

**THE EFFECTIVENESS OF USING NEWS ITEM TEXT BY VOA TO
STUDENT'S ABILITY IN SPEAKING AT SMK PAB 3 MEDAN**

SKRIPSI

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ABSTRACT

NANDA NADILA. 1502050200. The Effectiveness of Using News Item Text By VOA to Students Ability in Speaking at SMK PAB 3 Medan . Skripsi. English Department. Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2019.

The objective of this research was to find out the effectiveness of using news item text by voa to students ability in speaking. This resaerch has been conducted at SMK PAB 3 Medan, Jl. Masjid Medan Estate. It was applied by using experimental research. The population of this research were the tenth grade in academic year 2019/2020 which consisted of two classess that X- AK and X- AP were consist 48 students, and only one class were taken as the sample that is class X- AK were consist 24 students. This research was applied purposive sampling. This research used experimental research design namely One group pre-test and post-test. The instrument for collecting data in this research was speaking. Which was use pre-test and post-test. The test was divided in two sessions, the first was pre-test before treatment. The second was post-test after the treatment. The data were analyzed by using t-test formula. The result of the data showed that $t_{observe}$ (6.8) value was higher than the t_{table} in which $t_{observe} > t_{table}$ ($65 > 95000$) . It means that there was a significant effectiveness of using news item text by VOA to students ability in speaking.

Keyword:*News Item, VOA, Speaking*

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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CHAPTER I

INTRODUCTION

A. Background of the Study

English as an international language is spoken in most international events and is used as the medium of information flow on science, technology, and culture. As we understand that learning a foreign language is more difficult than learning a national language or learning a mother tongue. It is because the foreign language has completely different aspects and systems, which should be understood by the students or the learners, such as pronunciation, spelling, and the cultural background of the language. As foreign language, it makes English difficult in learning. In learning English, there are four skills should be mastered by the students, i.e. listening, speaking, reading, and writing. Speaking and writing are categorized as proactive skills, while reading and listening are as receptive skills. Each of these skills has different way in mastering and expressing. Productive skills which include speaking and writing are two important components of communication process. Speaking requires a greater degree of language overtime, while writing requires a greater degree of accuracy and has been considered one of the most difficult skills or learners to master.

News item is a text which informs readers about events of the day. The events are considered newsworthy or important it means if there is an important event that should be known by many people, then his event deserves news. Well, the news text is called the news item text, However, if there are events than people

do not deserve ,then they are not definitely worth to be new. news item text genre used in mass media ,printed ,orelectronic ,like newspaper, Magazine, tabloid ,television,and radio . A news item text also one of the text which grouped into the text genre of narration .the main function of narration can be based of time, place and the events them selves.referring to the high school graduate standard ,news item text should be completely studied in the first class with report text.

In fact ,based on the PPL's experienced in SMA Taman Siswa most of the students are not yet achieved the minimum standard criteria speaking based on genre ,especially in news item . from the interview result, than shown several of the problems such as first, leaning that often occurs in the classroom is still dominated by teachers ,so learning that is done in the classroom is less effective. Second at present there are still many teachers who use only as listeners loyal and unable to be active in the learning process.

From this problem , media is one of the components of teaching by using various of tool .media can be support student interest to learn more about English also media support student interest to learn more about English also media support teacher in teaching .generally , there are three kids of media visual media, audio media and audiovisual media . that is why the study use audio visual or video to make easier teacher and student in learning process and media that use in this study is VOA because VOA is an authentic materials .

VOA has programs those are VOA learning English broadcast, podcast, radio, television ,news, information, cultural programming through the internet, mobile

and social media. It can be categorized as authentic materials. The researcher is decided to choose one of basic materials from syllabus it is news item, because news item is a very appropriate text to form news through VOA and definitely makes it easy for students to develop their speaking ability.

Considering that VOA can improve that students speaking skill this research is aimed to develop students ability in speaking skill give a significant ***The Effectiveness of Using News Item Text by VOA to Improve Students Ability in Speaking Report Text at Senior High School.***

B. The Identification of the Problems

1. How does students in the classroom still dominate by the teacher and less effective learning occur.

C. Scope and Limitation

1. Scope of the study at tenth grade SMK PAB 3 Medan in academic year 2019/2020.
2. Limited to know the effectiveness the students speaking skill though VOA learning English at tenth grade of SMK PAB 3 Medan.

