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PAKISTAN

3rd ImCoSS

THE THIRD INTERNATIONAL MULTIDISCIPLINARY
CONFERENCE ON SOCIAL SCIENCES

5 - 7 JUNE 2015

BANDAR LAMPUNG UNIVERSITY
INDONESIA

PROCEEDINGS

Hosted by :

- Faculty of Teacher Training and Education
- Faculty of Economics and Business
- Faculty of Law
- Faculty of Social and Political Sciences



3rd IMCoSS 2015

**THE THIRD INTERNATIONAL MULTIDISCIPLINARY
CONFERENCE ON SOCIAL SCIENCES**

5, 6 June 2015

**Bandar Lampung University (UBL)
Lampung, Indonesia**

PROCEEDINGS

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PREFACE

The Activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the **The Third International Multidisciplinary Conference on Social Sciences (The 3rd IMCoSS) 2015** organizing committee, we are very pleased with the very good response especially from the keynote speaker and from the participants. It is noteworthy to point out that about 112 technical papers were received for this conference.

I would like to express my deepest gratitude to the International Advisory Board members, sponsor and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who give us endless support to these activities, so that the conference can be administrated on time

Bandar Lampung, 6 June 2015

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THE EFFECT OF THE APPLICATION OF THE NEWS PRESENTATION TOWARDS STUDENTS' SPEAKING ABILITY OF GRADE ELEVEN AT SMK NEGERI 1 SEPUTIH AGUNG

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ABSTRACT - The objective of this research was to find and to observe the effect of the application of the news presentation towards students' speaking ability of grade eleven at SMK Negeri 1 Seputih Agung. This was quantitative research. The data was collected by using observation (pre-test, treatment, post-test). The sample consisted of sixty students and they were divided into two classes. A class was as experimental group and another class was as control group. The research focused on speaking. It was a productive oral skill and it consisted of producing systematic verbal utterances to convey meaning in our daily life. In speaking, there were some components to understand such as grammar, pronunciation, vocabulary, fluency, and comprehension. The data collection was obtained from the tests. The pre-test was committed for the experimental and control group before the treatment. The post-Test was done for experimental and control group after the treatment. The data was analyzed by making use of t-Test of two group design. The results indicated that it was statistically significant p -value $1\%=2,68$ and $5\%=2,01$, t -value was $3,93$ in order that $p < t$. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted so there was effect of the application of the news presentation towards students' speaking ability. From the percentage, the research indicated that the application of the news presentation was successful in their speaking so that the researcher concluded that the news presentation was a good for teaching speaking in English

keywords: Speaking, Media, News, Presentation, News Presentation

1. INTRODUCTION

Language is important for communicating with other people in daily life. It is also resorted to express feeling, ideas, opinion, and information through communication because language is a complex entity (Hutchinson, 1987). Everyone can make a correlation by other people toward language. Moreover, they can not understand what other people talk deprived of the language. English is the first foreign language which has been showed as compulsory subject at school in Indonesia. However, the outcome of teaching English has not been satisfactory yet (Kasbolah, 2001). The Ministry of Education and Culture of Republic of Indonesia affirmed that English became the first foreign language educated in formal schools. It was begun from junior high school until university.

In language teaching, the English teacher always discusses the four language skills which are in English such as (speaking, listening, reading, and writing) for learners' understanding. Understanding refers to the knowledge of the language (whether it is oral or written). One of the objectives of teaching English is to make the learners able to transfer using the language in the oral form. This research focuses on speaking. Speaking is the productive oral skill. Speaking consists of producing systematic verbal utterances to express meaning. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Florez, 1999, p.1).

Based on the experience of internship at SMK Negeri 1 Seputih Agung, the English teaching learning process carried out focus on grammar. There is little casual for the students to exercise speaking English. It is better to give much chance for the students to

mature their speaking. Actually, there are many techniques in teaching and learning process to make class run well. It can be also be utilized to make the students can catch the point of the material. One of the interesting techniques for teaching English is toward news presentation in the class.

News is an attempt to deliver the essential event to the hearer or reader through mass media such as radio, internet, television, magazine or newspaper. Moreover, news will be conveyed by using presentation. According to (Catur, 2009) Presentation is an activity which is conducted by the person or group of people. It is used to inform or present the idea, topic, material or opinion to other people orally or it can make use of visual media. Based on the information, the researcher writes a thesis to develop on students' speaking. The thesis is entitled: "The Effect of the Application of News Presentation towards Students' Speaking Ability."

