#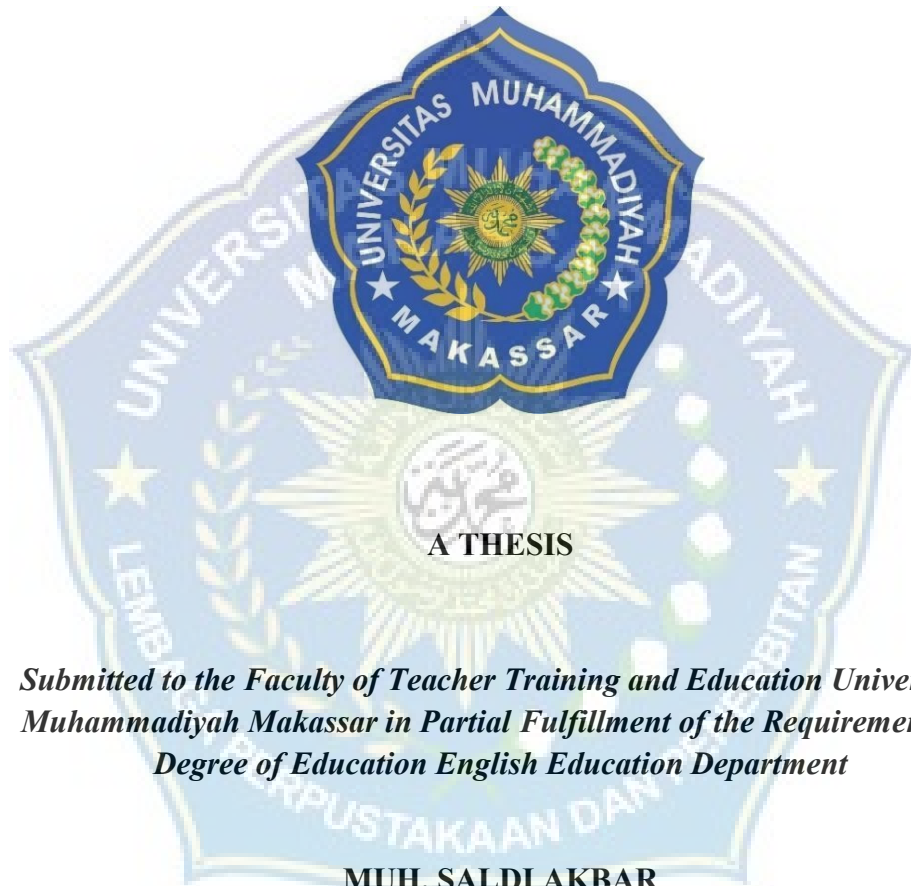 IMPROVING THE STUDENTS' SPEAKING PERFORMANCE THROUGH REPORTER SIMULATION TECHNIQUE AMONG THE ELEVENTH GRADE OF SMAN 1 GOWA

A THESIS

Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Partial Fulfillment of the Requirement for Degree of Education English Education Department

MUH. SALDI AKBAR
105351113319

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH MAKASSAR

2023

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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ii

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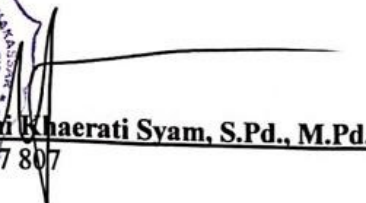**Faculty** : Teacher Training and Education

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iii

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Day / Date	Chapter	Note	Sign
Tuesday/12 Sept 23	IV–V	- Pay attention on your rubric score focused on your data - Revised your data	
Thursday/28 Sept 23	IV–V	- Complete your appendices (Data analysis, documentation, CV) - Recheck your rubric score & classification more	
Sunday/1st Oct 23	IV	- Complete your Appendices (lesson plan, Data analysis, Documentation & CV) - Rearrange your higher IV (mean score, improvement, percentage)	
Friday 16th Oct 23		- Complete your answers - Add the pattern of improve in your data analysis - Provide your documentation & CV - Provide your abstract	

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iv

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Day / Date	Chapter	Note	Sign
Wed/4ᵗʰ Oct 2023	IV - V	- Revised your discussion - Completed all the appendix	
Mon / 23 Sept '23	IV V	Well Done	

Makassar, ...20..

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v

بسم الله الرحمن الرحيم

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Day / Date	Chapter	Note	Sign
Kamis, 2/10/2023	I–V	Title Abstract Table of Content	
17/10/2023	I–V	Finding and Discussion Conclusion References	
Saturday, 11/11/2023	I–V	Abstract Table of Content Writing Rules, Findings	

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Consultant II	:	Ariana, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
13/15/2023		Finding and Discussion Conclusion References	
15/11/2023	-	Abstract Discussion - (Put an Experts).	
24/11/2023		ACC	

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vii

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NIM   : 105351113319

Jurusan   : Pendidikan Bahasa Inggris

Judul Skripsi   : Improving the Students' Speaking Performance Through Reporter Simulation Technique Among the Eleventh Grade of SMAN 1 Gowa

Dengan ini menyatakan:

Skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dengan sebenar-benarnya dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

Makassar, 10 Februari 2024
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MUH. SALDI AKBAR

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Judul Skripsi   : Improving the Students' Speaking
                     Performance Through Reporter Simulation
                     Technique Among the Eleventh Grade of SMAN
                     1 Gowa

Dengan ini menyatakan pernyataan sebagai berikut:

1. Mulai dari *penyusunan proposal* sampai dengan selesainya skripsi saya, saya akan *menyusun sendiri skripsi saya*, tidak dibuatkan oleh siapapun.

2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing.

3. Saya tidak akan melakukan *penjiplakan* (plagiat) dalam menyusun skripsi ini.

4. Apabila saya melanggar perjanjian saya seperti yang tertera padabutir1,2 dan 3 maka saya bersedia menerima sanksi sesuai dengan aturanyangberlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran

Makassar, 10 Februari 2024

Yang Membuat Pernyataan
MUH. SALDI AKBAR

MOTTO

So, which of God's Favors do you deny?

- QS. Ar Rahman: 13 –

It's better to regret that you tried something than to
regret that you didn't do anything

DEDICATION

In the name of Allah, I dedicated my thesis for my beloved parents, Zainuddin and
Saleha, My Brother and sister sincerity from the heart for the prayers that never
break and the spirit that is invaluable. As well as for my dear closest people, my
friends who accompanied me to this point. And for my lovely university that has
guided me.

ABSTRACK

Muh. Saldi Akbar, 2023. Improving the Students' Speaking Performance Through Reporter Simulation Technique Among the Eleventh Grade of SMAN 1 Gowa. Thesis. English Education Department, Universitas Muhammadiyah Makassar. Guided by Sitti Maryam Hamid and Ariana

This research aims to find out the improvement of the students' speaking performance fluency in terms of smoothness and Accuracy in terms of vocabulary trough reporter simulation technique at Sman 1 Gowa.

The kind of research was used Classroom Action Research (CAR) using one class. The population in this study were all class XI students. The sample in this research was 36 students of class XI IPA 4. The sampling technique in this research was purposive sampling. The research was carried out over 8 meetings. Data was processed manually by researcher.

Based on the results of the data analysis and discussion that have been presented, it can be concluded that after implementing the Reporter Simulation Technique in English learning, it can improve the Speaking Performance of students in class XI IPA 4 Sman 1 Gowa. This is proven by the improvement in student scores. In the D-test to Cycle I the student's score on Fluency was 63.60%, Cycle I to Cycle II was 61.33%. Apart from that, in Vocabulary from D-test to Cycle I the improvement in students was 72.03%, Cycle I to Cycle II was 55.89% and the improvement in Speaking Performance of students from D-test to Cycle II was 166.06%. Therefore, the used of the Reporter Simulation Technique has a significant effect on improving Speaking Performance in Fluency and Vocabulary in class XI IPA 4 at Sman 1 Gowa because students are more confident in expressing something they want to say and students' communication with friends in front of the class is better in conveying something.

Keyword: Reporter Simulation, Technique, Speaking Performance

ABSTRAK

Muh. Saldi Akbar, 2023. Improving the Students' Speaking Performance Through Reporter Simulation Technique Among the Eleventh Grade of SMAN 1 Gowa. Dibawah Skripsi Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Sitti Maryam Hamid and Ariana

Penelitian ini bertujuan untuk mengetahui peningkatan fluency dan vocabulary pada kemampuan berbicara siswa melalui teknik simulasi reporter di Sman 1 Gowa.

Jenis penelitian yang digunakan adalah Penelitian Tindakan Kelas (CAR) dengan mengunakan satu kelas. Populasi pada penelitian ini adalah seluruh siswa kelas XI. Sampel pada penelitian ini adalah siswa kelas XI IPA 4 yang berjumlah 36. Technique pengambilan sampel pada penelitian ini adalah Purposive Sampling. Penelitian di laksanakan selama 8 kali pertemuan. Data di olah secara manual oleh peneliti.

Berdasarkan hasil analisis data dan pembahasan yang telah di paparkan, dapat di simpulkan bahwa setelah menerapkan Technique Reporter Simulation dalam pembelajaran Bahasa inggris dapat meningkatkan Speaking Performance siswa di kelas XI IPA 4 Sman 1 Gowa. Hal ini di buktikan dengan peningkatan nilai siswa. Pada D-test ke Siklus I nilai siswa pada Fluency adalah 63.60%, Siklus I ke Siklus II adalah 61.33%. selain itu pada Vocabulary dari D-test ke Siklus I peningkatan siswa adalah 72.03%, Siklus I ke Siklus II yaitu 55.89% dan peningkatan Speaking Performance siswa dari D-test ke Siklus II adalah 166.06%. oleh karena itu, penggunaan Technique Reporter Simulation berpengaruh signifikan terhadap peningkatan Speaking Performance pada Fluency dan Vocabulary pada kelas XI IPA 4 di Sman 1 Gowa karena karena siswa lebih percaya diri dalam mengekspresikan suatu hal yang ingin mereka katakan serta komunikasi siswa di Bersama teman teman depan kelasnya lebih baik dalam menyampaikan suatu hal.

Kata kunci: Reporter Simulation, Technique, Speaking Performance

ACKNOWLEDGMENT

بِسْـــــــــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Assalamualaikum Warahmatullahi Wabarakatuh.

In the name of Allah Swt, the Beneficent and Merciful. All praises were to Allah the lord of the universe, who has bestowed strength and health upon the research. Shalawat and Salam be upon our prophet Muhammad Saw, his family, companions andhis faith followers till the end of the world.

Alhamdulillah with the grace of Allah researcher can finish it thesis after a long hard effort of writing. Therefore, the researcher would like to expressed her gratitude to her beloved father Sainuddin and beloved mother Saleha who have poured out their love and affection and always prayed for, provided support, and encouraged the writer to finish this thesis. Therefore, the researcher would like to express deepest appreciation to:

1. Prof. Dr. H. Ambo Asse, M.Ag. as the Rector of Universitas Muhammadiyah Makassar.

2. Erwin Akib, S.Pd.,M.Pd., Ph. D as th Dean of the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar.

3. Dr. Ummi Khaerati Syam, S.Pd., M.Pd as the Head of English Education Department, FKIP Universitas Muhammadiyah Makassar.

4. Ismail Sangkala, S. Pd., M.Pd as Secretary of English Education Department, FKIP Universitas Muhammadiyah Makassar.

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The researcher is fully a were that this thesis is still far from being perfect. Therefore, researcher expect constructive criticism and suggestion from the parties' reader. Hopefully this research can be useful for readers and other researcher.

Makassar, 30 Agustus 2023
Muh. Saldi Akbar

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I
INTRODUCTION

A. Background

Speaking is a particularly significant subject in the context of teaching English as a foreign language in Indonesia. According to Hamad & alnuzaili (2022), As there were less opportunities for practice, speaking English as a second language is more difficult than speaking it as your mother tongue. It is commonly acknowledged that in the current era of globalization, language not only contributes to a nation's identity but is also crucial for interpersonal connection. It is well recognized that English is an international language that some nations utilize. It is also used in many daily activities, including television news, newspapers, books, magazines, music, airports, sports, and technology.

One of the assessments to assess students' speaking is speaking performance. According to Werdiningsi (2023), A major barrier to communication and knowledge construction for EFL learners is poor speaking performance. Therefore, speaking performance is very important for students to learn.

Based on the researcher experience, in speaking performance there were several obstacles faced by students. namely anxiety, lack of trust and students not mastering the material they want to convey in front of the class. Thamrin. (2021), The complexity of speaking might make it challenging for children to learn English and accomplish goals

To improve students' speaking performance, teachers must have technique. Why say that? Because the technique makes it simpler for educators to comprehend what educators were trying to convey. where the primary goal of the instructional technique is to make the process and student learning objectives even easier for students to complete what has been intended.

In this study, the researcher were interested in using reporter simulation activities as a teaching strategy that was used in this action research because this activity is fun, motivates students, and Improving their self-confidence. Although they were very similar to journalists, reporter simulations differ from them in that they were more complicated. Students can bring materials into class to create realistic settings for reporting simulations. To illustrate, if a student poses as a press agent, he or she takes notes, a camera, a microphone, and asks all of their classmates.

Teachers can assist students in having fun in the classroom by using reporter simulation effectively. Based on the previous observation the researcher made in SMA Negeri 1 Gowa, the researcher take into consideration phenomena among students in the eleventh grade in which nearly every single one of them want to talk but found it difficult or even impossible to express it. They appear to be struggling to articulate their thoughts and weren't participating enough in class. They feel that their teacher does not provide them enough opportunities to talk about their speaking challenges. No particular technique uses to teach English.

