
27.	US	2	3	1	1	2	9	45	Incomplete
28.	ZR	3	4	4	3	2	16	80	Complete
Total								1520	
Higest Score								80	
Average								54,3	
Low score								35	

Table of The Students Speaking Performance Post-test 1 Result of Cycle 1

No.	Name	F	P	V	G	I	Total Point	Total score	Category
1.	AF	2	2	2	2	3	11	55	Incomplete
2.	AM	2	2	3	2	3	12	60	Incomplete
3.	AP	2	3	2	2	2	11	55	Incomplete
4.	AS	2	3	3	2	2	12	60	Incomplete
5.	CW	2	2	3	2	2	11	55	Incomplete
6.	DBR	2	3	2	1	2	10	50	Incomplete
7.	DF	2	2	2	2	2	10	50	Incomplete
8.	ERI	3	1	2	3	3	12	60	Incomplete
9.	EF	2	3	2	2	2	11	65	Incomplete
10.	FNM	3	1	3	3	3	12	60	Incomplete
11.	FTD	3	2	3	2	2	12	60	Incomplete
12.	HA	2	2	3	3	2	12	60	Incomplete
13.	ISA	3	3	3	2	2	13	75	Complete
14.	INL	2	2	3	3	2	12	65	Incomplete
15.	IBF	2	2	2	2	2	10	50	Incomplete
16.	IAL	4	4	3	2	3	16	80	Complete
17.	MFA	2	3	2	2	2	11	55	Incomplete
18.	MG	3	2	3	2	2	12	60	Incomplete
19.	MR	2	2	2	3	3	11	55	Incomplete
20.	NA	2	3	3	3	3	14	70	Complete
21.	PA	2	3	2	3	3	13	65	Incomplete
22.	RC	3	1	3	3	2	13	65	Incomplete
23.	RR	3	1	2	3	3	12	60	Incomplete
24.	RF	3	3	4	2	2	14	70	Complete
25.	SNA	2	3	2	2	1	19	50	Incomplete
26.	TWA	2	3	2	3	2	12	60	Incomplete
27.	US	2	3	2	2	2	11	65	Incomplete
28.	ZR	3	4	4	3	2	16	80	Complete
Total								1715	
Highest Score								80	
Average								61,25	
Low score								50	

Table of the Result of Students Observation Sheet in Cycle 1

No	Name	First Meeting		Second Meeting		Category
		Act	Percentages	Act	Percentages	
1	AF	2	40%	3	60%	Improve
2	AM	3	60%	3	60%	Constant
3	AP	2	40%	3	60%	Improve
4	AS	3	60%	3	60%	Constant
5	CW	2	40%	3	60%	Improve
6	DBR	1	20%	2	40%	Improve
7	DF	1	20%	3	60%	Improve
8	ERI	2	40%	2	40%	Constant
9	FF	3	60%	3	60%	Constant
10	FNM	2	40%	2	40%	Constant
11	FTD	2	40%	2	40%	Constant
12	HA	2	40%	2	40%	Constant
13	ISA	3	60%	3	60%	Constant
14	INL	3	60%	2	40%	Constant
15	IBF	1	20%	2	40%	Improve
16	IAL	3	60%	3	60%	Constant
17	MFA	3	60%	3	60%	Constant
18	MG	1	20%	2	40%	Improve
19	MR	3	60%	3	60%	Constant
20	NA	2	40%	2	40%	Constant
21	PA	2	40%	2	40%	Constant
22	RC	2	40%	2	40%	Constant
23	RR	2	40%	3	60%	Improve
24	RF	3	60%	2	40%	Decrease
25	SNA	1	20%	2	40%	Improve
26	TWA	2	40%	3	60%	Improve
27	US	2	40%	3	60%	Improve
28	ZR	3	60%	3	60%	Constant
Total		61	43,5%	71	50,7%	