D. The Formulations of the Problem

Based on the background and identification of the problem, the writer would like to formulate the problem in this paper as follow:

1. How do news item text by VOA improve ability in speaking .

E. The Objective the Research

Research to determine the effectiveness of using news texts by VOA to improve the text of the report on the ability of students to learn to speak English.

1. For Students

This study is expected to raise students' interest in learning English, especially in speaking

2. For Teachers

This result of study is expected to give a contribution to the English teachers in teaching speaking using VOA video learning English.

F. The Significant of the Research

This study was to determine the ability of students to speak English for ten grades and analyze the development of speaking English students before and after using the English model through VOA news.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Definition Speaking

Speaking skill is an ability to orally express opinion, thought, and feeling to other people both directly and indirectly. Moris in Novia2002, states that speaking is the novice means of communication among member of society in expressing their thought and is as the representation of social behavior. On the other way around, Wilkin in Maulida 2001, proposes that the aim of the recent teaching English as FL is speaking achievement. Furthermore, in Oktarina 2002, she underlines that speaking skill is the ability of arranging sentences since communication happens through the series of sentences constructing in performing the various behavior from various society.

1.1 The Nature of Speaking

Communication with language is carried out through two basic human activities namely speaking and listening. In speaking, we put our ideas into word for other to grasp or to understand our ideas and hope people give us feedback. That is why the two activities cannot be separated from one to another. They are integral part of language. It means that when we study language we also think of how people speak and understand each other Clark in Wandia, 1990:25.

In term of medium, speaking and listening relate to language expressed through the aural medium and reading and writing relate to language expressed

through visual medium. In term of activity of the users, speaking and writing are said to be productive skill whereas listening and reading are said to be receptive skills. These can the expressed in a diagram as follows:

Rasyid in Wandia1990:100-101

	Productive	Receptive
Aural Medium	Speaking	Listening
Visual Medium	Writing	Reading

Bird in Nurlaila 2001:11 divides that oral communication consists of five

general types:

- a. Interpersonal communications, in which an individual communicates with him or herself, usually by thinking but occasionally aloud.
- b. Interpersonal communications, in which two individuals communicate with each other face to face.
- c. Group communication, in which several people meet face-to-face discussion whatever matters, may be at hand, and in which thus people share the course and receive ideas.
- d. Public communication public speaking in which one speaker present a message to a group of receiver in a face-to-face setting. While the receives occasionally may adopt the source role, generally the speaker does most or all of the thinking.
- e. Mass communication, in which one speaker transmits a message to a group of receiver via some mass medium such us radio or TV. Since the source, occur on a debated basis.

Oral communication is a two-way process between speaker and listener, and involves the productive skill of speaking and receptive skill of listening. It is important to understand that receptive does not imply passive both listening and speaking have a appositive function to perform in the process of interpreting and listener have a positive function to perform Byrne D, 1976:8.

Relate with the statement above, because speaking is productive skills differ from listening activity, of course there are several reasons probably make people engage conversation to each other, we can be fairly sure that they are doing so for reason probably make the following generalizations Harmer, 1983:41-42.

- a. They want to say something: wants is used here in general way to suggest that a speaker make definite decision address to someone by making a conversation with other people, they can express what they need to do or to have.
- b. He has some communicate purposes: a speaker says things because they want something to happen as a result from what they say.
- c. He selects his language store: the speaker has an infinitive capacity to create new sentences if he is a native speaker.

1.2 The Elements of Speaking

The elements of speaking consist of :

1. Pronunciation

Pronunciation is the act or manner of producing something; articulate utterance Webster's Third New International Dictionary: 1982. Certainly, pronunciation cannot be separated from intonation and stress. Pronunciation, intonation, and stress are largely learnt successfully by imitating and repetition.

2. Grammar

Since knowledge of grammar is essential for competent users of a language, grammar is clearly necessary for the students. Obviously, for example, they need to know that verbs in the third singular have an s ending present simple e.g., he swims, she runs, it takes. They also need to know that the modal auxiliary are followed by bare infinitive without to or inso that they can eventually avoid making mistakes like He must to go or He can opening the window. However, the aim of using the grammar should be to ensure that students are communicatively efficient with the grammar. This means that they should be aware that they could use what they know.

3. Vocabulary

Willis 1990: 42 stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary has to do with the appropriate diction, which is used in conversation. Without having a sufficient vocabulary, someone cannot communicate effectively to express ideas in both oral and written forms.