2. MATERIAL AND METHOD

This chapter discusses the effect of the application of the news presentation towards students' speaking ability. There are concepts of speaking, concept of teaching speaking, concept of news, concept of presentation, concept of news presentation, and concept of teaching news presentation. These theories are taken to espouse some ideas to analyzing the data. Concept of speaking is used to produce the meaning of the purpose in real communication and concept of teaching speaking which is used to look controlled language practice. Concept of news is purposed to consider the possibility how to achieve the objective. Concept of presentation is purposed to method in

teaching. Concept of teaching news presentation is used to convey information.

Concept of Speaking

Speaking can be called as one of the skills that have to be mastered by the pupils in learning English because speaking is an essential tool for doing communication in daily activity or daily life (Grognet, 1997). Meanwhile, (Johnson, 1996) in Goh, 2012) said that speaking is a combinatorial skill for doing various things in the same time. Speaking attends to the content language and the rules for using all under the constraint capacity.

On the other side, speaking is effective for producing the meaning of the purposes in real communication because speaking consists of producing systematic verbal utterances to convey meaning to other people and it is an interactive process for constructing meaning (Florez, 1999, P.1) in Bailey, 2005). Additionally, speaking involves producing, receiving, and processing information.

In teaching learning speaking English, Speaking English needs some important components to be well understood to know and asses the increasing of the learner's speaking. For the test of speaking, there are some categories. They are grammar, vocabulary, pronunciation, fluency, and comprehension (Syakur, 1987). They are described in the following term:

Grammar studies about how words and their component parts combine to form sentence and structural in a language. It refers to study the correct way to get expertise in the language in oral or written form.

Vocabulary means the appropriate diction which is used in communication. It refers to learn of language rule and vocabulary is a part of the selection of the suitable words to the content.

Pronunciation refers to the candidate's ability to produce clearer language when the learners speak. It refers to the production of individual sounds, the appropriate linking of words, and use stress and intonation to convey the intended meaning.

Fluency is the ability to speak fluently and accurately. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses.

Comprehension studies to understand the language where it can help the students for increasing their understanding in speaking. It is used to require a subject to respond to speech as well as to appreciate it.

Based on the explanation of the assessment of criteria for speaking, speaking has the analytic rating scale of the test of the spoken English. The test of speaking test takes gave a holistic score ranging from 1 to 6. The scoring scale for the test provided five points scale for grammar, vocabulary, pronunciation, fluency, and comprehension (Burhan, 2012:414) as cited in Darisman, 2012)) as showed in the table below:

Table 1 Analytic Rating Scale

Grammar
1. Grammar is always inappropriate
2. There is an error in using of basic pattern exactly which always disrupt communication
3. Grammar often occurs an error in a specific pattern
4. Sometimes, error occur in using a particular pattern but it does not interfere with communication
5. There is a little bit error occur but it is not in using pattern
6. No more than two errors during the communication
Vocabulary
1. Vocabulary is inappropriate in dealing task or it is not exactly in simple sentence
2. Vocabulary is limited on the basis personal needs
3. Vocabulary is often imprecise and limited mastery hamper communication in social and professional issues
4. Vocabulary is sufficiently but the use of common vocabulary is excessive
5. Vocabulary is more extensive and accurate. It appropriates to their circumstances
6. Vocabulary is general broad and precise
Pronunciation
1. Speech is often unintelligible
2. There is a big mistake and a strong accent that make complicate of understanding. They always repeat the words
3. The effect of foreign words so that the listener listen to carefully and they still have a mistake to lead for misunderstanding
4. The effect of foreign words and speech error does not make understanding
5. There is not happen mispronunciation striking, approaching the standard utterance
6. Speech is standard
Fluency
1. Speech always stops
2. Speech is very slow and inappropriate
3. Speech often seems hesitant, incomplete sentence
4. Sometimes, speech is still doubt and the words are inaccurate
5. Speech is smooth and delicate but in a moment is not appropriate
6. Speech is everything smooth and silky
Comprehension
1. Understand too little for the simple type of speech
2. The simple speech is slowly. It needs explanation and repetition
3. The simple speech is understood well but in some cases still need explanation and repetition
4. The speech is normal understanding but sometimes need repetition and explanation
5. Understands everything in a normal speech
6. Understands everything in both formal and colloquial speech to be expected of a native speaker

Concept of Teaching Speaking

Teaching is a form of interactiveeffect to change the behavior prospective of another person. Teaching is a cooperative process between teacher and Pupil. Moreover, teaching is defined as a principle and efficient activity.