**Table the Result Score of Students Speaking Performance
Pre-test and Post-tes 1**

No	Name	Students Result				
		Pre-test	Post-test	Increase	Precentage %	Category
1	AF	50	55	5	10	Improve
2	AM	50	60	10	20	Improve
3	AP	45	55	10	22,2	Improve
4	AS	55	60	5	9	Improve
5	CW	55	55	0	0	Constant
6	DBR	50	50	0	0	Constant
7	DF	40	50	10	25	Improve
8	ERI	55	60	5	9	Improve
9	FF	45	65	20	44,4	Improve
10	FNM	65	60	-5	-7,6	Down
11	FTD	60	60	0	0	Constant
12	HA	45	60	15	33,3	Improve
13	ISA	80	75	-5	-6,2	Down
14	INL	55	65	10	18	Improve
15	IBF	35	50	15	42,8	Improve
16	IAL	70	80	10	14,2	Improve
17	MFA	45	55	10	22,2	Improve
18	MG	50	60	10	20	Improve
19	MR	55	55	0	0	Constant
20	NA	65	70	5	7,6	Improve
21	PA	65	65	0	0	Constant
22	RC	50	65	35	30	Improve
23	RR	55	60	5	9	Improve
24	RF	70	70	0	0	Constant
25	SNA	40	50	10	25	Improve
26	TWA	45	60	15	33,3	Improve
27	US	45	65	20	44,4	Improve
28	ZR	80	80	0	0	Constant
Total		1520	1715			
Average		54,3	61,25			

The Students' Speaking Performance Score of The Post-test in Cycle 2

No.	Name	F	P	V	G	I	Total Point	Total score	Category
1.	AF	3	2	4	3	3	15	75	Complete
2.	AM	3	3	3	3	4	16	80	Complete
3.	AP	3	3	4	3	2	15	75	Complete
4.	AS	3	3	3	3	4	16	80	Complete
5.	CW	3	3	3	3	3	15	75	Complete
6.	DBR	2	3	2	2	2	11	55	Incomplete
7.	DF	3	3	4	3	3	16	80	Complete
8.	ERI	4	3	3	3	3	16	80	Complete
9.	FF	3	3	4	2	3	15	75	Complete
10.	FNM	3	3	3	3	3	15	75	Complete
11.	FTD	3	3	4	3	3	16	80	Complete
12.	HA	3	3	4	3	3	16	80	Complete
13.	ISA	4	3	4	3	3	17	85	Complete
14.	INL	4	3	3	3	3	16	80	Complete
15.	IBF	2	2	3	2	2	11	55	Incomplete
16.	IAL	4	4	4	3	3	18	90	Complete
17.	MFA	3	3	3	3	4	16	80	Complete
18.	MG	3	3	3	3	3	15	75	Complete
19.	MR	4	3	3	3	3	16	80	Complete
20.	NA	4	4	3	3	3	17	85	Complete
21.	PA	3	3	4	3	3	16	80	Complete
22.	RC	4	3	3	3	2	15	75	Complete
23.	RR	3	3	4	3	3	16	80	Complete
24.	RF	4	4	4	3	2	17	85	Complete
25.	SNA	3	3	4	2	3	15	75	Complete
26.	TWA	3	3	4	3	2	15	75	Complete
27.	US	4	3	4	2	2	15	75	Complete
28.	ZR	4	4	4	3	3	18	90	Complete
Total								2145	
Higest Score								90	
Average								76,6	
Low score								55	

Table of the Result of Students Observation Activity Sheet in Cycle II

No	Name	First Meeting		Second Meeting		Category
		Act	Percentages	Act	Percentages	
1	AF	3	60%	4	80%	Improve
2	AM	4	80%	5	100%	Improve
3	AP	3	60%	4	80%	Improve
4	AS	4	80%	5	100%	Improve
5	CW	3	60%	4	80%	Improve
6	DBR	3	60%	4	80%	Improve
7	DF	4	80%	5	100%	Improve
8	ERI	4	80%	4	80%	Constant
9	FF	4	80%	5	100%	Improve
10	FNM	4	80%	5	100%	Improve
11	FTD	4	80%	5	100%	Improve
12	HA	4	80%	4	80%	Constant
13	ISA	5	100%	5	100%	Constant
14	INL	5	100%	5	100%	Constant
15	IBF	3	60%	4	80%	Improve
16	IAL	5	100%	5	100%	Constant
17	MFA	3	60%	4	80%	Improve
18	MG	4	80%	4	80%	Constant
19	MR	4	80%	5	100%	Improve
20	NA	5	100%	5	100%	Constant
21	PA	4	80%	4	80%	Constant
22	RC	5	100%	5	100%	Constant
23	RR	3	60%	4	80%	Improve
24	RF	5	100%	5	100%	Constant
25	SNA	4	80%	5	100%	Improve
26	TWA	4	80%	5	100%	Improve
27	US	4	80%	4	80%	Constant
28	ZR	5	100%	5	100%	Constant
Total		112	80%	128	91%	