The researcher use class XI as the research sample because previously the researcher make observations by looking at the learning process activities at school. and after the researcher interview one of the teachers about what difficulties the students face when learning English. then the teacher said that there one class whose vocabulary and fluency in speaking English were so low that it became an obstacle for the teacher when teaching English. And this is a problem because the student's KKM score at school for the English subject is 75. To achieve this score, students must improve the quality of their learning by using appropriate learning techniques. because the teacher said that their class scores were low compered to other classes so the researcher wanted to improve students' Speaking Performance by using reporter simulation techniques in class XI SMA Negeri 1 Gowa.

B. Problem Statement

Based on the statement on the background above, the writer then formulates the problem of the research as follow:

1. How does the reporter simulation technique to improve students speaking performance fluency in terms of smoothness?

2. How does the reporter simulation technique to improve students speaking performance Accuracy in terms of vocabulary?

C. Objective of the Study

Related statement above, the writer formulates the objective of the study were:

1. To find out the improvement of the students' speaking performance fluency in terms of smoothness trough reporter simulation technique.

2. To find out the improvement of the students' Accuracy in terms of Vocabulary in speaking performance trough reporter simulation technique

D. Significance of the Study

1. For the Student

   The study's findings were anticipated to help students improving their speaking Performance when learning English in class by employing the reporter simulation technique.

2. For the teacher

   The research's findings should help the teacher use the reporter simulation technique to teach English in the classroom and improve speaking performance.

3. For the school

   The study's findings were anticipated to improving the effectiveness of English teaching and learning, particularly in terms of speaking performance development when employing the reporter simulation technique in classroom settings.

E. Scope of the Research

In relation to the problems above, the researcher limits the challenge to only improve speaking performance which is focused on students' speaking Fluency in terms of smoothness and Accuracy in terms of vocabulary among eleventh grade students at SMAN 1 Gowa using the reporter simulation technique.

CHAPTER II

RELATED LITERATURE REVIEW

A. The Previous Related Research Finding

Many researcher have reported to expose the identification of the students'
motivation and interest in learning English to make the teaching and learning
process were effective. Some of researcher were cited below:

1. Ruhanda, (2019). Improving The Students' Performance Through
   Reporter Simulation Technique Among the Ninth Graders at SMP PGRI 2
   Sekampung East Lampung. The Findings of This Research Show That the
   Capacity of Students' The Ninth Graders at SMP PGRI 2 Sekampung
   East Lampung to report has been made possible by using reporter
   simulation techniques. This can be verified using the percentage of
   participants from the pre-test to the post-test.

2. Sahril, (2018). Improving students' Speaking Performance by reporting
   news at the fourth Semester English Students of IAIN Palopo. The data
   analysis's findings demonstrate that t-test (11.948) is greater than t-table
   (1,699). It shows that news reporting helps fourth-semester English
   students at IAIN Palopo improve their speaking Performance.

3. Maulana, (2014). Developing Students' Speaking Skill by Reporting News
   at The Third Semester English Students of Stain Palopo. The analysis of
   the data reveals that t-test (12.254) is greater than t-table (2.093). It
   suggests that news reporting helps STAIN Palopo's third-semester English
   students improve their speaking Performance. Furthermore, the outcome

suggests that the students were motivated to learn speaking performance through news reporting.

From all the findings above, the researcher concludes that the reporter simulation technique is a good technique to apply in teaching speaking. In the reporter simulation research, there were differences and similarities. The difference is that Maulana, (2014) and Sahril, (2018) use reporter simulations with news and they both use simulations of the pre-experiment technique in their research. The similarity in this study is that Ruhanda, (2019) uses Reporter Simulation with the Class action research technique and this is the same as the research I want to use.

B. Some Pertinent Ideas

1. The Concept of Speaking

The importance of speaking performance human life is well acknowledged. When they engage in formal or informal communication with others nearby, it is necessary. Burns (2019) In this argument, I contend that in order to teach speech effectively, one must comprehend the "combined" nature of speech, which encompasses its linguistic and discursive characteristics, the fundamental speech abilities that allow speakers to process and produce speech, and communication tactics. Speaking performance is constructed from a person's everyday trained or developed speaking skill. Speaking and performance together make up the phrase "speaking performance." It would be helpful if we understood both definitions before talking more about speaking performance:

a. Definition of Speaking

There were numerous expert assertions regarding the definition speaking, which is well known. Muhammadiyeva (2020), Talk through several practical activities that can be used in the classroom for students to practice critical thinking speaking performance. A useful linguistic performance is speaking. The performance to speak clearly is a crucial component of thinking, communicating, and learning. An effective teaching technique is spoken language. Thought is organized, extended, modified, and shaped. In other words, speech is a basic human need since it allows people to think, communicate, and constantly learn new things. Speaking can therefore be used as a tool to improving human learning and thought processes.

Bailey (2020), claims that speaking is an interactive process of creating meaning that entails information production, reception, and processing. Speaking is a process used to impart knowledge to others or communicate something new.

b. Technique of Teaching Speaking

The fact that we were dealing with a diverse class with a range of Performance, expectations, motivation levels, knowledge, and, last but not least, distinct learning styles is something that teachers of young learners must continuously bear in mind. Maulidar (2019), this research confirms that the technique is receiving a favorable response from the learners. In order to help everyone in the class find something to hold on to, develop

upon, and grow, teachers must diversify their approaches and provide as many opportunities as they can.

Students were like sponges; they soak up what we say and how the professors say it. Since young learners repeat verbatim what they hear, clear and accurate pronunciation is essential. Early lessons learned were hard to change later. Here, the adage "slowly and steadily through regular modification and recycling" is applicable. Students' speaking Performance develop, their pronunciation grows improved, and their understanding of the language Improving with the aid of mixed activities such dialogues, choral revision, chants, songs, poetry, and rhymes. The importance of interaction as a learning strategy should be considered while implementing the aforementioned instruments in classroom instruction. Lachner, (2022), As learners explain concepts to a live, absent, or even imagined audience that cannot be engaged, a learning-by-teaching effect can also take place. To provide the children as much speaking time as feasible, our instruction should involve an Improving in oral emphasis.

2. **The Concept of Speaking Performance**

The importance of speaking performance human life is well acknowledged. When they engage in formal or informal communication with others nearby, it is necessary. Burns, (2019) In this argument, I contend that in order to teach speech effectively, one must comprehend the "combined" nature of speech, which encompasses its linguistic and discursive characteristics, the fundamental speech abilities that allow

speakers to process and produce speech, and communication tactics. Speaking performance is constructed from a person's everyday trained or developed speaking skill. Speaking and performance together make up the phrase "speaking performance." It would be helpful if we understood both definitions before talking more about speaking performance:

a. **The Definition of Performance**

According to Jack (2013), Speaking performance abilities make students produce good communication in explaining their something. Performance is defined by the Longman Dictionary of Language Education & Applied Linguistics as a person's real language use. It denotes that a person truly possesses the performance to speak a language as their mother tongue and can do so in casual conversation. A task's success is also evaluated in relation to predetermined benchmarks for Fluency, thoroughness, cost, and speed. In a contract, performance is understood to be the accomplishment of a duty in a way that absolves the performer of all obligations under the agreement. On the other hand, performance is a goal that has specifications that the students must meet.

b. **The Kinds of Speaking Performance**

There were numerous approaches and techniques accessible for teaching speaking Performance, thus it was beneficial for the teacher to consider various forms of speaking performance. Students' speaking Performance was improve as their speaking performances improve.

According to Brown (2000), there were six different kinds of speaking performance:

1) In imitation, a very small percentage of class speaking time may legitimately be devoted to "human tape recorder" speech, in which students can, for instance, practice an intonation contour or attempt to isolate a certain vowel sound.

2) Accuracy, a person's English ability can be measured by vocabulary, punctuation and grammar. And this must be done correctly, for example using verbs (Present tense, Past tense and so on). This skill is very important in speaking English, especially when writing. A large vocabulary can help in communicating well with someone because if vocabulary is lacking, we rarely speak and become quieter, therefore vocabulary is very important to learn.

3) Intensive speaking goes a step farther than imitative speaking and includes any speaking performance intended to practice a phonological or grammatical component of language. Losi (2022), The students work on improving their speaking. The students represent different study programs, and they also have backgrounds and skill levels when it comes to studying and teaching English. (Speaking intensively can be a self-initiated exercise or perhaps a pair work activity when students were "going over" a particular language form.

4) Fluency, this is a complicated thing in learning English. Because of our fluency in speaking English, someone can measure whether we are

fluent in speaking English. In speaking English, speaking fluency can also be an obstacle when studying in class because they cannot communicate well so that the people we communicate with do not understand what we are saying.

5) Responsive, with many student remarks and questions in class being short responses to teacher- or student-initiated inquiries.

6) Transactional (conversation), which is an expanded form of responsive language, is transactional language used to transmit specific information.

7) Interpersonal (conversation): The conversion order form indicated in the previous chapter was interpersonal discourse, which was conducted more for the goal of sustaining social ties than for the dissemination of knowledge.

8) Extended (monologue), advanced students were required to provide lengthy monologues in the form of oral reports, summaries, or maybe brief speeches.

This kind of speaking performance includes a reporter simulation technique. Based on the information provided above, the students use their imagination to pretend to be reporters covering various topics, including disasters, social issues, sports, entertainment, and lifestyles. The student's speaking performance is hoped to be improving oral reports, summaries, or maybe brief speeches.

c. The Concept of Fluency and Vocabulary

According to Alpino (2017), there are several speaking concepts that students must have in order to improve their quality. They:

1) Fluency

Fluency is the ease in speaking English as well as in giving one's opinion and effectiveness in learning. According to Namaziandos (2019), fluency requires some variation in the way a person conveys information. Lack of fluency in speaking can make grammatical errors. What we explain is not understood by other people. Fluency is also one thing that determines whether someone is good at speaking English.

According to Chau (2021), good communication really requires fluency in speaking. Fluency in speaking also given a good impression to the speaker, especially in social and work environments. It is very important to improve fluency because if we want to make a presentation or have a discussion, fluency is very necessary, this is to make it easier for someone to understand what we are saying so that there are no errors in understanding or excessive doubts.

According to Jon (2022), speaking fluency is influenced by language grammar, vocabulary, lack of motivation, anxiety, teacher teaching strategies, learning environment and self-confidence. Speaking fluency requires a lot of practice and must

be done in everyday life so that we become accustomed to speaking.

2) Vocabulary

Vocabulary is one of the most important things in learning a foreign language. A person's ability to speak English can be demonstrated if we have a lot of vocabulary and this can make it easier for someone to speak or convey information. Vocabulary is very important to learn because if our vocabulary is lacking, we become very quiet compared to those who have a large vocabulary so they often communicate with other people.

According to Dalimunthe (2022), teenagers must learn English because they remember the importance of vocabulary in English. There is a need for proper training so that students can learn vocabulary well. This happens because if someone has a poor vocabulary, they have great difficulty speaking and even understanding what other people say.

Berne (2008), teaching vocabulary can be very difficult because teachers use ineffective learning methods which make students inactive in learning vocabulary. A large vocabulary is very important in learning English to improve our ability to communicate well and we can express ourselves better.

3. **Reporter Simulation Technique**

Activities that mimic or emulate real-world circumstances and frequently involve dramatization and group discussion Learners participate in simulation activities where they were assigned roles in situations, tasks, or problems that must be handled. Following decision-making, the participants report. Decisions made by participants were used to "simulate" the effects of their decisions. Later, they talk about what happened, their feelings, and their actions.

With these activities, kids can have fun and enjoy speaking about everything; they can serve as reporters or as the master of ceremonies for television newscasts. The knowledge of the reporter simulation technique, the application of the reporter simulation technique, and the guidelines for effective reporter simulation technique was all be discussed in this session and was all be detailed in more detail as follows:

a. **Concept of Reporter Simulation**

Before we explore what reporter simulation technique is, it is preferable if students grasp what reporter, simulation, and technique mean. Reporter simulation technique is made up of these three words.

1) **Reporter**

In news stories, feature articles, or documentaries, reporters compile information and present it orally or in writing. Reporters may be employed by news organizations. While general reporters

cover a wide range of news stories, some reporters focus on certain topics, such as covering sport, politics, or agriculture.

A reporter's role in the journalism industry is increasingly specialized. By using primary information sources including first-person interviews, news conferences, and attendance at news events, reporters were typically involved in the direct gathering and communication of public information. As editorializing or offering comments on the news is not seen as being part of the reporter's job description, the information they provide is typically restricted to the facts they have gathered.

2) Simulation

A very effective technique for learning a second language is simulation. Angelini (2019), Simulation can demonstrate that students made considerable growth in four language-related wereas: vocabulary, pronunciation, expressive diversity, and grammar. Suriyati (2010). It demonstrates that the simulation technique may be one of the most effective techniques for teaching speaking to Improving students' speaking ability because it creates contextual situations for authentic models in group activities that advance students' social and personal growth. It promotes critical thinking and creativity, allows children to learn and practice new linguistic and behavioral performance in a setting that is largely

nonthreatening, and can inspire and involve students in the way that is necessary for learning to take place.

It is evident that participation in simulation fosters positive interpersonal interactions and social interactions. Heng, (2019), Speaking worries were more prevalent among first-year students when participating in class, the players must embrace the obligations of their roles and functions in order for the simulation to proceed, and they must act as effectively as they can give the circumstances. Students must interact with others in the simulation in order to accomplish their role obligations.