Teaching speaking is considered as a simple process. Speaking is natural speech in a language. Our language is everything but simple thing. Spoken language has significant way (Van Lier, 1995, p.88) in Nunan, 2003). When we teach speaking, it is important to remember

that speaking and writing English differ in many ways (Van Lier, 1995) in Bailey, 2005).

In teaching and learning process, every teacher usually changes the strategy of the lesson. That is used to discovery the appositeness of the lesson activity of the material. The teacher acts as a facilitator, an informer, a parent, and a friend to the learners in the school. For instance, while the learners do a presentation in front of the class. It provides the language input to give students the foundation for their knowledge of the language. This Input comes from the teacher and the course textbooks. The teacher can be called as an instructor and he makes sure that the students do what he wants them to do.

In learning a foreign language, one big challenge of the language learner is to speak fluently and accurately. We have to speak and think in the same time. We must control our output and correct any mistakes. Speaking practice starts by practicing and drilling set phrases and repeat models. It can also mean communicating with other people in different situations. For Instance (Mackey, 1965:266) in ByGate, 1987:5) said that: "Speaking not only uses of the right sound in the right patterns, rhythm and intonation, but also the choice of the words and inflection in the right is needed to convey the right meaning".

There are three basic reasons to give students speaking tasks which can provoke them to use any language in teaching language. They are rehearsal, feedback, and engagement. Rehearsal is a free discussion to give students a chance to rehearse outside the classroom. Feedback is speaking task where students must use their language and the teacher can see what language problem they have. Engagement is a good speaking activity that can be highly motivation for the students (Harmer, 1998:87).

Based on the statements above, speaking is a good activities which can be a highly motivation. It can contribute them enormous confidence. The teacher's direction can inspire them into further study until the students have inspiration to preparation their speaking inside or outside the class. There is a good feedback between teacher and pupils to improve their speaking ability.

Concept of News

In this part, there are some theories that tell about the concept of news. News is important new information of the current event. It is information about something that is happened in the world. News is a report that is occurred in newspaper, television, radio or internet. We can define news as a development that is happened in the past 24 hours which generates curiosity among listeners (Commission, 1957) in McManus, 1988).

Meanwhile, (Rumanti, 2002) said that news can also be defined as a fact, opinion, message, and information and they have the contents which will be announced or informed to other people, to public through mass media. Additionally, news is defined as an attempt to convey the essential framework of the event to the listener or reader by providing and including interesting thing

through mass media such as radio, television, magazine and newspaper (Schramm, 1949) in McManus, 1988).

Based on the theories of news above, the researcher defines that news is called as an occurrence which contains the curious thing, incredible and current evidence. Not only all of the events are suitable and needed to be delivered, but also the important and exciting event which is suitable to be delivered.

Based on the explanation above, content of news comes from some questions. Those can be called as 5 W and 1 H. They are when, where, what, why, who and how. They are described in following term:

When	: Explains adverb of time of the object
Where	: Expounds adverb of place of the object
What	: Describes the event which happened of the object
Why	: Clarifies the reason to find the fact of the object
Who	: Explicates the person or people of the object and
How	: States to ask about the reason

From the report above, the researcher defines that news is one way to convey the meaning or information. There are four things to consider when delivering back some information in news, namely accurately, completely, clearly, and actual.

Accurately is information which must be submitted as it is, it may not be deducted or added. Completely is an information that must fulfill the 5W (what, where, when, who, why) and 1H (how) and it is correlated with the existence of an event, the info contains the name of event, actors, time and place, the cause of the incident. Clearly is information which is transported. It is not misinterpreting to the person who reads or hearer. Actual is news which is delivered, Essential, and beneficial.