The Result of Students Post-test 1 and Post-test 2

No	Name	Students Result				
		Post-test 1	Post-test 2	Increase	Percentage	Category
1	AF	55	75	20	36,3	Improve
2	AM	60	80	20	33,3	Improve
3	AP	55	75	20	36,3	Improve
4	AS	60	80	20	33,3	Improve
5	CW	55	75	20	36,3	Improve
6	DBR	50	55	5	10	Improve
7	DF	50	80	30	60	Improve
8	ERI	60	80	20	33,3	Improve
9	FF	65	75	10	15,3	Improve
10	FMN	60	75	15	25	Improve
11	FTD	60	80	20	33,3	Improve
12	HA	60	80	20	33,3	Improve
13	ISA	75	85	10	13,3	Improve
14	INL	65	80	15	23	Improve
15	IBF	50	55	5	10	Improve
16	IAL	80	90	10	12,5	Improve
17	MFA	55	80	25	45,4	Improve
18	MG	60	75	15	25	Improve
19	MR	55	80	25	45,4	Improve
20	NA	70	85	15	21,4	Improve
21	PA	65	80	20	30,7	Improve
22	RC	65	75	10	15,3	Improve
23	RR	60	80	20	33,3	Improve
24	RF	70	85	15	21,4	Improve
25	SNA	50	75	25	50	Improve
26	TWA	60	75	15	25	Improve
27	US	65	75	10	15,3	Improve
28	ZR	80	90	10	12,5	Improve
Total		1715	2145			
Average		61,25	76,6			

**Table of the Result of Students' Speaking Performance Pre Test
Post Test 1 and Post Test 2**

No	Name	Students Result				
		Pre-test	Post – Test 1	Post – test II	Increase	Categor y
1	AF	50	55	75	20	Improve
2	AM	50	60	80	20	Improve
3	AP	45	55	75	20	Improve
4	AS	55	60	80	20	Improve
5	CW	55	55	75	20	Improve
6	DBR	50	50	55	5	Improve
7	DF	40	50	80	30	Improve
8	ERI	55	60	80	20	Improve
9	FF	45	65	75	10	Improve
10	FNM	65	60	75	15	Improve
11	FTD	60	60	80	20	Improve
12	HA	45	60	80	20	Improve
13	ISA	80	75	85	10	Improve
14	INL	55	65	80	15	Improve
15	IBF	35	50	55	5	Improve
16	IAL	70	80	90	10	Improve
17	MFA	45	55	80	25	Improve
18	MG	50	60	75	15	Improve
19	MR	55	55	80	25	Improve
20	NA	65	70	85	15	Improve
21	PA	65	65	80	20	Improve
22	RC	50	65	75	10	Improve
23	RR	55	60	80	20	Improve
24	RF	70	70	85	15	Improve
25	SNA	40	50	75	25	Improve
26	TWA	45	60	75	15	Improve
27	US	45	65	75	10	Improve
28	ZR	80	80	90	10	Improve
Total		1520	1715	2145		
Average		54,3	61,25	76,6		

OBSERVATION SHEET OF TEACHER ACTIVITIES

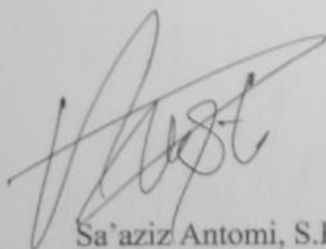
Metting : 2 at the first cycle

Day / Date :

Teacher Activity	Good	Enough	Less
1. Pre teaching a. Prepare the lesson plan b. Prepare the media that will be used c. Ability in opening the learning process	✓		
2. While teaching a. Inform the objective of learning b. Explain the material chronological c. Guide the students to follow the lesson d. Motivate the students to ask e. Practice the students to answer the question about the material	✓		
3. Post teaching a. Conclude the result learning b. Close the learning activity		✓	

Tick () for each positive activity

Collabulator



Sa'aziz Antomi, S.Pd
NIP.