1.3 Characteristics of a successful speaking activity

There are four characteristics of a successful speaking activity as follows:

1. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
2. Participation is Classroom discussion is not dominated by a minority of talkative participants; all get chance to speak, and contributions are fairly evenly distributed.
3. Interest is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, problem is compounded by the tendency of some learners to dominate, while other speak very little or not at all.
4. Mother-tongue use. In classes where all or a number of learners share the same mother tongue, they may tend to use it, because it is easier, because they feel less exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes- particularly the less disciplined or motivated ones- to keep to the target language.

1.4 Basic Types of Speaking

According to Brown 2004:141 there are five basic types of speaking, as follows

1. Imitative At one end of continuum of types of speaking performance is ability to simply parrot back imitate a word or phrase or possibly a sentence.
2. Intensive The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship such as prosodic elements –intonation, stress, rhythm, juncture

1.5 Types Speaking

According to brown 2004: 141 there are types of speaking they are:

1. Imitative

This type is the ability simply imitates a word or phrase or possibly a sentence.

2. Intensive

This type is the production of short stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship such as stress, intonation rhythm.

1.6 Aspects of Speaking Skills

Experts have proposed various aspects of speaking skills. Brown 2001:268 proposed four aspects of speaking skills namely fluency, accuracy.

1.6.1 Fluency

The first aspect is related to fluency. It is the ability to speak quickly and automatically that has signs including the speed of speaking and few pauses

which are used to characterize a person's level of communication proficiency Richards, 2006:108-109. In this definition, a person is said to be a fluent speaker of a language if he/she can use the grammatical structures and patterns accurately, quickly, and automatically at the normal conversation speed when they are needed. Fluency is considered to be the ability to keep going when speaking spontaneously. It also has signs that indicate that the speaker does not spend a lot of time to search the language items needed to express the message.

1.6.2. Accuracy

The second aspect is related to accuracy. Accuracy is the ability to produce correct sentences using correct grammar and vocabulary in natural interaction Brown, 2001:268. It means that accuracy is achieved by allowing the speaker to focus on the elements of phonology, grammar, and discourse in their spoken output. The aspect of accuracy in the speaking class is set by providing opportunities for the learners to be engaged in the context of daily life. The teacher should give the students communicate tasks and activities such as games, conversation, role-play, debates etc. those kinds of activities can engage the learners in the natural interaction process whenever possible.

1.7 Technique for Teaching Speaking

According to Kayi 2006 there are some technique for teaching speaking as follow :

1.7.1 Discussions

After a content – based lesson ,a discussion can be held for various reasons .the students may aim to arrive at a conclusion, share ideas about an event ,or find solutions in their discussion groups. Before the discussion ,it is essential that the purpose of the discussion activity is set by the teacher. In this way ,the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant .

1.7.2 Role Play

Other way of getting student to speak is role – playing. students pretend they are in various social context and have a variety of social roles .in role – play activities ,the teacher gives information to the learners such as who they are and what they think or feel .

1.7.3 Simulations

Simulations are very similar to role –play but what makes simulations different than role plays is that they are more elaborate .in simulations, students can bring items to the class to create a realistic environment.

1.7.4 Information Gap

In this activity , students are supposed to be working in pairs.one student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information .

e. Brainstorming

on a given topic, students can produce ideas in a limited time . depending on the context ,either individual or group brainstorming is effective and learners generate ideas quickly and freely .

1.7.5 Storytelling

students can briefly summarize a tale or story they heard from somebody beforehand ,or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning , development , and ending ,including the characters and setting a story has to have .

1.7.6 Interviews

Students can conduct interview on selected topics with various people.it is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path follow , but student should prepare their own interview question .

1.8 Assesment of speaking

Ur 1996 says that the techniques of speaking test to analyze oral are as follows :

a. Questions and answers

In this test , the teacher and the students are involved in questions and answers using the target language . the answers can be in short or long answers based on the questions asked.

b. monoloque

In this type of the test , the students are required to perform a speaking performance at a topic given .

c. making dialogue

A pair of students id given a topic and then they are expected to perform a speaking performance at the test given.

d .role plays

teacher hands out a card role to the students .each student get a particular role to perform in pair or group to conduct the speaking.

2. News Item Text

14th Annual Convention of TESOL Teachers of English to Speakers of Other Languages will be held on 9 March 1980 in San Francisco, California. Information can be obtained from P Larson, Alemany, San Francisco, California, USA.