Concept of Presentation

In this section, there are some theories concerned about presentation. Presentations are communication which is carried out by the person and the other people listen while he is speaking. In the presentation, we focus to the visual aids that is used rather than on the language spoken. The presenter's role has different ways to convey the material or information (Frendo, 2005:69).

On the other hand, presentations are ways of bringing or communicating the product, idea, project, opinion, program or information in front of the group of people. Presentations are carried out by the speakers' personality (Mulianto, 2006). Moreover, (Catur, 2009) means that presentation can be defined as an activity which is conducted by person or group of people. It is used to inform or present the idea or opinion to other people orally or using visual media

Additionally, presentation is an activity or skill which is done by someone to show, to describe or to explain something, information, and the topic to group of people (www.merriam-webster.com).

Concept of News Presentation

In this section, there is a theory that tells about news and presentation. This theory is shown to make a teaching method to improve students' speaking at school.

News is taken as a report about the incident or the event which is distributed through the mass media such as radio, television, newspaper, magazine or internet. News is also an event containing interesting thing and the contemporary outstanding (Purwaningtyastuti, 2005).

Presentations skills are particularly interesting to teach because it is way to extend the information, the message or the content that uses the language (Frendo, 2005:70).

Based on the explanation above, the researcher combines those theories become news presentation that is used as teaching method in the classroom. News presentation is a report about the incident, the event, or the entertainment in mass media that is transported by using presentation in front of the class while the person speaks to transfer a message or evidence and the other listen.

Concept of Teaching News Presentation

In this section, there are some points to describe the exact procedure of how to set up the class activity of the news presentations to intend in teaching learning because presentation is particularly important (Frendo, 2005:70-71).

1. Students need to prepare the material which will be presented.
2. Students welcome and do greeting in front of the class.
3. Students do the introduction.
4. Students deliver the topic, message, or information.
5. Students practice the presentation skill to accomplish and communicate to develop their speaking English.

Based on the description above, the researcher would like to arrange the concept of teaching speaking through news presentation. The first, the student watches you tube or video. The second, the students make summarize of the content from video or you tube. After that, they speak in front of the class.

3. RESULT AND DISCUSSION

This chapter discusses two points which refer to the research. They are result and discussion. The result explains the main findings related to the hypothesis and method which are used in the research. The discussion restates the finding of the research result. It offers an interpretation or punctuation of the result.

In the result, the researcher computes the output from experimental and control group by using t-test two group designs, and the equation of t-Test two group designs. t equals M_x minus M_y per root in the bracket $\sum x^2$ added by $\sum y^2$ per N_x plus N_y subtracted by 2 times in the bracket 1 per N_x plus 1 per N_y . t equals 0,77 subtracted by 1,51 per root in the bracket 10,76 plus 8,91 per 30 added by 30 subtracted by 2 multiplied by 1 per 30 added by 1 per 30. t equals 0,74 per root in the bracket 19,67 divided by 58 times in the bracket 2 per 30. t equals 0,74 per root in the bracket 0,34 times in the bracket 0,07. t equals 0,74 per root 0,02. t equals 0,74 divided by 0,14. t equals 3,93 so the result of t is 3,93.

After obtaining the yield of t-Value, the researcher does sum degree of freedom (df). It can be resorted to go after p-Value 1% and 5% and furthermore I compare with t-Value. The calculation for degree of freedom is indicated in the figure .1 below.

Formula :

$$df = N_x + N_y - 2$$

$$df = 30 + 30 - 2$$

$$df = 58$$

Figure 1 calculations for degree of freedom (df)

The figure above punctuates that the degree of freedom (df) is 58. This is procured from total number of subject for control group (N_x) 30 added by quantity number of subject for experimental group (N_y) 30 subtracted by two variables (2).

After all of the computations are finished. T-value will compare by p-value 1% and 5%. This is inferred to the critical value of t-Test to examine whether t-Value is significant or not. It is presented in figure 3.2 below.

$$t = 3,93$$

$$p\ 1\% = 2,68$$

$$p\ 5\% = 2,01$$

so that :

$$p < t \rightarrow 2,68 / 2,01 < 3,93$$

or

$$t > p \rightarrow 3,93 > 2,68 / 2,01$$

Figure .2 the result of p-value and t-value

The figure shows that t-value is 3,93. The significant level 1% is 2,68. The significant level 5% is 2,01. Therefore, it is summarized that t-value is greater than t table and we can call in the other word that 3,93 is greater than 2,01 and 2,68 so that the researcher can relate to the problem for taking a conclusion that there is an effect of the application of the news presentation towards student's speaking ability.