Researcher



Rizky Ruhanda
NPM. 1293327

OBSERVATION SHEET OF TEACHER ACTIVITIES

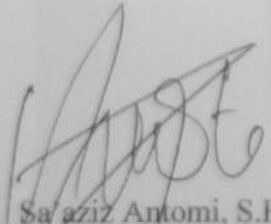
Metting : 1 at the second cycle

Day / Date :


Teacher Activity	Good	Enough	Less
1. Pre teaching d. Prepare the lesson plan e. Prepare the media that will be used f. Ability in opening the learning process	✓		
2. While teaching f. Inform the objective of learning g. Explain the material chronological h. Guide the students to follow the lesson i. Motivate the students to ask j. Practice the students to answer the question about the material	✓		
3. Post teaching c. Conclude the result learning d. Close the learning activity	✓		

Tick () for each positive activity

Collabulator


Sa'aziz Antomi, S.Pd
NIP.

Researcher


Rizky Ruhanda
NPM. 1293327

DOCUMENTATION



Picture 1 : The Researcher give explanation how important speaking in daily activities.



Picture 2 : The Researcher command the students to make some group.



Picture 3 : The Researcher gives a task to measure the students skill about materials.



Picture 4 : The Researcher gives an explanation about Reporter Simulation.



Picture 5 : The Researcher guided the students to do the task.



Picture 6 : The research gives chance for students to ask about the material.



Picture 6 : The students tells in front of class



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

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

Nomor : B-0841/In.28.1/J/TL.00/03/2018
Lampiran : -
Perihal : *IZIN PRA-SURVEY*

Kepada Yth.,
Bambang Irianto, S.Ag SMP PGRI 2 SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : RIZKY RUHANDA
NPM : 1293327
Semester : 12 (Dua Belas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : IMPROVING THE STUDENTS SPEAKING PERFORMANCE
THROUGHT REPORTER SIMULATION TECHNIQUE AT THE
NINE GRADES OF SMP PGRI 2 SEKAMPUNG IN THE ACADEMIC
YEAR 2017/2018

untuk melakukan *pra-survey* di SMP PGRI 2 SEKAMPUNG

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





YAYASAN PEMBINA LEMBAGA PENDIDIKAN
PERSATUAN GURU REPUBLIK INDONESIA (YPLP-PGRI) DAERAH LAMPUNG
SEKOLAH MENENGAH PERTAMA

SMP PGRI 2 SEKAMPUNG

STATUS : TERAKREDITASI (B)

NPSN : 10805861

Alamat : Jl. Raya Sidodadi 53 p Kec. Sekampung Kab. Lampung Timur Kode Pos 34182

SURAT IZIN PRA SURVEY

0 /L.3.12/SMP PGRI 2/Mn/2018

Yang bertanda tangan dibawah ini Kepala SMP PGRI 2 Sekampung Kabupaten Lampung Timur, menanggapi surat dari Institut Agama Islam Negeri Metro Nomor: B-0841/ln.28.1/J/TL.00/03/2018, Hal: Izin Pra Survey, dengan ini memberikan izin kepada:

Nama : Rizky Ruhanda
NPM : 12933027
Program Studi : Tarbiyah dan Ilmu Keguruan

Untuk mengadakan Pra Survey dalam rangka penyelesaian tugas akhir/skripsi, dengan judul: "IMPROVING THE STUDENTS SPEAKING PERFORMANCE THROUGHT REPORTER SIMULATION TECHNIQUE AT THE NINE GRADES OF SMP PGRI 2 SEKAMPUNG IN THE ACADEMIC YEAR 2017/2018".

Demikian surat izin ini diberikan untuk dapat dipergunakan semestinya.

Sekampung, Maret 2018

Kepala SMP PGRI 2 Sekampung



BANMEYNG IRIANTO, S.Ag



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniy.ac.id, e-mail: iaim@metrouniy.ac.id

Nomor : B-3923 /In. 28. 1/J/PP. 00. 9/12/2018
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

04 Desember 2018

Kepada Yth:

1. Ahmad Subhan Roza, M.Pd (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Rizky Ruhanda
NPM : 1293327
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Improving The Students Speaking Performance Through Reporter
Smulation Technique Among The Ninth Graders At SMP PGRI 2
Sekampung East Lampung 2018/2019

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Ketua Jurusan TBI,

A. Subhan Roza, M.Pd

NIP. 19750610 2008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-0457/In.28/D.1/TL.01/02/2019