3) Technique

Lengkoan (2022), the use of technique when learning English is effective. When the words were spoken properly, it helped with listening performance to understand the words. Any of the numerous exercises, assignments, or activities that were utilized in language classrooms to achieve lesson objectives.

b. Guidelines for Successful Reporter Simulation Technique

A simulation must either establish a new world or be grounded in reality in order to succeed. It should ideally be pertinent to the lives and interests of the students in charge, with the teacher discreetly overseeing the activities. According to Mona (2022), the test group of students found that adopting the simulation technique helped them improve their speaking abilities and speaking micro-skills in terms of body language,

fluency, pronunciation, intonation, grammar, and vocabulary utilization. Students also developed the motivation to speak up on their own. Due to the fact that they were interacting as equals with a small group of their peers rather than giving a presentation to the teacher and the class as a whole, this element of simulation promotes students' autonomy and motivation while lowering their anxiety levels.

According to Rao (2019), the classroom is the best setting for learning how to communicate effectively, particularly especially in speaking. The classroom can be modified to imitate the setting where the exercise is supposed to be taking place, for example, if the simulation is supposed to take place in an office. This was Improving realism, especially for longer-term simulations. Although this ideal is not always feasible, there were alternative approaches to alter the learning environment so that it resembles the simulation, for example:

(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 remove and replaced by more appropriate work-related material;

c. The Implementation of Reporter Technique

Reporter Simulation Technique is a technique used to improve one's speaking performance. Here were the steps you can take to use this technique:

1) Researcher show several pictures that students want to use.

2) Students choose one of the pictures that have been provided by the researcher according to their respective interests.

3) After students choose a picture, then students was understand and learn in advance about the image they have chosen in detail.

4) If students have studied the pictures they want to convey, students was practice speaking with the reporter simulation technique about the pictures they want to convey before appearing.

5) Furthermore, if the students have practiced, the researcher calls the students to practice the reporter simulation like a real reporter according to the picture they use.

Evaluate your performance after the simulation is complete. Review your answers and look for ways to improve your Speaking Performance.

C. Conceptual Framework

Speaking Performance

Reporter Simulation Technique

CLASSROOM ACTION RESEARCH (CAR)

Planning → Action

Cycle 1

Reflection ← Observation

Planning → Action

Cycle II

Reflection ← Observation

IMPROVING STUDENTS' SPEAKING PERFOMANCE

Fluency   Vocabulary
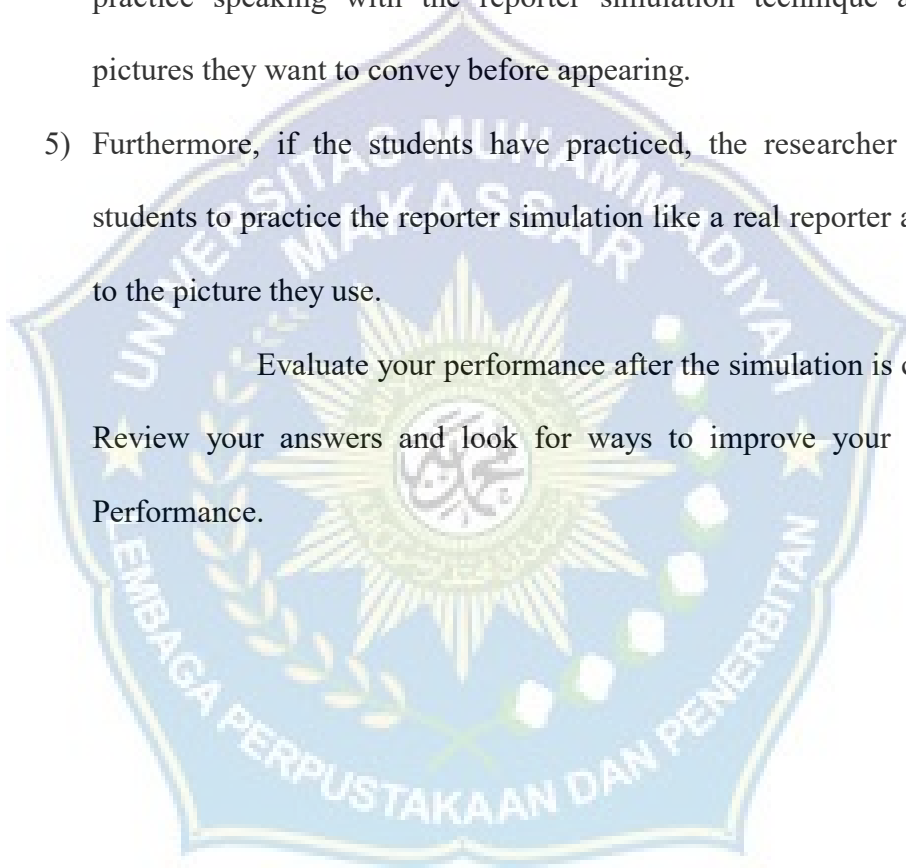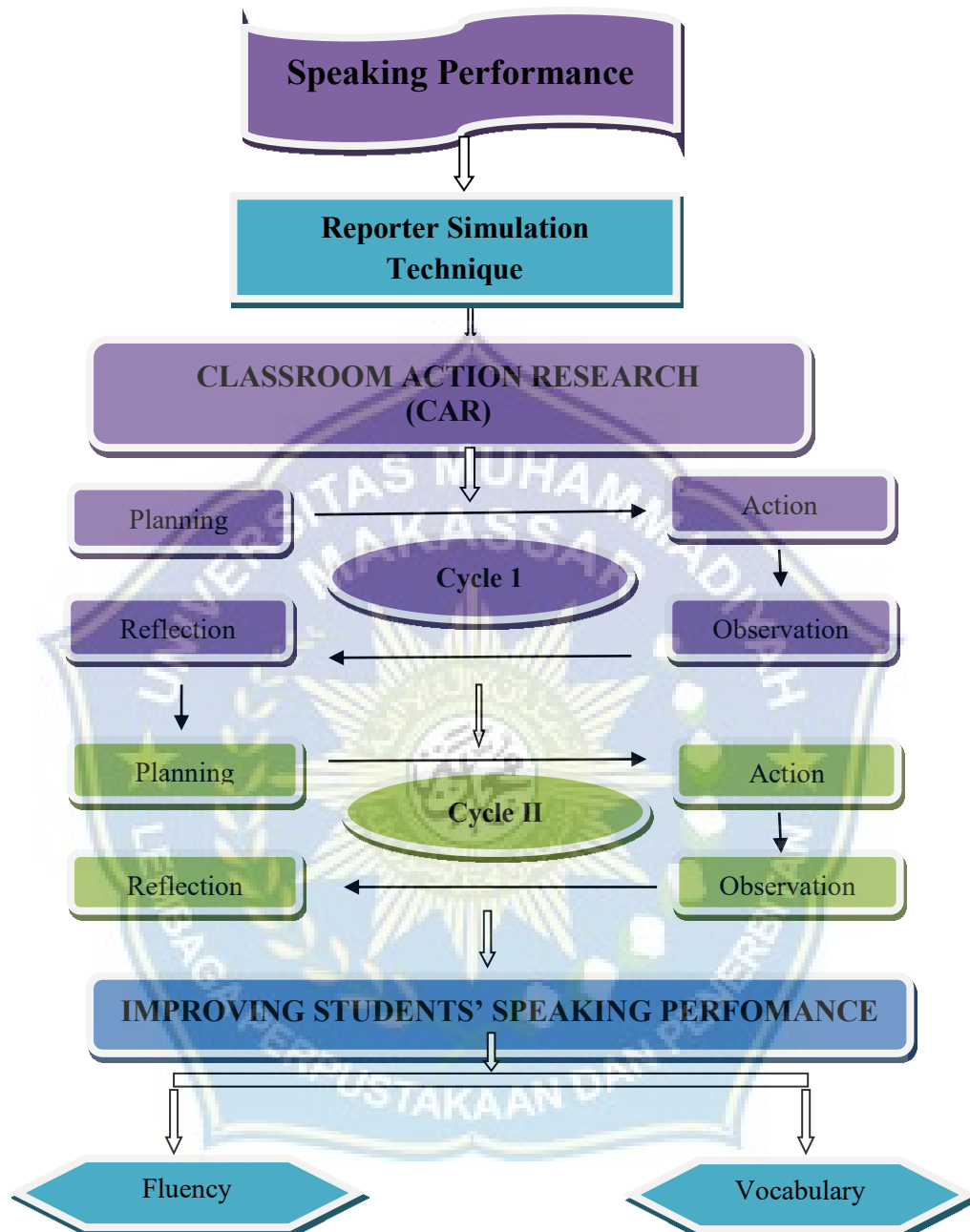
Table 2.1 Conceptual Framework

The conceptual framework presented above outlines the investigation technique for improving students' speaking performance using the Reporter simulation technique. Planning, Action, Observation, and Reflection were the four

stages of the Classroom Action Research technique employed in this study. Two cycles of this research was conducted. Specifically, the first and second cycles, each of which consists of a number of closely related activities. Whilst the second cycle's implementation was carried over from the first cycle and improve upon in order to raise student speaking Fluency with a concentration on vocabulary.

CHAPTER III

RESEARCH TECHNIQUE

This chapter deals with research design, the variables and indicators, time and subject of the research, research instrument, the procedure of collection data, technique of data analysis.

A. Research Design

The technique use in this research is classroom action research (CAR) it has stages those were: planning, Action, Observation, reflection. In this study, two cycles was carried out. namely the first and second cycles. in each cycle is a series of activities that were closely related. where every second cycle is continued and improved from the first cycle

Table 2.2
Sequences of Acting-Reflecting Cycles
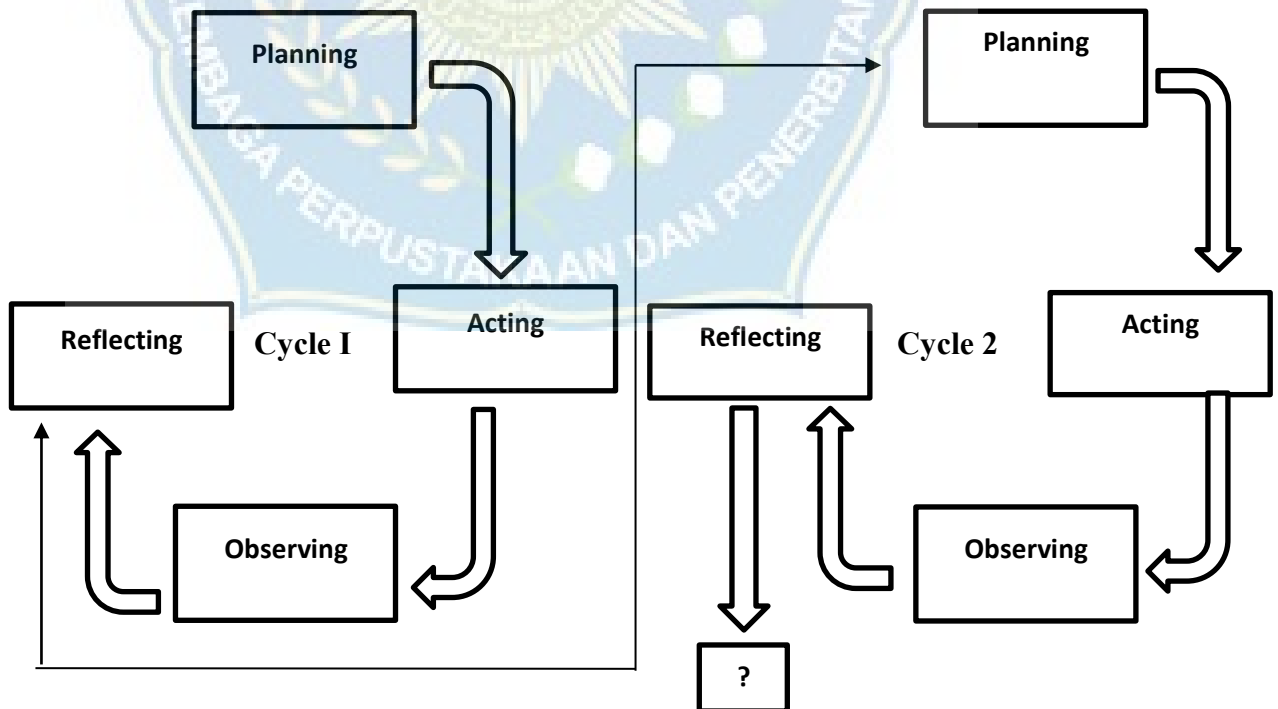
(Arikunto in Suyadi, 2010:50)
(Adapted)

The Cycle of Classroom Action Research was implemented in this present research were:

1. **Cycle**

a. **Planning**

The researcher provides an explanation of the what, why, where, who, and how the action was taken prior to beginning the research. During this stage, four steps was used. They were:

1. recognizing the issue and determining a solution.

2. putting together the lesson plan and delivery strategy.

3. preparing the source of learning;

4. preparing instructions for observation and assessment

b. **Acting**

Every cycle's second step is action. The following steps were used by the researcher to carry out the plan:

1. The researcher makes an effort to place the students in rows or groups in the front of the class, facing one another.

2. The student speakers were allowed to speak in front of the class in English on the speaker's platform.

3. Before presenting, the teacher given the pupils the opportunity to prepare everything they might need for the topic; and

4. You can also allow them to develop "opinion," you were let a group spokesperson give the "opinion" once the group leader has divided the students into the various groups in accordance with the various themes.

c. **Observing**

Either a living thing engages in the process of observation, which involves learning about the outside world through the senses, or data is recorded using scientific tools. According to Purba, et al book's Classroom Action Research (2021), observation generally tries to gather information that can be used to address a variety of problems that may develop. The phrase can also be used to describe any information gathered for this action. Based on the observations, the researcher determines if anything has to be improved right away in order for action to accomplish the goals of the researcher. The researcher keeps an eye on them during each activity.

d. **Reflecting**

Deep reflection on education is defined by thinking via comprehension and acquisition of knowledge (Aronson, 2011). The researcher was take a final step and reflect. The researcher was make an effort to reconsider what they have done. It is also important to understand if the educational system of the kids is impacted. The researcher can learn more about the action they have taken by reflecting on its strengths and weaknesses.