The Lancaster Seminar for European Teachers of English will be held at The Institute for English Language Education, University of Lancaster and the Institute for European Education, St Martin's College Lancaster from 24 March to 3 April 1980. The objects of the seminar are Improving participants own communication skills in English Investigation of current development in ELT methodology Observation of teaching in UK schools and colleges. For further details and application forms for this seminar write to the Director, Institute for European Education, St Martin's College, Lancaster , England.

The eleventh international conference in the UK held by LATEFL International Association of Teachers of English as a Foreign Language will be

held at Goldsmiths' College, Lewisham Way, New Cross, London, from the morning of Tuesday 18 December to the late afternoon of Friday 21 December 1979. The theme of the conference is Co-operation with special reference to the teaching and learning of English as a foreign or second language.

There are likely to be about eighty main speakers, coming from various countries and types of teaching environment. There will be plenty of opportunity for discussion and a number of small-group activities. Those who wish to take part in a small group activity should register for the appropriate group on the first day of the conference. Half the sessions will be devoted to the teaching of children. Extra copies of the registration form can be obtained from Mrs. B Thomas.

Navasilu is a literary journal in English published in Sri Lanka. It includes a range of material from critical articles on both English and Sinhala literature to translations from Sinhala and original writings in English. The third issue is on the topic English in Sri Lanka. This is a double number in honor of Professor H A Passe. Navasilu is available from The Editor. Professor Halpe, Department of English, University of Peradeniya, Sri Lanka. Price: No 1 & No 2 £1.00 each. No 3 (double issue) £1.50. Prices include surface postage.

Handicapped people wishing to come to Britain to learn English. Over the past year ETIC has had an increasing number of enquiries regarding provision for the handicapped in Britain and particularly for those who wish to learn English. The Association of Recognized English Language Schools ARELS do have some schools which make provision for the handicapped.

For further information write to ETIC English Teaching Information Centre. Once in Britain, a successful and enjoyable stay depends on other things. There are three books available which would be of use to the Handicapped visitor.

1. Theatres and Cinemas an Access Guide for Disabled People.
2. The Wheelchair Owners' Manual
3. The disabled Traveller's International Phrase Book.

According to Sudarwati and Grace 2007 news item text is a text which is used to inform readers, listener or viewers the events of the day which are considered newsworthy or important. The generic structure of news item is divided into three parts. The first part is newsworthy events that consists of recount of event in summary form. the second parts is background events. This part includes the elaboration of what happened, to whom and in what circumstances experts on the event.

The last part is source that consists of comments by participants, witnesses and authorities experts on the event. Beside, that there are some language features of news item text. They are information on the use of headlines, the use of material processes to retell the events, focus on circumstances, the use of action verbs, the use of saying verbs, the use of passive sentences, the use of adverbs in passive sentence Sudarwati and Grace 2007. News item text is one of text genres which has certain social purpose. its social function is to provide information to the readers, listeners of viewers about cents of the day which are considered newsworthy or important Gerot and Wignell 1994. according to Gerot and Wignell

the language features of news item text are short telegraphic information about story captured in headline.

The existence of material process to retell the event, the use of projecting verbal processes in sources stage and focusing on circumstances. Studying the content of the video is important since it can build up our ability to comprehend what is delivered and presented on screen, especially for news item. we will be able understand more deeply about what we watch and listen. a group of people perhaps do not watch videos only for a pleasure, they must be able to get meaningful information inside.

1. The generic structure :

- a. Newsworthy event, recounts the in summary.
- b. Background events, elaborate in circumstances.
- c. Source, comments by participants and authorities the events.

2. The Significant grammatical patterns

- a. Short telegraphic information about story captured in headline.
- b. Use of material processes to retell the event.
- c. Use of projecting verbal processes in sources stage.
- d. Focus on circumstances.

3. Voice of America VOA

Learning English began as special English, which voice of America launched in 1959. special English newscasts and features were a primary of VOA International shortwave broadcasts for more than half a century. In 2004, its line of products was expanded to include more English teaching materials, and the

service became known as learning English. As the source of the news and information, VOA learning English can be mentioned as spoken news item text. In our daily lives, news item is considered as significant thing. For instance to be able to adapt to this modern era people need to update and enrich their knowledge and understanding about some information concerned with new events of the day. So, it is important to learn more and analyze what the core of news item. It is in line with the objectives of this study that are to identify how the construction of generic structure and lexicogrammatical feature of news item which are applied in voice of America VOA learning English.