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

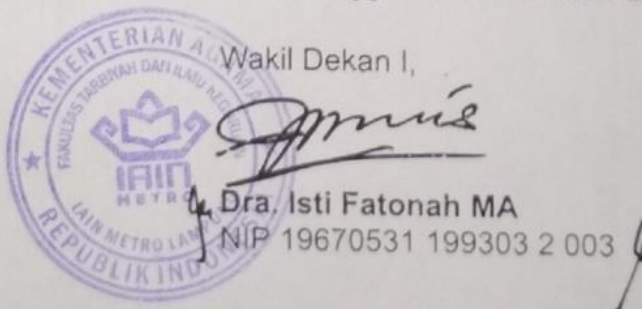
Nama : RIZKY RUHANDA
NPM : 1293327
Semester : 14 (Empat Belas)
Jurusan : Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP PGRI 2 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS SPEAKING PERFORMANCE THROUGHT REPORTER SIMULATION TECHNIQUE AMONG THE NINTH GRADERS AT SMP PGRI SEKAMPUNG EAST LAMPUNG".
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 : 07 Februari 2019





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.iaim@metrouniv.ac.id

Nomor : B-0458/In.28/D.1/TL.00/02/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP PGRI 2
SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0457/In.28/D.1/TL.01/02/2019, tanggal 07 Februari 2019 atas nama saudara:

Nama : **RIZKY RUHANDA**
NPM : 1293327
Semester : 14 (Empat Belas)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP PGRI 2 SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS SPEAKING PERFORMANCE THROUGHT REPORTER SIMULATION TECHNIQUE AMONG THE NINTH GRADERS AT SMP PGRI SEKAMPUNG EAST LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 07 Februari 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003





YAYASAN PEMBINA LEMBAGA PENDIDIKAN
PERSATUAN GURU REPUBLIK INDONESIA (YPLP-PGRI) DAERAH
LAMPUNG

SMP PGRI 2 SEKAMPUNG

STATUS : TERAKREDITASI (B)

NPSN: 10805861

Alamat : Jl. Raya Sidodadi 53 p Kec. Sekampung Kab. Lampung Timur Kode Pos 34182

Nomor : 004 /1.3.12/ SMP PGRI 2/Mn/IV/2019 Kepada Yth
Lampiran : - Rektor IAIN Metro
Perihal : Pemberian izin Research Di _
Tempat

Berdasarkan surat dari Institut Agama Islam Negeri Metro Tanggal 07 Februari 2019
No: B-0458/In.28/D.1/TL.00/02/2019 Perihal Izin Research.

Maka dari itu kami Kepala Sekolah SMP PGRI 2 Sekampung Lampung Timur memberikan
izin kepada:

Nama : RIZKY RUHANDA
NPM : 1293327
Semester : 14 (Empat Belas)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

Untuk melakukan research/ penelitian di SMP PGRI 2 Sekampung dalam rangka
menyelesaikan Tugas akhir/ Skripsi mahasiswa yang bersangkutan, dengan judul:

**“ IMPROVING THE STUDENTS SPEAKING PERFORMANCE THROUGHT
REPORTER SIMULATION TECHNIQUE AMONG THE NINTH GRADERS AT
SMP PGRI SEKAMPUNG EAST LAMPUNG”**

Demikian surat keterangan ini, dibuat untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Sekampung
Tanggal : 10 Februari 2019





YAYASAN PEMBINA LEMBAGA PENDIDIKAN
PERSATUAN GURU REPUBLIK INDONESIA (YPLP-PGRI) DAERAH
LAMPUNG

SMP PGRI 2 SEKAMPUNG

STATUS : TERAKREDITASI (B)

NPSN: 10805861

Alamat : Jl. Raya Sidodadi 53 p Kec. Sekampung Kab. Lampung Timur Kode Pos 34182

Nomor : 005 /1.3.12/ SMP PGRI 2/Mn/IV/2019 Kepada Yth
Lampiran : - Rektor IAIN Metro
Perihal : Keterangan Penelitian Di _
Tempat

Berdasarkan surat dari Institut Agama Islam Negeri Metro Tanggal 07 Februari 2019
No: B-0458/In.28/D.1/TL.00/02/2019 Keterangan Penelitian.