Following a comparison of the pre- and post-test score distributions, the researcher reviews and considers the views and teacher performance, whether it is good or bad. The researches techniques were as follows:

1. Choosing the research issue that interested you is step one.

2. Then do active learning, delivering a pre-test to gauge students' speaking Performance.

3. deciding on the treatment's materials.

4. Using the technique to improve teaching and learning.

5. performing a post-test to examine the outcome of the action research and an assessment for the teacher.

6. examining each data point.

7. Considering the entire cycle. The student's speaking performance at the Eleventh Graders SMA Negeri 1 GOWA is the subject of this study.

B. The Variables and Indicators

1. Research Variables

This research use two variable this were dependent variable and independent variable:

a. The dependent variable is the students' improvement in speaking performance in terms of speaking Fluency and vocabulary.

b. The independent variable is reporter simulation technique use by the research in teaching speaking at the eleventh graders at SMAN 1 Gowa.

2. Indicators

The indicators of this research were:

a. The indicator of the students' is Fluency

b. The indicator of the students' is vocabulary

C. Population and Sample

The population of this research is students' Class XI of SMAN 1 Gowa. In Class XI there were eleven classes where the total number of students from the eleven classes is 395 students. The researcher was used the purposive sampling technique to select the classes that would be used as sample in the research. from the eleven classes the researcher use class XI IPA 4 which has 36 students. The purpose of the researcher using class XI IPA 4 is that the researcher wants to Improving the fluency in terms of smoothness in speaking and accuracy in terms of Vocabulary of students in class because previously the researcher made observations by looking at the learning process activities at school. and after the researcher interviewed one of the teachers about what difficulties the students face when learning English. then the teacher said that there was one class whose vocabulary and fluency in terms of smoothness in speaking English were so low that it became an obstacle for the teacher when teaching English. And also, the teacher said that their class scores were low compared to other classes so the researcher wanted to improve students' speaking performance by using reporter simulation techniques in class XI SMA Negri 1 Gowa.

D. Research Instrument

In this research the researcher was used one kind of instrument namely speaking test. Speaking test consist of described. the researcher was given pictures and students was described the pictures. tests was given

to students on the last item of each cycle to measure student achievement in Fluency in terms of smoothness and accuracy in terms of vocabulary.

E. The Procedure of Collection Data

In this study, the researcher use a diagnostic test to provide information to students regarding the reporter simulation technique. The resistance that was carried out was:

1. Preparation phase

   At this stage, the researcher was make a schedule for the implementation of learning that was carried out in schools, especially in class XI IPA 2 SMAN 1 Gowa and prepared learning tools. Next, the researcher was prepared simple questions, namely:

   a. Do you breakfast this morning?

   b. Can you introduce yourself?

   c. What do you do before going to School?

2. Implementation

   At this stage, the researcher was given questions to students one by one according to the questions that have been prepared.

3. Follow-Up

   At this stage, the researcher was given a score to the questions that have been given to students to measure speaking ability. Where, researcher was looked at two aspects of achievement, namely fluency in terms of smoothness and accuracy in terms of Vocabulary.

Table 2.3 The assessment of Vocabulary

Classifications	Score	Criteria
Excellent	100	They were excellent of improved using vocabulary.
Very good	80	They speak effectively and were very good of using vocabulary.
Good	60	They speak effectively and use good vocabulary.
Fairly Good	50	They speak sometimes hastily but with fairly good vocabulary.
Fair	40	They speak sometimes hastily, fair in vocabulary.
Poor	30	They speak hastily, and more sentences were not appropriate in vocabulary.
Very Poor	20	They speak very hastily, and more sentences were not appropriate using vocabulary and little or no communication.

(Harmer cited in Sugiarti, 2014)

(Adapted By)

Table 2. 4 The assessment of speaking fluency involves smoothness

Classifications	Score	Criteria
Excellent	100	They speak effectively and were excellent of using fluency
Very Good	80	They speak effectively and were very good of

		using fluency
Good	60	They speak effectively and were good of using fluency
Fairly Good	50	They speak sometimes hastily, but fairly well.
Fair	40	They speak sometimes hastily, fairly smoothly.
Poor	30	They speak hastily, and more sentences were not appropriate in smoothness.
Very Poor	20	They speak very hastily, and more sentences were not appropriate using smoothness and little or no communication.

(Harmer cited in Sugiarti, 2014)

(Adapted By)

F. Technique of Analysis Data

To analyze the data in the classroom action research was done by quantitative. Analyzing the data quantitative was used to decide the improvement of students' learning achievement with the following formulas:

1. To calculate the students' test, the researcher used the following formula

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

Where: $\overline{X}$ = Mean score

$\sum X$ = Sum of all score

N = the number of students (Gay, 1981: 298).

2. To classify the students' score, there were seven classifications which were used as followed:

No	Rate of Score	Categories
1	85-100	Excellent
2	65-80	Very good
3	55-60	Good

4	45-50	Fairly good
5	35-40	Fair
6	25-30	Poor
7	0-20	Very poor

(Depdikbud, 1985:6).

3. Calculating the percentage of the students' score

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

Notation:

P= Rate Percentage

F= Frequency of the correct answer

N= the total number of the students (Sudjana, 1999: 55).

4. To know The Improvement of the of the students through the following formula:

$$\text{Improvement (\%) } P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Where:

P: Percentage of the students' improvement

X_1: Nilai Sebelum

X_2: Nilai Sesudah

(Gay in Bau Edar, 2011:38)

5. To know The Improvement of Speaking Performance through the following formula:

$$\text{Improvement (\%) } P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Where:

P: Percentage of the students' improvement

X_1: Nilai Sebelum

X_2: Nilai Sesudah

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, researcher was discuss the results of research related to the actions that have been taken.

A. FINDINGS

At this section, the researcher was describe the data results based on the problem formulation in researcher. And the results of analyzing this data show that there is an improvement in students' speaking performance in that students' speaking fluency and vocabulary improve in the learning process through the Simulation Reporter technique for eleventh grade students' at SMA Negeri 1 GOWA.

The Improvement for students can be explained in the following section:

1. The Improvement of Students' Speaking Fluency by Using Reporter Simulation Technique

The improvement in students' speaking fluency or not, can be seen at the average value of the D-Test, Cycle I, Cycle II indicators. To improve student fluency in learning can be seen in the following table.

Table 2.5 Students' Mean Score and Improvement in Speaking Fluency

Indicator	Mean Score			Improvement		
	D-Test	Cycle I	Cycle II	DT-CI	CI-CII	DT-C2
Fluency	29.4	48.1	77.7	63.60 %	61.33	163.94 %

The table above shows that there was an Improving in students' speaking Fluency from the D-Test to Cycle I and Cycle II. In the D-Test, students had a Mean Score of 29.4, but after applying the reporter simulation technique in cycle I, the average student speaking performance score was 48.1. Therefore, the Improvement in students' speaking fluency obtained from the D-test to Cycle I is 63.60%. Meanwhile, after carrying out cycle I, the researcher re-applied the Reporter Simulation in Cycle II so that the students' Mean Score was higher at 77.7. The Improve obtained by students from Cycle I to Cycle II was 61.33%. Therefore, we can conclude that the Improve that students received from D-Test to Cycle II was 163.94%. and this can prove that the use of Reporter Simulation Techniques in class XI at Sman 1 Gowa is very effective in improving Speaking Fluency.

2. **The Improvement of Students' Speaking Vocabulary by Using Reporter Simulation Technique**

The Application of reporter simulation learning techniques to improve students' speaking performance related to vocabulary. Each indicator has its own value and the number of students is divided so that it can produce a Mean Score in the D-Test, Cycle I and Cycle II. We can see the improvement in student accuracy clearly in the explanation below.

Table 2.6 Students' Mean Score and Improvement in Speaking Vocabulary

Indicator	Mean Score			Improvement		
	D-Test	Cycle I	Cycle II	DT-CI	CI-CII	DT-C2
h Vocabulary e	28.9	49.2	76.7	72.03%	55.89%	168.18%

Table above shows that there has been an improve in students' vocabulary. where in the D-Test, the students' Mean Score when speaking was 28.9. And when carrying out reporter simulation techniques at the Cycle I stage, the average student score was 49.2. therefore, the Improve received by students from D-Test to Cycle I was 72.03%. And the researcher repeated the simulation technique in cycle II and it was seen that there was a high improvement, namely 76.7. The Improve received by students from Cycle I to Cycle II was 55.89%. Therefore7, the Improve experienced by students from D-Test to Cycle II was 168.18%. This proves that the use of Reporter Simulation Techniques in class XI IPA 4 is very effective in improving students' Speaking Vocabulary at Sman 1 Gowa.

3. The Improvement of Students' Speaking Performance

The table below will show students' improvement in their speaking performance. Let's look at the table below as follows.

Table 2.7 The Improvement of Students' Speaking Performance

INDICATORS	MEAN SCORE			IMPROVEMENT		
	DT	CI	C2	DT-CI	C1-C2	DT-C2
SPEAKING PERFORMANCE	28.15	48.65	77.2	67,81%	58.61%	166.06%

Table 2.7 explains that in the D-Test the Mean Score obtained by students before applying the reporter simulation technique was 28.15. on Cycle I, after carrying out the reporter simulation technique the Mean Score obtained by the students was 48.6. However, according to the researcher, the score obtained in Cycle I did not meet the standard value of the previous English lesson, so the researcher continued the reporter simulation technique to Cycle II and the score obtained was 77.2 in Speaking Performance. Furthermore, the Improvement in scores obtained by students in speaking performance from the D-test to Cycle I was 67.81%. Continuing from cycle I to cycle II, the Improvement obtained in speaking performance was 58.61%. So, from the D-test to Cycle II the Improvement in students' speaking performance obtained was 166.06%. Therefore, this proves that the reporter simulation technique is very effective in improving the speaking performance of students in science class 4 at SMAN 1 Gowa.

4. The Percentage of the Students' Speaking Fluency

The following table shows the percentage of students' accuracy in learning fluency in the D-test in Cycle I and Cycle II in carrying out Reporter simulation techniques at SMA Negeri 1 Gowa

Table 2.8 The Percentage of Students' Speaking Fluency

No	Classification	Score	Non-RST D-Test F	Non-RST D-Test %	The Application of RST Cycle I F	The Application of RST Cycle I %	The Application of RST Cycle II F	The Application of RST Cycle II %
1	Excellent	85-100	0	0	0	0	6	16.7%
2	Very good	65-80	0	0	5	13.9	30	83.3%
3	Good	55-60	0	0	4	11.1	0	0
4	Fairly good	45-50	6	16.7%	15	41.7%	0	0
5	Fair	35-40	3	8.3%	5	13.9%	0	0
6	Poor	25-30	16	44.4%	7	19.4%	0	0
7	Very poor	0-20	11	30.6%	0	0	0	0
	Total		36	100%	36	100%	36	100%

e table above shows the percentage of students' in speaking fluency on the D-Test, showing that there were 6 students who got were fairly good (16.7%), there were 3 students who got Fair (8.3%), there were 16 students who got poor (44.4%) and they were very poor 11 Students (30.6%).

In Action in cycle I, there was 5 students' (13.9%) who got a Very Good score, there was 4 (11.1%) students who got a good score, 15 (41.7%) got a fairly good score, 5 students (13.9%) got a Fair score, and 7 (19.4) students got very poor. Then in cycle II, there was 6 students (16.7%) who got an Excellent score, 30 students (83.3%) who got a very good score, and not a single student got another classification score. From the results of the presentation in the table above, it can be proven that the use of Reporter Simulation Technique in class XI IPA 4 at Sman 1 Gowa is very effective in increasing students' speaking fluency.

6. The Percentage of the Students' Speaking Vocabulary

The application of reporter simulation techniques in improving students' vocabulary can be seen in the D-Test, Cycle I and Cycle II. The explanation is in the table below:

Table 2.9 The Percentage of Students' Speaking Vocabulary

No	Classification	Score	Non-RST		The Application of RST			
			D-Test		Cycle I		Cycle II	
			F	%	F	%	F	%
1	Excellent	85-100	0	0	0	0	6	16.7%
2	Very good	65-80	0	0	5	13.9%	30	83.3%
3	Good	55-60	0	0	5	11.1%	0	0
4	Fairly good	45-50	6	16.7%	16	41.7%	0	0
5	Fair	35-40	4	11.1%	4	13.9%	0	0
6	Poor	25-30	15	41.7%	6	19.4%	0	0
7	Very poor	0-20	11	30.5%	0	0	0	0
	Total		36	100%	36	100%	36	100%

Table 2.9 shows the results of the percentage of students' speaking scores on vocabulary in the D-Test, namely that there were 6 students (16.7%) who got a Fairly Good, 4 students who got a Fair (11.1%), 15 students who got a Poor score (41.7%). 11 students got very poor (30.5%).

After carrying out the reporter action simulation technique in cycle I, there was 5 (13.9%) students who got very good, there were 5 students who got good (11.1%), there were 16 (41.7%) students who got quite fairly good, there were 4 (13.9%) students who got fair, and there were 6 (19.4%) students who got a poor score. then in cycle II, there were 6 (16.7%) students who got extraordinary scores and 30 (83.3%) students

who got very good scores in vocabulary in speaking and not a single student who got other classification scores. From the results of the presentation in the table above, it can be proven that the use of Reporter Simulation Technique in class XI IPA 4 at Sman 1 Gowa is very effective in increasing students' speaking fluency.