3.1 The Definition VOA

The Voice of America VOA is a dynamic international multimedia broadcaster with service in more than 40 languages. Serving an estimated weekly global audience of 141 million, VOA provides news, information, and cultural programming through the internet, mobile and social media, radio and television.

3.2 VOA Product and Programs

1. VOA broadcasts about 1800 hours of radio and television programming each week to an estimated global audience of 134 million people.
2. Language services have unique websites and use a variety of social media platforms such as Facebook, Twitter and YouTube to share content and interact with audience.
3. VOA's world-renowned music and English language learning programs enjoyed millions of people around the world.

4. VOAs seven TV studios produce a range of programs including news, call in and interview formats.
5. Journalists in VOAs 30,000 square foot News center work around the clock with a global network of correspondents to provide a continuous stream of balanced and comprehensive news and analysis key issues, U.S government policies and cultural developments.

3.3 VOA Learning English

Learning English VOA multimedia source of news and information for millions of English learners worldwide. Learning English began as Special English, which Voice of America launched in 1959. Special English newscast and features were a primary fixture of VOA international shortwave broadcasts for more than half a century. In 2014, our line of products was expanded to include more English teaching materials, and the service became known as Learning English.

Some language teaching methods dull disconnected from real life. People soon forget they learn, or focus on words and phrases without context. VOA Learning English maintains a loyal following among learners, teachers and educational publishers worldwide by using journalism to engage people's interests. Learners absorb American English through content drawn from world news, business, science, U.S. life, popular culture and other topics.

Learning English texts, MP3 and video in public domain. You are allowed to reprint them for educational and commercial purposes, with credit to learningenglish.voanews.com. VOA photos also in the public domain.

However, photos and video images from news agencies such as AP and Reuters copyrighted, so you allowed republishing them. High – resolution audio and video files can be downloaded for free through BBG direct an online service providing original multimedia content from Voice of America for publication across all platforms: online, mobile, print, and broadcasts.

4. Media in Teaching English

4.1. The Definition of Media

According to Asnawir and Basyiruddin 2002: 11 Literally media has the meaning of an intermediary or introduction. The Association for Education and Communication Technology (AECT) defines the media that is all forms used for a process of information distribution. Media is an intermediary, and it is also a suggestion of communication that is carrying information between a source and a receiver. There are six basic categories of media namely text, audio, visual, video, manipulative and people. The purpose of the media is to facilitate communication and learning. Especially video, video is a media that displays movement, including DVD, video recording, computer animation, and so forth. From the definition can be concluded that the sense of media is something that is channeling the message, and can stimulate the thoughts of feelings and the willingness of students so that it can encourage the learning process on him. Creative use of the media will enable students to learn better and be able to improve their performance according to the goals they want to achieve.

4.2. Kinds of Media for Teaching Speaking

There are three kinds of teaching media that suitable for teaching speaking; audio, visual, and audio-visual media.

a. Audio media

Audio media refer to media which deliver messages in an audible form. In this case, the messages are delivered through sounds. Audio media that are commonly used in English teaching are audiotapes, cassettes, CDs, etc.

b. Visual media

Visual media in language teaching are simply defined as media that can be seen during the process of teaching and learning. Wright 1976:194 also says that a visual aid is anything which can be seen while the language is spoken. Types of commonly used visual media are pictures, flashcards, flannel boards, puppets and so on.

c. Audio-visual media

Audio-visual media combine the two kinds of media. It basically cannot only be seen but also heard. Films and video recordings are examples of audio-visual media.

4.3. Advantages of Using Media

Azhar Arsyad 2003:26 states that there are many advantages of media in teaching and learning, they are:

- a. Learning media can clarify the presentation of messages and information that can facilitate and improve the process of teaching learning activities.

- b. The media can enhance students' attention so that media can lead some motivations of learning. The more direct interaction between students and their environment, the more possible students learn independently in accordance with the abilities and interests. Teaching media can overcome the limitations of the senses, space, and time.
- c. The teaching media can provide a common experience of teaching the students about the events of their environment, and allow direct interaction with teachers, community, and environment for example through study tours, visits to museums or zoos. From the explanation above, the researcher concludes that media are very important in teaching and learning process. Media can make students easy to understand the material because they are interested in teaching learning process.