Maka dari itu kami Kepala Sekolah SMP PGRI 2 Sekampung Lampung Timur menerangkan
bahwa:

Nama : RIZKY RUHANDA
NPM : 1293327
Semester : 14 (Empat Belas)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

Telah melaksanakan Penelitian di SMP PGRI 2 Sekampung Lampung Timur Dalam Rangka
Penyusunan Skripsi, dengan judul:

**“ IMPROVING THE STUDENTS SPEAKING PERFORMANCE THROUGHT
REPORTER SIMULATION TECHNIQUE AMONG THE NINTH GRADERS AT
SMP PGRI SEKAMPUNG EAST LAMPUNG”**

Pada tanggal 10 Februari – 12 Maret 2019.

Demikian surat keterangan ini, dibuat untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Sekampung
Tanggal : 10 Februari 2019





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
METRO Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-209/In.28/S/OT.01/04/2019**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : RIZKY RUHANDA
NPM : 1293327
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1293327.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 16 April 2019
Kepala Perpustakaan



[Signature]
Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Rully Rulanda

NPM : 1293327

Fakultas : TBI

Angkatan : 12

Telah menyerahkan buku berjudul : *Concise Encyclopedia of Applied Linguistic*

Metro,
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Rully Rulanda

NPM : 1293327

Fakultas : TBI

Angkatan : 12.

Telah menyerahkan buku berjudul : *Concise Encyclopedia of Applied Linguistic.*

Metro,
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004



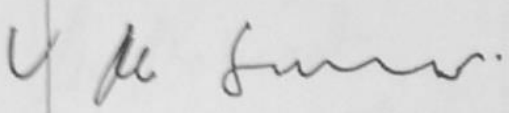
KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0726) 47296; Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

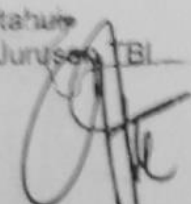
FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rizky Ruhanda
NPM : 1293327

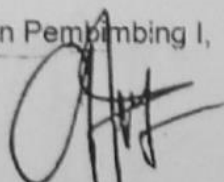
Jurusan : TBI
Semester : XII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
					

Mengetahui
Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I,


Ahmad Subhan Roza, M.Pd
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KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

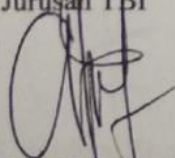
FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rizky Ruhanda
NPM : 1293327

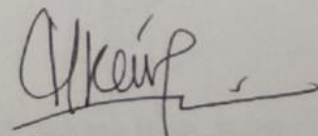
Jurusan : TBI
Semester : XIV / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 02/05/19		✓	Revise chapter IV - V - Revise your abstract - Check your grammar	
2	Friday 09/05/19		✓	Revise again (your abstract)	
3	Thursday 16/05/2019		✓	Acc and continue to the first sponsor	

Mengetahui,
Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II,


Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0726) 41507; Faksimili (0726) 47296; Website: www.metrouniv.ac.id E-mail: lainmetro@metrouniv.ac.id

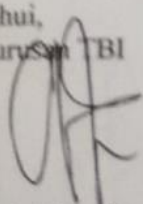
FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Rizky Ruhanda
NPM : 1293327

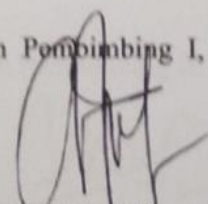
Jurusan : TBI
Semester : XIV / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
		✓		M. Alhid. keuse & Content of at	
		✓		M. Munyom	

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Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd
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Dosen Pembimbing I,


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CURICULUM VITAE



Rizky Ruhanda was born in Metro, Lampung on April 19, 1994 and grow up his childhood in Palapa 1 Metro Lampung.

Ethically speaking his come from bengkulu family descent. He is the last son of the late Syafiuddin and Nuraini. He live in Metro Lampung.

He took his elementary at SD Teladan Metro Lampung, and then he took his junior high school at SMP N 3 Metro Lampung for three years. Having graduated from junior high school he countinued his study on vocational high school at SMA Muhammadiyah 1 Metro and was finished in 2012. After graduated from vocational high school he continued his study at State Institute For Islamic Studies (IAIN) Of Metro in 2012. He was registered as the student of Tarbiyah and Teacher Training Falcuty English Education Departement up to now.