B. Discussion

At this stage, the results of the techniques were in improving students' speaking performance in fluency and vocabulary were discussed, the presentation of students' scores in fluency and vocabulary using a technical reporter simulation at SMA Negeri 1 Gowa. The explanation is bellow:

1. Fluency in-terms of Smoothness

Speaking fluency is very important in speaking performance. This is said because if someone is not fluent in speaking English, their speaking performance will definitely not be good. Like in class XI Science 4 at Sman 1 Gowa. When the researcher conducted the D-test, the researcher saw that many students did not speak fluently, which became an obstacle in the learning process. This was also conveyed by Chau because speaking fluency is an important thing to master in speaking performance.

In Cycle I stage, researcher began to apply the Reporter Simulation Technique. researcher see that the application of this technique makes students interested in learning English. This happens because a good classroom influences students' interest in learning and this is due to the application of reporter simulation techniques. This was also conveyed by

Rao that the classroom can be modified as best as possible by the teacher to create a good classroom.

Initially, when applying the Reporter simulation technique in cycle I, the teacher quietly only paid attention to the learning process. This is done to see whether students are interested in this learning technique or not. In cycle I, students have begun to get used to the learning techniques according to what Mona said. However, it turns out that there are still many students who do not understand this simulation reporter technique. Therefore, the researcher continued the second cycle of research to prove that the reporter simulation technique was used effectively.

In Cycle II, students began to feel how important it was for a teacher to have good techniques to use in the learning process, such as the Reporter simulation technique. and this was also said by Suriyanti that the Reporter Simulation Technique is a good learning technique to use to improve students' speaking performance. This is proven by students being more active in the learning process, more confident, and their speaking fluency has improved compared to the previous D-test and Cycle I. In cycle II, researcher also saw that students were very enthusiastic in learning so that the learning process became more active and less boring.

Therefore, the Reporter Simulation learning technique can help teachers improve speaking fluency and is very effective in improving students' speaking performance in the learning process. This is also in accordance with what Ruhanda said that her research was successful using

Simulation reporters because the students became more active and more interested in learning so that their speaking performance Improved.

2. Accuracy in-terms of Vocabulary

In Speaking Performance, the most important thing a student must have been vocabulary. Vocabulary is very important in speaking because if someone lacks vocabulary, students will not speak in front of many people. This was also conveyed by Berne. such as in class

In cycle I, researcher began to give students simulation reporter techniques in the learning process. The researcher saw that in cycle I, many students still did not understand the techniques they were using so that learning was not effective and the researcher had to continue this reporter technique into Cycle II.

In cycle II, researcher began to see an increase in students' speaking vocabulary. We can see that when they apply reporter simulation, students start to be active in speaking so that they have a lot of new vocabulary. This also happens because if the teacher given pictures to describe, students start looking for new vocabulary so they can get, remember and listen to lots of new vocabulary. This was also conveyed by Dalimunthe, that hearing and looking for new vocabulary can add new vocabulary to students.

In the learning process using the Reporter Simulation Technique, students are more active in speaking, enthusiastic and confident, especially students' vocabulary increases. As stated by Mona, students also develop the motivation to speak for themselves so that they acquire new

vocabulary, whether they get it from their teacher or friends or a dictionary. This proves that the use of the Reporter Simulation Technique is very effective in class XI IPA 4 at Sman 1 Gowa.

3. Speaking Performance

The importance of speaking performance in learning English makes students more active and more confident in communicating in front of the class. Speaking performance was initially considered unimportant by students, but as learning was carried out from cycle I to Cycle II students became more aware that speaking performance was very important to improve one's quality in speaking. This was also conveyed by Burns that speaking performance is very much needed in communication both formally and informally to improve good speaking performance.

To teach students to speak using Reporter simulation techniques in front of their friends, students must understand the nature or content related to the images they are describing. this was also said by Jack that Speaking performance abilities make students produce good communication in explaining their pictures. They also practice before performing speaking in front of their classmates so that students become more confident when speaking.

When students have not applied the reporter simulation technique, they are not very confident in what they are saying. But as the meetings are held, when applying this technique, students become more trained in building good speaking performance because they perform with friends one by one by forming speaking performances so this is very helpful in improving students' speaking performance.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the research findings and explanations from the previous section, the researcher can conclude as follows:

1. The Improvement of students' Speaking Fluency from D-Test to Cycle I, Cycle I to Cycle II. In the D-Test the Mean Score obtained for students' speaking fluency was 29.4. from D-Test to Cycle I the average value of improvement obtained by students was 48.1 so that the improvement obtained by students from D-Test to Cycle I was 63.60%. in cycle I to cycle II the Improving in the Mean Score obtained by students in speaking fluency was 77.6 so that the Improving obtained by students in speaking fluency was 61.33% at SMA Negeri 1 Gowa.

2. The improvement student' learning speaking in vocabulary from D-Test, Cycle I and Cycle II. On the D-Test the student's score was 28.6 and that is considered very low. Furthermore, from the D-Test to cycle I the improvement in students' Speaking Performance in the vocabulary obtained inthe D-Test to cycle I was 72.03%. then in Cycle I to Cycle II the improvement value obtained by students was 76.7 so that the Improving from cycle I to cycle II obtained by students was 55.89% at SMA Negeri 1 Gowa.

41

3. The Improvement in students' speaking performance before using the reporter simulation technique in the D-test session was 28.15. and when the reporter simulation technique was carried out in cycle I the students' Mean Score was 48.6. Next, in cycle I, the student's score did not reach the standard score. The researcher carried out the reporter simulation again in cycle II and obtained a score of 77.2. Furthermore, the Improvement in student scores from D-test to cycle I was 67.81% in speaking performance. From cycle I to cycle II the Improvement obtained by students was 58.61%. the Improvement obtained from the D-test to cycle II was 166.6%. this proves that the reporter simulation technique is very effective in use in class XI IPA 4 at SMAN 1 Gowa.

B. SUGGESTION

At this stage, the researcher was provided suggestions to further researcher or English teachers at school. The suggestions that researcher want to give were:

1. For English Teacher

English teachers in schools were advised to use good techniques or strategies with students so that students can learn actively and students were more communicative in speaking. This is really emphasized because the techniques that teachers use for learning were very important to arouse students' enthusiasm for learning, especially in the current era where students tend to use advanced technology, so if teachers don't choose good techniques, it wasmake students feel bored with learning

2. For The Students'

For students, researcher hope that they were more active in studying and be serious about preparing for the future. And also, to improve the quality of state education, especially in the field of English.

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APPENDIX 1

LESSON PLANS

LESSON PLANS 1

A. Identitas Sekolah

Sekolah   : SMAN 1 GOWA
Matapelajaran   : Bahasa Inggris
Kelas/Semester   : XI/2
Materi Pokok   : Teks deskriptif lisan dan tulis sederhana, tentang tempat wisata
Alokasi Waktu   : 2 x 45 menit

B. Kompetensi Inti (KI)

- Menghargai dan menghayati ajaran agama yang dianutnya
- Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual,dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

C. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberikan dan meminta informasi terkait tempat wisata dan tempat bersejarah terkenal, pendek dan sederhana sesuai dengan konteks penggunaannya.	3.8.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif terkait tempat wisata dan tempat bersejarah terkenal. 3.8.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif terkait tempat wisata dan tempat bersejarah terkenal.
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial,	4.4.1 Menjawab beberapa pertanyaan secara lisan terkait teks yang dibaca

struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, terkait tempat wisata dan tempat bersejarah terkenal	tentang tempat wisata dan tempat bersejarah terkenal.
4.4.2 Menyusun teks deskrptif lisan dan tulis, terkait tempat wisata dan tempat bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.8.2 Membuat teks deskriptif tulis terkait tempat wisata dan tempat bersejarah terkenal.

D. Tujuan Pembelajaran

Melalui Pembelajaran Berbasis Teks, peserta didik terampil mengidentifikasi dan membedakan fungsi sosial, struktur teks dan unsur kebahasaan, serta mampu menjawab pertanyaan terkait dan menyusun teks deskriptif tentang tempat wisata dan tempat bersejarah terkenal.

E. Materi Pembelajaran

- **Fungsi Sosial**

  Membanggakan, menjual mengenalkan, mengidentifikasi mengkritik, dsb.

- **Struktur Teks**

  a. Identification, berisi peryataan umum mengenai subyek yang dibicarakan/dibahas.
  b. Description, Sifat (ukuran, warna, jumlah, bentuk, dsb) dan fungsi (mamfaat, tindakan, kebiasaan)

- **Unsur Kebahasaan**

  a. Kosa kata dan istilah terkait dengan tempat wisata dan tempat bersejarah terkenal.
  b. Adverbia terkait sifat seperti quite, very, extremly, dst.
  c. Kalimat deklaratif dan introgatif dalam tense yang benar
  d. Nomina singular dan plural secara tepat dengan atau tanpa a, the, this, those, my, their, dsb. e. Ucapan, tekanan kata, intonasi, ejaan, dan tanda baca.

Cara menulis teks deskriptif:

1) Menentukan topik teks deskrptif yang akan dibuat.
2) Mengumpulkan data tarkait topik teks deskrptif.
3) Membuat outline descriptive text.
4) Menyusun outline descriptive text yang dibuat.

Contoh teks descriptive

Losari Beach

Just like Kuta beach in Bali that become an icon, in south Sulawesi they have Losari beach that becomes an icon of Makassar city. It used to title as the beach with longest desk in Indonesia, probably the world. It happened because there were many food stalls were line up along the beach shore. But now, those eatery places had been relocated into nearby place, not far from Losari beach. This step was taken by the local government so the beach wasstay comfortable and clean.

We can see uniqueness and specialty from Losari beach, which is tourist who come to visit, was able to see sunrise and sunset. While waiting for it, they can try various fresh sea foods. Some sea food you can taste here were lobster, calamari, stingray fish, and with affordable price. Beside sea food, tourist can also try many Makassar traditional foods, such as palu butung, pisang epek, konro soup, coto Makassar, and many more. You can also use internet facility that available here while eating and waiting for the sunset.

Losari beach is located in the heart of Makasar city, South Sulawesi, precisely in Penghibur Street. The street is in the west side of Makasar city.

If you come from Soekarno-Hatta Makassar harbor, it just needs 15 minutes by personal/public transportation. But if you're coming from Hasanuddin

airport, it wastake 45 minutes. Furthermore, you don't need to pay any ticket to enter Losari beach

F. Pendekataan / Motede Pembelajaran
- **Metode Pendekatan : Saintifik**
- **Tekhnik   : Reporter Simulation Technique**

G. Media / alat, Bahan danSumber Belajar
Media   : worksheet
Alat   : papan tulis dan spidol
Sumber Pembelajaran : Buku Bahasa Inggris kelas XI dan Internet

H. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.	
Guru menanyakan pengalaman siswa dalam berbahasa Inggris (social chat)	
Guru menjelaskan tujuan Pembelajaran atau kompetensi yang akan dicapai;	
Guru menjelaskan tujuan Pembelajaran atau kompetensi yang akan dicapai	
Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam Pembelajaran.	
Kegiatan Inti (60 Menit)	
Kegiatan Literasi	Guru membagikan daftar ungkapan bahasa Inggris ke siswa dan membimbing mereka bagaimana cara mengucapkan ungkapan-ungkapan itu dengan baik.
Collaboration	• Guru memperlihatkan beberapa gambar yang ingin di gunakan oleh siswa.
Communication	• Siswa memilih salah satu gambar yang ingin mereka gunakan sesuai dengan ketertarikan mereka • Setelah siswa memilih gambar, siswa harus memahami dan mempelajari tenttang gambar yang ingin merreka gunakan secara detail.
Critical Thinking	• Jika guru telah mempelajari gambar yang ingin mereka gunakan, selanjutnya siiswa bberlatih berbicaa dengan technique reporter simulation tenttang gambar yang ingin mereka gunakan sebelum tampil.
Creativity	Setelah itu, jika siswa sudah berlatih, guru memanggil siswa satu per-satu untuk memperaktekkan technique reporter simulation seperti reporter sesungguhnya sesuai dengan gambar yang mereka gunakan.
Kegiatan Penutup (20Menit)	

Guru merefleksi materi yang telah diberikan.
Guru menyampaikan gambaran singkat sehubungan dengan meteri selanjutnya.
Guru berterimakasih kepada siswa-siswa atas perhatiannya dan mengucapkansalam perpisahan.

LESSON PLANS 2

A. Identitas Sekolah

Sekolah   : SMAN 1 GOWA
Matapelajaran   : Bahasa Inggris
Kelas/Semester   : XI/2
Materi Pokok   : Teks deskriptif lisan dan tulis sederhana, tentang tempat
                   wisata
Alokasi Waktu   : 2 x 45 menit

B. Kompetensi Inti (KI)

- Menghargai dan menghayati ajaran agama yang dianutnya
- Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual,dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

C. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
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4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, terkait tempat wisata dan tempat bersejarah terkenal	4.4.1 Menjawab beberapa pertanyaan secara lisan terkait teks yang dibaca tentang tempat wisata dan tempat bersejarah terkenal.

4.4.2 Menyusun teks deskrptif lisan dan tulis, terkait tempat wisata dan tempat bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.8.2 Membuat teks deskriptif tulis terkait tempat wisata dan tempat bersejarah terkenal.

D. Tujuan Pembelajaran

Melalui Pembelajaran Berbasis Teks, peserta didik terampil mengidentifikasi dan membedakan fungsi sosial, struktur teks dan unsur kebahasaan, serta mampu menjawab pertanyaan terkait dan menyusun teks deskriptif tentang tempat wisata dan tempat bersejarah terkenal.