According to Nana Sudjana in Djamarah and Zain : 2002 : 155, there are some benefits that can be obtained by using media in teaching learning process. They can be seen as follows:

- a. By using media, it can make the students learn to think concretely and avoid the teacher teach verbally.
- b. To increase students' motivation, interest, and attention to learn about something.
- c. To foster students' learning development in order to get good outcome.
- d. To stimulate the students' way of thinking in learning something from their own real experience toward the objects of media.
- e. To make the students learn to think regularly and continuously.

- f. To increase students' critical thinking and help them to develop their ability in using language.
- g. To help the students getting a better learning experience.
- h. Through media, the learning material will be easier to understand by the students and enable them to achieve the learning goals.
- i. The teacher will have various teaching methods, not only focus on teaching in verbal communication. So that, the students will not feel bored and reducing teacher's tiredness in teaching along time in the classroom.
- j. The use of media in the classroom can encourage the students to do many activities, such as observing, applying, and demonstrating.

B. Relevant Research

The purpose of this research is to find out whether the use of VOA special English education report can improve students speaking skill in English. The data was collected by applying the speaking test which used rubric scoring. The method of this research is classroom action research. There were two cycles of the test as comparative the improvement of using VOA special English education report can improve students speaking test which used rubric.

C. Hypothesis

Ho : there is no effectiveness of using news item text by voa to students ability in speaking at SMK PAB 3 Medan.

Ha: there is effectiveness of using news item text by voa to students ability in speaking at SMK PAB 3 Medan

D. Conceptual Framework

This final project focuses on the analysis of the generic structure and lexico-grammatical features of news item text found in the most viewed Voice of America Learning English videos in February 2016.

The main purposes of this study are to identify how the construction of generic structure and significant lexico – grammatical features of news item are applied in Voice of America VOA learning English videos based on news item text structure analysis. The result of analysis of the generic structure show that all text implemented the generic structure of news item text state by Gerot and Wignell. The result of analysis of the lexico – grammatical feature shows that all of the elements realized in the texts are well structured. All the texts have been arranged and written based on the complete requirements of lexico- grammatical feature of news item text stated by experts. However, the researcher found some deviations in the text related the use of generic structure and lexico-grammatical features of news item based on the explanation above, the researcher concludes that news item found in Voice of America Learning English videos generally have completed standard generic structure and language features of news item text.

Speaking is one of the language skills in everyday life. Someone often chooses to talk to communicate, because communication is more effective if done by speaking. Speaking plays an important role in everyday life some linguists have defined the notion of speaking, including the following Tarigan 1986 :3 suggests that speaking is a person's ability to utter articulation sounds or words that aim to express, and convey the persons though, ideas and feelings.

CHAPTER III

RESEARCH OF METHODOLGY

A. Location and Time of Research

This research will be conducted at SMK PAB 3 Medan estate Jl. Mesjid no 1 Estate, Medan Baru Kota Medan Sumatera Utara 20235 .PTPN II Medan Estate reason for choosing this school because the researcher will ever do field internship in this school and the same research will never been conducted there.

B. Population and Sample

1. Population

The population of the research is at the tenth grade students of SMK PAB 3 Medan in academic year 2019. The sample of this research took two classes. They from X-AP 24 students and X-AK 20 students. Total sample was 44 students. The control applied the conventional technique in speaking and the experimental class applied VOA

Table.3.1
Population

No	Class	Population
1	X – AP	24
2	X- AK	20
3	X- TKJ 1	25
4	X- TKJ 2	27
5	X- TKJ 3	28
	Total	124

2. Sample

Sample is groups that selected from the population for observation in research. Sample researchers take classes to become samples. The researcher

used VOA to become a sample taken from class X-AP with a total of 24 students and X-AK with a total of 20 students in a total sample of 44 students in the 2019/2020 academic year.

3.Sampling

Sugiyono 2007 sampling is the technique in any analysis using sample as matter to determine the results. Sampling technique is a technique to take the sample . there are many sampling that can be used.to determine the sample to be used in research there are variety of sampling techniques used .in the research uses two classes as the sample of the research. The classes are X AK and X AP and the sampling technique used proportionate stratified random sampling technique .

Table 3.2
Sample

No	Class	Sample
1	XI- AP	24
2	XI- AK	20
	Total	44

C. Research Design

Experimental research is a study carried out in the presence of treatment. According to Sugiyono, experimental research can be interpreted as a research method used to find the effect of certain treatments on others in controlled condition. In this study what is needed is data that reflects the learning outcomes of students after the teaching program that is conducting teaching and learning experiments on two class groups with using news item text by VOA to improve student's ability in speaking report text and in the end the learning process in both

groups is measured using the same measuring instrument, namely through student learning outcomes tests.