In the discussion, this part explains the discussion of the research result. It is dismembered into four discussions. They are the student's score in speaking ability by using the application of the news presentation technique, the pupil's score in speaking ability by using traditional teaching, the calculation of the t-Test two group designs, and the calculations of all the results which give the final finding.

The scores show that most students obtain good speaking result based on the score and the average point. The highest score is 6,3 and the lowest is 4,0 in experimental group. After I extend the treatment by using news presentation, the highest point is 8,0 and the lowest is 6,0. It seems that the application of the news presentation can affect in becoming different their speaking ability that they have previously. Next, the student's point of speaking by making use of traditional teaching presents that most students procure adequate point based on the score and the average score. The highest score is 6,3 and the lowest is 4,0. After traditional teaching is conferred, the highest score is 7,3 and the lowest is 5,0. It is mean that their achievements are still intermediate and it needs to be improved more. Furthermore, the calculation of the t-Test two group designs, it is made to use of finding out some indicators which are put into the formula. Those indicators are put into the equation to discover whether t-Test is greater

than *t*-Table or not. The last, the results have been discovered. The research finds the indicator that there is effect of the application of the news presentation on their speaking ability through the statistic analysis. It is found that there is positive effect. It is proved by the value of *t*-Test that is greater than *t*-Table. The value of *t*-Test is 3,93 and the *t*-Table with N = 58. It shows that *t*-Table is 2.01 in 5% and 2.68 in 1% so it can describe clearly that the value of *t*-Test is greater than the *t*-Table.

From the discussion above, it can be said that the application of the news presentation technique gives a useful contribution for their speaking ability in learning process. From the output of the research, it can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected so there is effect of the application of the news presentation toward student's speaking ability of grade eleven at SMKNegeri 1 SeputihAgung and teaching speaking by making use of this technique is better than traditional teaching.

4. CONCLUSION

Based on the result of the research, the researcher concludes that there is effect of the application of the news presentation towards student's speaking ability of grade eleventh of SMK Negeri 1 SeputihAgung. The conclusion is taken from some reviews. They are the average score of the student's speaking ability, the result is obtained of the *t*-Test calculation for two group designs, and the hypothesis of the research.

The first consideration is the average score before I conduct the treatment. The average score is 5,61 for pre-test in experimental group. It is obtained from 30 students scores that consist of two students who get 4,6. Three students who get 5,0. Seven students who get 5,3. Seven students who get 5,6. Six students who get 6,0. Four students who get 6,3. A student who gets 6,6. Furthermore, the average score is 5,29 for pre-test in control group. It is also gained from 30 pupils scores which contain of a pupil attains 4,0. Three pupils who attain 4,3. Three pupils who attain 4,6. Four pupils who attain 5,0. Five pupils who attain 5,3. Seven pupils who attain 5,6. Six pupils who attain 6,0. A pupil who attains 6,3. After I give the treatment, the average score becomes 6,83 for post-Test in experimental group. It is gained from a student who procures 6,0. Two students who procure 6,3. Eight students who procure 6,6. Three students who procure 7,0. Seven students who procure 7,3. Six students who procure 7,6. Two students who procure 8,0 and a student who procures 8,6. Additionally, the average score is 6,04 for post-test in control group. It is gotten from a pupil who gains 5,0. Three pupils who gain 5,3. Five pupils who gain 5,6. Eight pupils who gain 6,0. Five pupils who gain 6,3. Seven pupils who gain 6,6 and a pupil who gains 7,3.

The second consideration is the result of the research. It is attained from the *t*-Test calculation for two group designs in student's speaking. It finds that *t*-value is 3,93. Then, the researcher matches with the critical value for *t*-table 5% and 1%. The critical value for *t*-

table with 5% significant is 2,01 and the 1% significant is 2,68. It means that the result which is obtained from the calculation is greater than the critical value. The last consideration is the hypothesis of the research. It presents that the *t*-value is 3,93 which is greater than *t*-table so the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Therefore, the researcher can say that there is effect of the application of the news presentation towards student's speaking ability.

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