E. Materi Pembelajaran

- **Fungsi Sosial**
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  a. Identification, berisi peryataan umum mengenai subyek yang dibicarakan/dibahas.
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- **Unsur Kebahasaan**

  a. Kosa kata dan istilah terkait dengan tempat wisata dan tempat bersejarah terkenal.
  b. Adverbia terkait sifat seperti quite, very, extremly, dst.
  c. Kalimat deklaratif dan introgatif dalam tense yang benar
  d. Nomina singular dan plural secara tepat dengan atau tanpa a, the, this, those, my, their, dsb. e. Ucapan, tekanan kata, intonasi, ejaan, dan tanda baca.

Cara menulis teks deskriptif:

1) Menentukan topik teks deskrptif yang akan dibuat.
2) Mengumpulkan data tarkait topik teks deskrptif.
3) Membuat outline descriptive text.
4) Menyusun outline descriptive text yang dibuat.

Contoh teks descriptive

Balla Lompoa

Museum Balla Lompoa is a reconstruction of the Palace of Gowa Kingdom, which was established by the King of Gowa the 31th in 1936. The architecture is typical of the Bugis-shaped house; the houses on stilts made of ironwood (Eusideroxylon zwageri).

Built on an werea of one hectwere bounded by a high wall, Balla Lompoa that shaped like a house on stilts was originally a royal palace that been built in 1936 by Mangngi-mangngi Daeng Matutu, King of Gowa XXXI. Balla means "home" and Lompoa means "big". This Balla lompoa that was built based on Makassar architecture is including the world's largest stilt house.

This building is consists of two parts, the main room that measuring 60 x 40 meters in which there were private rooms for the king, storage for historic objects, the cubicle kingdom with an werea of each chamber measuring 6 x 5 meters, and a terrace room (reception room) that measuring 40 x 4.5 meters. The building is equipped with a lot of windows that becomes the hallmark of Bugis house, and it has each window size for about 0.5 x 0.5 meters. This museum is a place where a collection of Gowa heritages been storage.

Balla Lompoa Museum is located at Jalan Sultan Hasanuddin No. 48

Sungguminasa, Somba Opu, Gowa, directly adjacent to the city of Makassar. One of collections from Museum Balla Lompoa Gowa form were diverse types of Badik or Badek, a traditional weapon from Bugis and Makassar. Badik is a Sharp-edged dagger that can be single or has two in length, up to half a meter. Those Badik were often decorated by ornaments on its blade. Other weapons were machetes, spears, and there is also a weapon that became symbols of the kingdom.

Other collections from Museum Balla Lompoa Gowa were ceramics, earthenwwere barrel, trays, candlesticks, kettles, bowl, which is partly made of gold; there is also drink jar and ceramic bowl that been displayed at this place. In addition to red and yellow colors that dominate the color of the fabric, there is also a creamy white color on a pedestal and the ornament curtain. Another collection is VOC pistol, bullets round with a variety of sizes, cannons and flags bearing yellow rooster. Sultan Hasanuddin is a National Hero that being dubbed as a Rooster from the east. The figure rooster emblem is also used in Gowa.

F. Pendekataan / Motede Pembelajaran
- **Metode Pendekatan : Saintifik**
- **Tekhnik   :Reporter Simulation Technique**

G. Media / alat, Bahan danSumber Belajar

Media   : worksheet

Alat   : papan tulis dan spidol

Sumber Pembelajaran : Buku Bahasa Inggris kelas XI dan Internet

H. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.	
Guru menanyakan pengalaman siswa dalam berbahasa Inggris (social chat)	
Guru menjelaskan tujuan Pembelajaran atau kompetensi yang akan dicapai;	
Guru menjelaskan tujuan Pembelajaran atau kompetensi yang akan dicapai	
Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam Pembelajaran.	
Kegiatan Inti (60 Menit)	
Kegiatan Literasi	Guru membagikan daftar ungkapan bahasa Inggris ke siswa dan membimbing mereka bagaimana cara mengucapkan ungkapan-ungkapan itu dengan baik.
Collaboration	• Guru memperlihatkan beberapa gambar yang ingin di gunakan oleh siswa.
Communication	• Siswa memilih salah satu gambar yang ingin mereka gunakan sesuai dengan ketertarikan mereka • Setelah siswa memilih gambar, siswa harus memahami dan mempelajari tenttang gambar yang

	ingin merreka gunakan secara detail.
Critical Thinking	• Jika guru telah mempelajari gambar yang ingin mereka gunakan, selanjutnya siiswa bberlatih berbicaa dengan technique reporter simulation tenttang gambar yang ingin mereka gunakan sebelum tampil.
Creativity	Setelah itu, jika siswa sudah berlatih, guru memanggil siswa satu per-satu untuk memperaktekkan technique reporter simulation seperti reporter sesungguhnya sesuai dengan gambar yang mereka gunakan.
**Kegiatan Penutup (20Menit)**

Guru merefleksi materi yang telah diberikan.

Guru menyampaikan gambaran singkat sehubungan dengan meteri selanjutnya.

Guru berterimakasih kepada siswa-siswa atas perhatiannya dan mengucapkansalam perpisahan.

LESSON PLANS 3

A. Identitas Sekolah

Sekolah   : SMAN 1GOWA
Matapelajaran   : Bahasa Inggris
Kelas/Semester   : XI /2
Materi Pokok   : Teks deskriptif lisan dan tulis sederhana, tentang tempat
                     wisata
Alokasi Waktu   : 2 x 45 menit

B. Kompetensi Inti (KI)

- Menghargai dan menghayati ajaran agama yang dianutnya
- Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual,dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

C. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberikan dan meminta informasi terkait tempat wisata dan tempat bersejarah terkenal, pendek dan sederhana sesuai dengan konteks penggunaannya.	3.8.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif terkait tempat wisata dan tempat bersejarah terkenal. 3.8.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif terkait tempat wisata dan tempat bersejarah terkenal.
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, terkait tempat wisata dan tempat bersejarah terkenal	4.4.1 Menjawab beberapa pertanyaan secara lisan terkait teks yang dibaca tentang tempat wisata dan tempat bersejarah terkenal.

4.4.2 Menyusun teks deskrptif lisan dan tulis, terkait tempat wisata dan tempat bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.8.2 Membuat teks deskriptif tulis terkait tempat wisata dan tempat bersejarah terkenal.

D. Tujuan Pembelajaran

Melalui Pembelajaran Berbasis Teks, peserta didik terampil mengidentifikasi dan membedakan fungsi sosial, struktur teks dan unsur kebahasaan, serta mampu menjawab pertanyaan terkait dan menyusun teks deskriptif tentang tempat wisata dan tempat bersejarah terkenal.

E. Materi Pembelajaran

- **Fungsi Sosial**
  Membanggakan, menjual mengenalkan, mengidentifikasi mengkritik, dsb.
- **Struktur Teks**
  a. Identification, berisi peryataan umum mengenai subyek yang dibicarakan/dibahas.
  b. Description, Sifat (ukuran, warna, jumlah, bentuk, dsb) dan fungsi (mamfaat, tindakan, kebiasaan)

- **Unsur Kebahasaan**

  a. Kosa kata dan istilah terkait dengan tempat wisata dan tempat bersejarah terkenal.
  b. Adverbia terkait sifat seperti quite, very, extremly, dst.
  c. Kalimat deklaratif dan introgatif dalam tense yang benar
  d. Nomina singular dan plural secara tepat dengan atau tanpa a, the, this, those, my, their, dsb. e. Ucapan, tekanan kata, intonasi, ejaan, dan tanda baca.

Cara menulis teks deskriptif:

1) Menentukan topik teks deskrptif yang akan dibuat.
2) Mengumpulkan data tarkait topik teks deskrptif.
3) Membuat outline descriptive text.
4) Menyusun outline descriptive text yang dibuat.

Contoh teks descriptive

Agung Syekh Yusuf Mosque

Since time immemorial, Gowa district has been known as the center for the spread of Islam in Sulawesi Province. According to historical records, the Kingdom of Gowa has made Islam its official religion since 1603. In other words, it has been 409 years since the teachings of Islam began to spread in this werea. With such a long period of time, of course there have been many places of worship for Muslims.

One of them that has been standing for quite a long time is the Sheikh Yusuf Grand Mosque. This mosque is located in front of the Gowa DPRD office, and its name is taken from the name of a very famous cleric and fighter, namely Sheikh Yusuf Tuanta Salamaka. What makes this mosque a religious tourist attraction is because the calligraphy art elements were so beautiful.

At the Sheikh Yusuf Grand Mosque, you can find various calligraphy arts in various styles such as Khat which is covered in beautiful colors and is a complement to the mosque. There is even calligraphy that fills almost the entire mosque, including the top of the mihrab and around the walls of the mosque at the top. This mosque was built to resemble the Al Markaz Al Islami Makassar Mosque, but with a much smaller size.

F. Pendekataan / Motede Pembelajaran
- **Metode Pendekatan : Saintifik**
- **Tekhnik   : Reporter Simulation Technique**

G. Media / alat, Bahan danSumber Belajar

Media   : worksheet
Alat   : papan tulis dan spidol
Sumber Pembelajaran : Buku Bahasa Inggris kelas XI dan Internet

H. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)
Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
Guru menanyakan pengalaman siswa dalam berbahasa Inggris (social chat)
Guru menjelaskan tujuan Pembelajaran atau kompetensi yang akan dicapai;
Guru menjelaskan tujuan Pembelajaran atau kompetensi yang akan dicapai
Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam Pembelajaran.

Kegiatan Inti (60 Menit)	
Kegiatan Literasi	Guru membagikan daftar ungkapan bahasa Inggris ke siswa dan membimbing mereka bagaimana cara mengucapkan ungkapan-ungkapan itu dengan baik.
Collaboration	• Guru memperlihatkan beberapa gambar yang ingin di gunakan oleh siswa.
Communication	• Siswa memilih salah satu gambar yang ingin mereka gunakan sesuai dengan ketertarikan mereka • Setelah siswa memilih gambar, siswa harus memahami dan mempelajari tenttang gambar yang ingin merreka gunakan secara detail.
Critical Thinking	• Jika guru telah mempelajari gambar yang ingin mereka gunakan, selanjutnya siiswa bberlatih berbicaa dengan technique reporter simulation tenttang gambar yang ingin mereka gunakan sebelum tampil.
Creativity	Setelah itu, jika siswa sudah berlatih, guru memanggil siswa satu per-satu untuk memperaktekkan technique reporter simulation seperti reporter sesungguhnya sesuai dengan gambar yang mereka gunakan.

Kegiatan Penutup (20Menit)
Guru merefleksi materi yang telah diberikan.
Guru menyampaikan gambaran singkat sehubungan dengan meteri selanjutnya.
Guru berterimakasih kepada siswa-siswa atas perhatiannya dan mengucapkansalam perpisahan.

INSTRUMENT D-TEST, CYCLE I AND CYCLE II

"Explain what is in the picture and in front of your friends!"

"Explain the picture below in front of your friends!"

Agung Syekh Yusuf Mosque

"Explain the picture below in front of your friends!"
"BALLALOMPOA"

APPENDIX 2
DATA ANALYSIS

Table 3.1 Raw Data Students D-Test Fluency and Vocabulary

NO	NAME	DT	
		FLUENCY	VOCABULARY
1	S1	30	30
2	S2	50	45
3	S3	25	25
4	S4	50	45
5	S5	30	30
6	S6	20	20
7	S7	30	30
8	S8	20	20
9	S9	30	25
10	S10	20	20
11	S11	50	45
12	S12	50	45
13	S13	20	20
14	S14	35	35
15	S15	20	20
16	S16	25	25
17	S17	20	20
18	S18	20	20
19	S19	20	20
20	S20	20	20
21	S21	20	20
22	S22	30	30
23	S23	25	25
24	S24	25	30
25	S25	25	25
26	S26	25	25
27	S27	25	25
28	S28	25	25
29	S29	35	35
30	S30	50	45
31	S31	35	35
32	S32	50	45
33	S33	25	25
34	S34	25	25
35	S35	20	20
36	S36	35	35

Table 3.2 Raw Data Students Cycle I Fluency and Vocabulary

NO	NAME	C1	
		FLUENCY	VOCABULARY
1	S1	50	50
2	S2	55	50
3	S3	65	65
4	S4	75	75
5	S5	50	50
6	S6	50	40
7	S7	30	30
8	S8	30	30
9	S9	55	60
10	S10	30	30
11	S11	70	75
12	S12	50	50
13	S13	30	45
14	S14	70	75
15	S15	40	50
16	S16	40	50
17	S17	30	30
18	S18	50	45
19	S19	50	50
20	S20	55	55
21	S21	50	45
22	S22	60	60
23	S23	40	40
24	S24	50	60
25	S25	40	50
26	S26	50	55
27	S27	50	50
28	S28	45	40
29	S29	50	50
30	S30	75	75
31	S31	50	45
32	S32	50	50
33	S33	40	40
34	S34	30	30
35	S35	30	30
36	S36	45	45

Table 3.3 Raw Data Students Cycle II Fluency and Vocabulary

NO	NAME	C2	
		FLUENCY	VOCABULARY
1	S1	75	70
2	S2	85	85
3	S3	70	70
4	S4	90	90
5	S5	75	80
6	S6	80	75
7	S7	75	70
8	S8	75	75
9	S9	75	80
10	S10	75	70
11	S11	80	80
12	S12	80	80
13	S13	75	75
14	S14	80	80
15	S15	70	70
16	S16	75	75
17	S17	70	70
18	S18	75	75
19	S19	75	70
20	S20	70	70
21	S21	75	70
22	S22	85	80
23	S23	75	75
24	S24	80	80
25	S25	80	75
26	S26	75	75
27	S27	75	75
28	S28	75	75
29	S29	80	80
30	S30	85	85
31	S31	85	85
32	S32	85	85
33	S33	80	80
34	S34	80	75
35	S35	75	70
36	S36	80	85
		2795	2760