Table 3.3
Research Design

Group	Pre-test	Treatment	Post-test
Experimental (X)	✓	Applied VOA method	✓
Control (Y)	✓	Discussion method	✓

D. Instrument Research

For collecting the data, a speaking test given to the students the tests was administered to the students in both experimental and control group there pre-test and post-test. The design of the test is in texts form design. The students was instructed to speaking based on the topic given by the researcher. The tests Was given to both groups; experimental and control group .The news item text was analyzed by the collecting data in the tests.

E. Technique of collecting Data

Data Collection Techniques In this study, researchers used data consisting of measuring numbers because this study uses quantitative collection. So the data collection techniques used are:

1. Pre-tests

Pre-tests are given before treatment. The same pre-test was a trial of both the experimental and control groups to investigate students' speaking abilities. Both the experimental and control groups were asked to speaking based on the topics given.

2. Treatment

Treatment will be done after the pre-test in the experimental group, students are required to use the Streaming Image speaking method when the control group, students should not use conventional methods. Both the experimental and control groups tried with the same material.

3. Post-Test

Post-test was given after the treatment has been completed. It is reported that the mean scores of experimental group and control groups. It is applied to the effect of teaching presentation in both groups.

4. Readability

Readability describes the ease with which a document can be speaking. Readability test , which are mathematical formulas were designed to assess the suitability of books for students at particular grade levels or ages (Darville & Hiebert 1985).

Before the instruction is tested to the students , it needs to check the readability of the instruction is readable by the student or not .it is very important because the students will be instructed to make a news item with control groups.

F.The Technique for Analyzing Data

In the research, the speaking analyzed data by using news item text .to find out the students individual score, the writer used formula as follows :

$$\textit{student score} = \frac{\textit{correct answer}}{\textit{total number of question}} \times 100$$

Then, to interpret the score, the writer used the criteria of measuring the test score to find the effectiveness of using news item text by VOA to improve

students ability in speaking report text at SMK PAB 3 , the criteria can be seen as follows:

Table 3.4
The Score of Comprehension

The score of comprehension	Categories
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

1. Data Description

The data descriptions consist of mean , median and standard deviation .

The formula of mean ,median ,mode ,and standard deviation as follows :

a. Mean

$$\text{Individual data : } \tilde{x} = \frac{\sum fx}{n}$$

Where :

$\sum fx$ = the sum of student score

n = the sum of the students

$$\text{Data distribution : } \bar{x} = \frac{\sum f_1 x_1}{n}$$

$\sum f_1$ = frequency of students score

\bar{x} = mid point of students score

n = the sun of students

$$b. \text{ Mode} = L + I \frac{f_1}{f_1 + f_2}$$

Where:

L = the lower of the interval within which the median lies

I = interval

f₁ = the frequency of the interval containing more recorded by that of the previous interval

f₂ = the frequency of the interval containing more recorded by that of the following interval

c. Median

$$\text{data in frequency distribution Me} : L + I \frac{\frac{n}{2} cfb}{f_w}$$

Where :

L = the lower limit of the interval within which the median lies

I = interval

c f b = the cumulative frequency in all interval containing the median

n = the sum of group

f w = the frequency of cases within the interval containing the median

d. Standard Deviation

$$\text{Individual score} = s \frac{\overline{\Sigma(x-\bar{x}^2)}}{n-1} \text{ or } \frac{\overline{\Sigma x^2}}{n-1}$$

Where :

X = score of student

\bar{x} = average score of all students

n = sum of the students

3. Hypothesis Testing

The data analysis in this research is use T-test independent it means that two group that compare and variant homogeny with freedom degree (dk)= $n_1 + n_2 - 2$.

CHAPTER IV

THE RESULTS OF THE STUDY

A. Data Collection

This research was conducted at SMK PAB 3 Medan Estate for students Class X - AK and X - AP In this study involved two groups the research is the experimental group in the X-AK class and groups control in class X-AP. The experimental class students used the VOA method in learning and the control group used the lecture method.