Table 3.4 Students Mean Score Fluency

Indicator	Mean Score		
Fluency	D-Test	Cycle I	Cycle II
	29.4	48.1	77.7

Table 3.5 Students Mean Score Vocabulary

Indicator	Mean Score		
Vocabulary	D-Test	Cycle I	Cycle II
	28.9	49.2	76.7

Table 3.6 Table Classification Students In Fluency

NO	NAME	DT	CLASSIFICATION	C1	CLASSIFICATION	C2	CLASSIFICATION
1	S1	30	Poor	50	Fairly Good	75	Very Good
2	S2	50	Fairly Good	55	Good	85	Excellent
3	S3	25	Poor	65	Very Good	70	Very Good
4	S4	50	Fairly Good	75	Very Good	90	Excellent
5	S5	30	Poor	50	Fairly Good	75	Very Good
6	S6	20	Very Poor	50	Fairly Good	80	Very Good
7	S7	30	Poor	30	Poor	75	Very Good
8	S8	20	Very Poor	30	Poor	75	Very Good
9	S9	30	Poor	55	Good	75	Very Good
10	S10	20	Very Poor	30	Poor	75	Very Good
11	S11	50	Fairly Good	70	Very Good	80	Very Good
12	S12	50	Fairly Good	50	Fairly Good	80	Very Good
13	S13	20	Very Poor	30	Poor	75	Very Good
14	S14	35	Fair	70	Very Good	80	Very Good
15	S15	20	Very Poor	40	Fair	70	Very Good
16	S16	25	Poor	40	Fair	75	Very Good
17	S17	20	Very Poor	30	Poor	70	Very Good
18	S18	20	Very Poor	50	Fairly Good	75	Very Good
19	S19	20	Very Poor	50	Fairly Good	75	Very Good
20	S20	20	Very Poor	55	Good	70	Very Good
21	S21	20	Very Poor	50	Fairly Good	75	Very Good
22	S22	30	Poor	60	Good	85	Excellent
23	S23	25	Poor	40	Fair	75	Very Good
24	S24	25	Poor	50	Fairly good	80	Very Good
25	S25	25	Poor	40	Fair	80	Very Good
26	S26	25	Poor	50	Fairly Good	75	Very Good
27	S27	25	Poor	50	Fairly Good	75	Very Good
28	S28	25	Poor	45	Fairly Good	75	Very Good
29	S29	35	Fair	50	Fairly Good	80	Very Good
30	S30	50	Fairly Good	75	Very Good	85	Excellent
31	S31	35	Fair	50	Fairly Good	85	Excellent
32	S32	50	Fairly Good	50	Fairly Good	85	Excellent
33	S33	25	Poor	40	Fair	80	Very Good
34	S34	25	Poor	30	Poor	80	Very Good
35	S35	20	Very Poor	30	Poor	75	Very Good

36	S36	35	Fairly	45	Fairly Good	80	Very Good

Table 3.7 Classification Students in Vocabulary

NO	NAME	DT	CLASSIFICATION	C1	CLASSIFICATION	C2	CLASSIFICATION
1	S1	30	Poor	50	Fairly good	75	Very good
2	S2	50	Fairly good	55	Good	85	Excellent
3	S3	25	Poor	65	Very good	70	Very good
4	S4	50	Fairly good	75	Very good	90	Excellent
5	S5	30	Poor	50	Fairly good	75	Very good
6	S6	20	Very poor	50	Fairly good	80	Very good
7	S7	30	Poor	30	Poor	75	Very good
8	S8	20	Very poor	30	Poor	75	Very good
9	S9	30	Poor	55	Good	75	Very good
10	S10	20	Very poor	30	Poor	75	Very good
11	S11	50	Fairly good	70	Very good	80	Very good
12	S12	50	Fairly good	50	Fairly good	80	Very good
13	S13	20	Poor	30	Poor	75	Very good
14	S14	35	Fair	70	Very good	80	Very good
15	S15	20	Very poor	40	Fair	70	Very good
16	S16	25	Poor	40	Fair	75	Very good
17	S17	20	Very Poor	30	Poor	70	Very good
18	S18	20	Very Poor	50	Fairly good	75	Very good
19	S19	20	Very Poor	50	Fairly good	75	Very good
20	S20	20	Very Poor	55	Good	70	Very good
21	S21	20	Very Poor	50	Fairly good	75	Very good
22	S22	30	Poor	60	Good	85	Excellent
23	S23	25	Poor	40	Fair	75	Very good
24	S24	25	Poor	50	Fairly good	80	Very good
25	S25	25	Poor	40	Fair	80	Very good
26	S26	25	Poor	50	Fairly good	75	Very good
27	S27	25	Poor	50	Fairly good	75	Very good
28	S28	25	Poor	45	Fairly good	75	Very good
29	S29	35	Fair	50	Fairly good	80	Very good
30	S30	50	Fairly good	75	Very good	85	Excellent
31	S31	35	Fair	50	Fairly good	85	Excellent
32	S32	50	Fairly good	50	Fairly good	85	Excellent

33	S33	25	Poor	40	Fair	80	Very good
34	S34	25	Poor	30	Poor	80	Very good
35	S35	20	Very poor	30	Poor	75	Very good

Table 3.8 The Percentage Students In Fluency

No	Classification	Score	Non-RST		The Application of RST			
			D-Test		Cycle I		Cycle II	
			F	%	F	%	F	%
1	Excellent	85-100	0	0	0	0	6	16.7
2	Very good	65-80	0	0	5	13.9	30	83.3
3	Good	55-60	0	0	4	11.1	0	0
4	Fairly good	45-50	6	16.7	15	41.7	0	0
5	Fair	35-40	3	8.3	5	13.9	0	0
6	Poor	25-30	16	44.4	7	19.4	0	0
7	Very poor	0-20	11	30.6	0	0	0	0
	Total		36	100	36	100	36	100

Table 3.9 The Percentage Students In Vocabulary

No	Classification	Score	Non RST		The Application of RST			
			D-Test		Cycle I		Cycle II	
			F	%	F	%	F	%
1	Excellent	85-100	0	0	0	0	6	16.7
2	Very good	65-80	0	0	5	13.9	30	83.3
3	Good	55-60	0	0	5	11.1	0	0
4	Fairly good	45-50	6	16.7	16	41.7	0	0
5	Fair	35-40	4	11.1	4	13.9	0	0
6	Poor	25-30	15	41.7	6	19.4	0	0
7	Very poor	0-20	11	30.5	0	0	0	0
	Total		36	100	36	100	36	100

Table 4.1 The Improvement Vocabulary Students In D-Test To Cycle I

INDICATORS	MEAN SCORE		THE IMPROVEMENT (%)
	D-Test	Cycle I	
VOCABULARY	**28.6**	**49.2**	**72.03%**

Table 4.2 The Improvement Vocabulary Students in Cycle I to Cycle II

INDICATORS	MEAN SCORE		THE IMPROVEMENT (%)
	Cycle I	Cycle II	
VOCABULARY	**49.2**	**76.7**	**55.89 %**

Table 4.3 The Improvement Vocabulary Students in D-Test to Cycle II

INDICATORS	MEAN SCORE		THE IMPROVEMENT (%)
	D-Test	Cycle II	
VOCABULARY	28.6	76.7	168.18%

Table 4.4 The Improvement Fluency Students in D-test to Cycle I

INDICATORS	MEAN SCORE		THE IMPROVEMENT (%)
	D-Test	Cycle I	
FLUENCY	29.4	48.1	63.60%

Table 4.5 The Improvement Fluency Students in Cycle I toCycle II

INDICATORS	MEAN SCORE		THE IMPROVEMENT (%)
	Cycle I	Cycle II	
FLUENCY	48.1	77.6	61.33%

Table 4.6 The Improvement Fluency Students in D-test to Cycle II

INDICATORS	MEAN SCORE		THE IMPROVEMENT (%)
	D-Test	Cycle II	
FLUENCY	29.4	77.6	163.94%

Table 4.7 The improvement of Speaking performance

INDICATORS	MEAN SCORE			IMPROVEMENT		
	DT	C1	C2	DT-C1	C1-C2	DT-C2
FLUENCY	29.4	48.1	77.7	63.60%	61.33%	163.94%
VOCABULARY	28.9	49.2	76.7	72.03%	55.89 %	168.18%
SPEAKING PERFORMANCE	28.15	48.65	77.2	67,81%	58.61%	166.06%
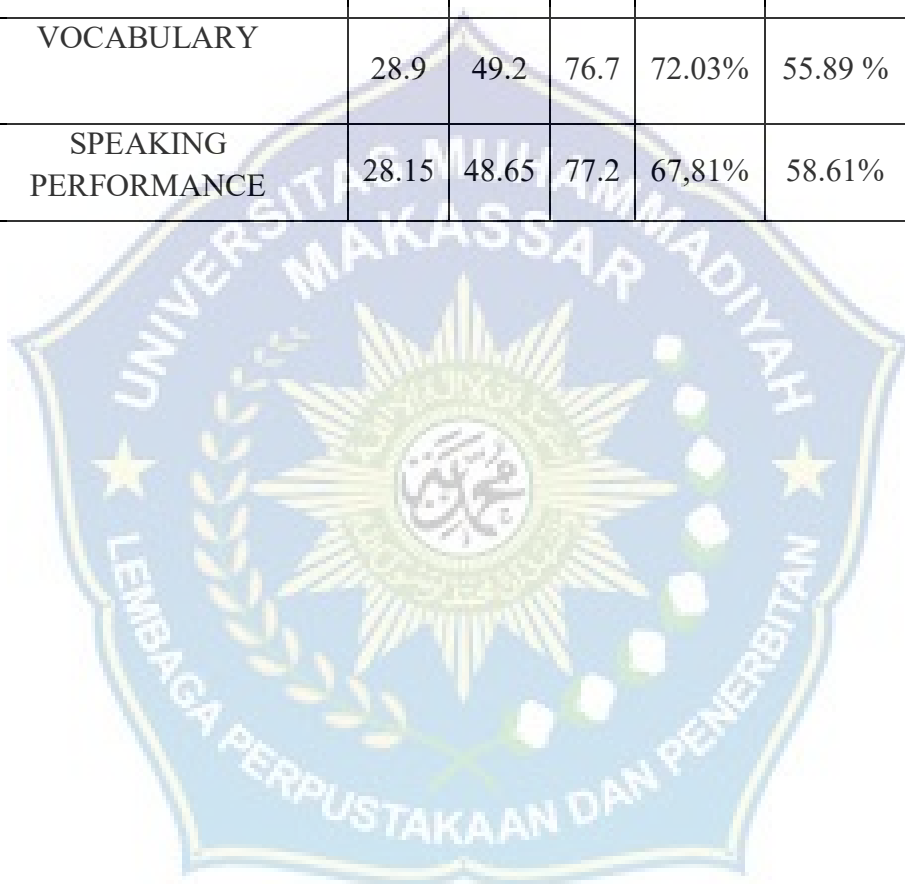
APPENDIX 3
AUTENTIC DATA
CYCLE II VOCABULARY

Speaker 1 (00:00):

Assalamu'alaikum warahmatullahi wabarakatuh. Hello everyone my name is Raditya Halimawan and I am from class 11 MIPA 4 and now I'm going to explain about the kingdom Balalompoa. Balalompoa was created in 1936. In that time it was the old kingdom of Guatalo. Yes that's right the kingdom of Guatalo, the old kingdom. Before the Dutch maybe take it, it was the kingdom of Guatalo. The Balalumpua was supposed to be a palace for kings of Guatalo and in its time it was built in the reign of the kingdom of Nging Nging.

Speaker 1 (00:43):

Actually it's hard to pronounce the name because it's Nging Nging. Okay moving on. In that time kingdom of Guatalo wanted a palace. In that time the palace was supposed to be a living house for kings and to be a rest place.

Speaker 1 (01:04):

And it was supposed to be the HQ of sultans. It's like a HQ so it communicate and giving orders to people and it was a capital of kingdom of Guatalo in that time. And it is not right now and in this time I mean like in present time it is now as a museum and it is located in South Sulawesi Goa right now. Because it's Goa,

Speaker 1 (01:31):

it's located in South Sulawesi, we all know that. So in Balalompoa is a museum right now. So it contains many many relics like dresses and maybe outfits and maybe swords and something like that. There are many things I cannot really explain about Balalompoa because there are many things. So Balalompoa is right now a museum that contains many relics. That's the sample like that or maybe like that and it is maybe I think it's one yard and how big is it and it is one like one hectare.

Speaker 1 (02:11):

The yard is one hectare I think. Maybe or maybe more because and it is now kind of renovated so it actually I really don't know so it's a very kind of renovated you know. And I think Balalompoa is really nice place to visit you know. There are many relics,

Speaker 1 (02:31):

many things, the yard is kind of still well you know maybe actually I don't know about the yard. The yard is kind of dirty still so I suggest just go to the museum then don't go to the yard. So yeah I think that's it about Balalompoa or maybe there are more things. I said I really don't know about Balalompoa. Maybe there is something about secret Balalompoa.

Speaker 1 (03:01):

Maybe no no. Well actually I don't know maybe. So yeah that's it. The Balalompoa is a museum. It's a museum right now and the old times was a palace for kings. Oh yeah that's it okay. And that's all I know about Balalompoa. I don't really go to the description like I'm not really talking about the description of all the buildings. I'm talking about the yards and what contains it.

Speaker 1 (03:31):

And that's it. That's all okay. Bye. That's all about explanation. Okay goodbye. Thank you.

CYCLE I FLUENCY
S-30

Speaker 1 (00:00):
Assalamu'alaikum warahmatullahi wabarakatuh. Hello, my name is Raditya Halimawan, I am from class 11, Mipha IV. And today, I'm gonna explain about Balalompoa, a great place, a historical place, really. It... Okay, first of all, Balompua was created in 1936. It was the old kingdom of Guatalo who made it, and it is reigned by King Daeng Manggingding.

Speaker 1 (00:31):
That's how you pronounce the name, I think, because I... Actually, it's kind of hard to pronounce the name. It's Daeng Manggingding. I think. Okay. Okay, moving on. Balalompoa was supposed to be a palace and the capital of kingdom of Guatalo. And it is right in the present time. It is now a museum, and it contains many relics, stuffs, swords, and many uniforms. Sultan uniforms.

Speaker 1 (01:01):
I'm not talking about ordinary uniform. I mean, Sultan uniform, like... It's kind of, wow, fancy. It's kind of fancy. I'm seeing right now. It's kind of fancy. And I am now really impressed how it contains it, because there are many relics. And look. Look over there. That's a carriage, a royal carriage. It's a carriage, a royal carriage for sultans.

Speaker 1 (01:31):
Wow, a carriage. Wow, it's a great place to see. Sorry, I was kind of forget about what I'm talking about. Okay, moving on. And the yard of Balalompoa is kind of dirty right now. There are many trashes and the grass right here is kind of low. They are low quality right now. I mean, they are not really been drinking water like.

Speaker 1 (02:01):
Man, these grass are dead, I think. Oh, we know it's alive. Okay. And I think Balalompoa is a great place to visit, and it is really a really a good great place, a historic place, too. So if you for historical lovers, if you wanted to want to know historical place, I think Balalompoa is a great place to see. Just the Balalompoa, the yard is kind of, well, dirty. Yeah, I think it's dirty right now.

Speaker 1 (02:31):
So, yeah, maybe that's all. Maybe that's all the description of Balalompoa. Balalompoa is a great place, a historical place. It is contained many relics. It was supposed to be an old palace for the old kings. Wow, it's fun to know the description of Balalompoa. I actually, wow, that is really good.

Speaker 1 (03:01):
Okay, it was fun explaining about this thing. Okay. Thank you everyone for listening and goodbye. Thank you.

S-32

Speaker 1 (00:00):

Hello everyone, first of all, I want to introduce myself, my name is Rivaldi Arif Pianto and I'm from SMA Negeri satu goa. I'm standing here today because I want to explain about the Balalompoa. Okay let me start this. Balalompua is the big house, the place of the king in Goa and Balalompoa located in South Sulawesi province in Sultan Hasanuddin Street number 48. Balalompoa have many things like crest,

Speaker 1 (00:33):

traditional and crown have weight 5 kilograms. Balalompoa have the final king. The final king is the name is Andi Komala Ijo Esaadaing Sila and the final king is number 38.

CYCLE II FLUENCY
S-30

Speaker 1 (00:00):

Assalamu'alaikum warahmatullahi wabarakatuh. Hello everyone my name is Raditya Halimawan and I am from class 11 MIPA 4 and now I'm going to explain about the kingdom Balalompoa. Balalompoa was created in 1936. In that time it was the old kingdom of Guatalo. Yes that's right the kingdom of Guatalo, the old kingdom. Before the Dutch maybe take it, it was the kingdom of Guatalo. The Balalumpua was supposed to be a palace for kings of Guatalo and in its time it was built in the reign of the kingdom of Nging Nging.

Speaker 1 (00:43):

Actually it's hard to pronounce the name because it's Nging Nging. Okay moving on. In that time kingdom of Guatalo wanted a palace. In that time the palace was supposed to be a living house for kings and to be a rest place.

Speaker 1 (01:04):

And it was supposed to be the HQ of sultans. It's like a HQ so it communicate and giving orders to people and it was a capital of kingdom of Guatalo in that time. And it is not right now and in this time I mean like in present time it is now as a museum and it is located in South Sulawesi Goa right now. Because it's Goa,

Speaker 1 (01:31):

it's located in South Sulawesi, we all know that. So in Balalompoa is a museum right now. So it contains many many relics like dresses and maybe outfits and maybe swords and something like that. There are many things I cannot really explain about Balalompoa because there are many things. So Balalompoa is right now a museum that contains many relics. That's the sample like that or maybe like that and it is maybe I think it's one yard and how big is it and it is one like one hectare.

Speaker 1 (02:11):

The yard is one hectare I think. Maybe or maybe more because and it is now kind of renovated so it actually I really don't know so it's a very kind of renovated you know. And I think Balalompoa is really nice place to visit you know. There are many relics,

Speaker 1 (02:31):

many things, the yard is kind of still well you know maybe actually I don't know about the yard. The yard is kind of dirty still so I suggest just go to the museum then don't go to the yard. So yeah I think that's it about Balalompoa or maybe there are more things. I said I really don't know about Balalompoa. Maybe there is something about secret Balalompoa.

Speaker 1 (03:01):

Maybe no no. Well actually I don't know maybe. So yeah that's it. The Balalompoa is a museum. It's a museum right now and the old times was a palace for kings. Oh yeah that's it okay. And that's all I know about Balalompoa. I don't really go to the description like I'm not really talking about the description of all the buildings. I'm talking about the yards and what contains it.

Speaker 1 (03:31):

And that's it. That's all okay. Bye. That's all about explanation. Okay goodbye. Thank you.

S-32

Speaker 1 (00:00):
Hi everyone, first of all I want to introduce myself. My name is Rivaldi Arif Pianto and I'm from SMA Negeri 1 Goa. And I'm standing here today because I want to explain about the Bala Lompoa. Let me start this. Bala Lompoa is the residence place of the King of Goa. Literally meaning big house. Bala Lompa is located in the center of Sunguminasa City, Goa Regency,

Speaker 1 (00:31):
South Sulawesi Province, presley on Jalan Sultan Hassanuddin No. 48. Next to the Bala Lompoa building is the much larger Utamalate Place which was built during the leadership of Goa Regen Shahrul Yasin Limpo in the 1980. Bala Lompoa was built in 1936 after the appointment of the XXXV King of Goa I Mangi Mangi Deng Matutu,

Speaker 1 (01:07):
Kareng Bonton Nompo with the title Sultan Muhammad Tahir Muhibuddin. And Bala Lompoa have the many things like a crisp, traditional outfit and more. Okay, thank you.

CYCLE II VOCABULARY

Speaker 1 (00:00):
Assalamu'alaikum warahmatullahi wabarakatuh. Hello, my name is Raditya Halimawan. I am from class 11, Mipha IV. And today, I'm gonna explain about Balalompoa, a great place, a historical place, really. It... Okay, first of all, Balompua was created in 1936. It was the old kingdom of Guatalo who made it, and it is reigned by King Daeng Manggingding

Speaker 1 (00:31):
That's how you pronounce the name, I think, because I... Actually, it's kind of hard to pronounce the name. It's Daeng Manggingding I think. Okay. Okay, moving on. Balalompoa was supposed to be a palace and the capital of kingdom of Guatalo. And it is right in the present time. It is now a museum, and it contains many relics, stuffs, swords, and many uniforms. Sultan uniforms.

Speaker 1 (01:01):
I'm not talking about ordinary uniform. I mean, Sultan uniform, like... It's kind of, wow, fancy. It's kind of fancy. I'm seeing right now. It's kind of fancy. And I am now really impressed how it contains it, because there are many relics. And look. Look over there. That's a carriage, a royal carriage. It's a carriage, a royal carriage for sultans.

Speaker 1 (01:31):
Wow, a carriage. Wow, it's a great place to see. Sorry, I was kind of forget about what I'm talking about. Okay, moving on. And the yard of Balalompoa is kind of dirty right now. There are many trashes and the grass right here is kind of low. They are low quality right now. I mean, they are not really been drinking water like.

Speaker 1 (02:01):
Man, these grass are dead, I think. Oh, we know it's alive. Okay. And I think Balalompoa is a great place to visit, and it is really a really a good great place, a historic place, too. So if you for historical lovers, if you wanted to want to know historical place, I think Balalompoa is a great place to see. Just the Balalompoa, the yard is kind of, well, dirty. Yeah, I think it's dirty right now.

Speaker 1 (02:31):
So, yeah, maybe that's all. Maybe that's all the description of Balalompoa. Balalompoa is a great place, a historical place. It is contained many relics. It was supposed to be an old palace for the old kings. Wow, it's fun to know the description of Balalompoa. I actually, wow, that is really good.

Speaker 1 (03:01):
Okay, it was fun explaining about this thing. Okay. Thank you everyone for listening and goodbye. Thank you.

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Makassar, 09 Desember 2023
Mengetahui

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Lampiran   : 1 (Satu) Lembar
Perihal   : Pengantar Penelitian

Kepada Yang Terhormat
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Tempat/Tanggal Lahir   : Makassar / 26-03-2000
Alamat   : Dusun BangkengNunu, Desa Baraya, Kec. Bontoramba, Kab. Jeneponto

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul. IMPROVING THE STUDENTS' SPEAKING PERFORMANCE THROUGH REPORTER SIMULATION TECHNIQUE AMONG THE ELEVENTH GRADE OF SMAN 1 GOWA

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
            10 Juni 2023 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

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Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

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12 June 2023 M

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Nama : **MUH. SALDI AKBAR**
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Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"IMPROVING THE STUDENTS' SPEAKING PERFORMANCE THROUGH REPORTER SIMULATION TECHNIQUE AMONG THE ELEVENTH GRADE OF SMAN 1 GOWA"

Yang akan dilaksanakan dari tanggal 15 Juni 2023 s/d 15 Agustus 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

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06-23

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بسم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : MUH. SALDI AKBAR
NIM : 105351113319
Judul Penelitian : Improving the Students' Speaking Performance Through Reporter Simulation Technique
Tanggal Ujian Proposal : 29 Mei 2003
Tempat/Lokasi Penelitian : SMAN 1 Gowa

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1		D - Test	Hj. Syausiah, Spd. MM.	
2		Providing descriptive text Materia using Reporter Simulation to Students	Hj. Syausiah, Spd. MM.	
3		Providing Reporter Simulation Material to Students	Hj. Syausiah, Spd. MM.	
4		Pre-Understand the Material that has been given and provide assignment	Hj. Syausiah, Spd. MM.	
5		carrying out a Reporter Simulation in front of the class	Hj. Syausiah, Spd. MM.	
6		begin again to Students about reporter simulation was carried at	Hj. Syausiah, Spd. MM.	

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7	Pollutive Students bith an understanding of operator Simulation	Hj. Syamsiah S.Pd, M.Pd.	
8	Give 2nd Emphaising Simulata Operator askingrivant bb Students	Hj. Syamsiah S.Pd. M.Pd.	
9	Certifying our Reportur seomarich Tecknique	Hj. Syamsiah S.Pd. M.Pd.	
10			

Mengetahui,

.... Oktober 2023

Pimpinan/Kepala Sekolah/Instansi

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SURAT KETERANGAN
Nomor: 070/686-UPT SMAN.1/GOWA/DISDIK

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Nama	:	MUH. SALDI AKBAR
NIM	:	105351113319
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	"IMPROVING THE STUDENTS' SPEAKING PERFORMANCE THROUGH REPORTER SIMULATION TECHNIQUE AMONG THE ELEVENTH GRADE OF SMAN 1 GOWA"

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Benar yang bersangkutan namanya di atas telah mengadakan penelitian di SMA Negeri 1 Gowa mulai tanggal 19 Juni s.d. 19 September 2023.

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Gowa, 27 September 2023
Kepala Sekolah,

Hamrullah, S.Pd., M.Pd.
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LETTER OF ACCEPTANCE
0873/BG-FKIP/LOA/B/XII/1445/2023

Dear MUH. SALDI AKBAR

It is our pleasure to inform you that, after reviewing your paper:
IMPROVING THE SUDENTS' SPEAKING PERFORMANCE TROUGH REPORTER SIMULATION TECHNIQUE AMONG THE ELEVENTH GRADE OF SMAN 1 GOWA
The manuscript ID: 1144
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

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Makassar, 16 December 2023 M
3 Jumadil Akhir 1445 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

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sinta S5

APPENDIX 4

DOCUMENTATION

A. D-TEST

Give students a diagnostic test to measure students' abilities before being treated with reporter simulation techniques

B. CYCLE I

1. Providing descriptive text material using reporter simulation techniques to students (1st meeting)

2. Providing Reporter simulation material to Students (2nd Meeting)

3. Re-understand the material that has been given and provide assignments using Reporter Simulation Technique (3rd Meeting)

4. Carrying out a reporter simulation in front of the class (4th meeting)

B. CYCLE II

1. Explain again to students about the Reporter Simulation was carried out in cycle 1 (5th meeting)

3. Providing students with an understanding of reporter simulation (6th meeting)

3. Give the 2nd Engineering Simulation Reporter Assignment to students (7th meeting)

4. Carrying out Reporter Simulation Techniques (8th Meeting)

CURICULUM VITAE

MUH. SALDI AKBAR was born on March 26th, 2000 in Makassar. He has three siblings, and he is the first child of the couple Sainuddin dan Saleha. He Began her education in SD 98 Tanammawang and graduate in 2012. Then he Countinued his study in SMP 1 Tamalatea and graduate in 2015, After Finish she continued her study in SMAN 10 Jeneponto and graduate in 2018. In the next year, he was accepted as a student in English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. By the bless and mercy of Allah SWT, pray and also support from my beloved family, all my friends the researcher could finish his study at Universitas Muhammadiyah Makassar by the title Improving the Students' Speaking Performance Through Reporter Simulation Technique Among the Eleventh Grade of Sman 1 Gowa (*Classroom Action Research at the Eleventh Grade of SMAN 1 Gowa).*