This research was conducted at SMK PAB 3 Medan in the odd semester of the 2019/2020 school year. The population of this study was class X students with AK and Ap. This research was conducted at SMK PAB 3 Medan. This research was conducted with the aim to determine the effect of learning methods (News Item, VOA, Speaking), on creativity and learning outcomes of students of class X in SMK PAB 3 Medan. This study is an experimental study because this study aims to determine the relationship of cause and effect and influence by giving treatment to the experimental class while the control class is not given treatment.

The implementation of this pre-experimental research involved 2 groups, namely the experimental group and the control group. In scoring the speaking ,they were four categories of evaluation scale applied namely : accuracy, fluency , pronunciation, vocabulary .each category was ranged 0 – 100.

The implementation VOA video in teaching speaking, the step as steps as follows :

After conducting the pretest on 12th September 2019 , the researcher conducted the experimental treatment . the researcher taught five ,14th ,16th,19th ,21th ,23th 2019 for experiment group by using VOA video as an alternative way of teaching speaking .on the other hand , the control groups was taught by their own English teacher without using VOA video . and also conducted the post- test on September 23th 2019 .

Before the researcher taught experiment group .the researcher prepare the instrument to support teaching speaking by using VOA video. for instance :LCD projector , laptop, and speaker .the durations video between one until ten minutes .The first activity the researcher needs ten minutes to give introduction, the introduction as follows :the researcher gives greetings and invites all students to pray together .then the researcher checks student attendance list .the researcher conveys lesson plan .At the beginning of the lesson , the teacher presents a variety of speaking through the material of video .then the researcher plays the video and asks the students to pay attention and watch carefully in aspect of pronunciation ,grammar ,vocabulary ,fluency and comprehension .

The last is closing the researcher asks the students to summarize the materials. The students express their opinions on the learning that has been

followed. the students give feedback from the learning. And also the researcher asks to the students , what the students feeling after learn Speaking by VOA video . some students answered , after learn Speaking by VOA video they feel happy and enjoy. she did not nervous when the learning process .the last is close by praying together.

B. Data Analysis

The data described here are the results of the teaching speaking by using video VOA video .the data analysis includes the mean, the mode ,the median ,the standard deviation and frequency distribution followed by histogram and polygon .the researcher held this research by teaching speaking process that was done at two classes : they are X AK as Experimental Class X AP as control class. the researcher got the data from pre- test and post- test. The descriptions of the data are divided into two group they are as follows :

- 1.the data pre-test of the speaking of the students for the group are before taught using VOA video (pre –test experimental).
- 2.The data post –test of the speaking of the students for the group are taught by using VOA .(post –test experimental).

The data of each group are presented below :

- 1.The data of pre-test of the speaking of the students for the group are before taught by using VOA video (pre –test experimental). The descriptive analysis of the data of the pre- test experiments showed that the score was 65-75.the

mean was 2580 the standard deviation 3.1622 , the median was 71.66.the frequency distribution of the data of pre- test experiments is table 4.1 .

Table 4.1 Frequency Distribution of Pre test Experiment

Class Limit	Fi	Xi	FiXi
65-60	9	65	585
75-70	4	75	300
85-80	11	85	935
95-90	12	95	1.140
Sum	36	320	2.960

From the frequency distribution of the data pre-test experiment above .the lowest score of the students are 64 , and the highest score are 94.the students that gets score 65 are 9 students ,75 are 4 students ,85 are 11 students ,95 are 12 students . from the score pre-test experiment above ,the students score under from the standard of minimum completes of mastery learning .

2. Post test Experimental

The data post test of the speaking of the students for the group are taught by using VOA video (post-test experiment). The descriptive analysis of the data of pre-test experiment showed that the score 65 to 75 . the mean 69.44 . the frequency distribution of the data post- test experiments table 4.2

Table 4.1 Frequency Distribution of Pro- test Experiment

Class limit	Fi	Xi	FiXi
65-60	4	60	240
75-70	9	70	630
85-80	12	80	960
95-90	11	90	990
Sum	36	300	2.820

From the frequency distribution of the data pre-test experiment above .the lowest score of the students are 60 , and the highest score are 90.the students that gets score 60 are 4 students ,70 are 9 students ,80 are 12 students ,90 are 11 students . from the score pro-test experiment above ,the students score under from the standard of minimum completes of mastery learning.

C. Research Findings

This finding was consistent with Busa (2010) Statement that students can increase their communication skills during a course if oral communication is a regular feature in ELT. enhanced by the use of multimodality resources such as video . They must educate students to practice ,in class, the communicative speaking skills they need in the real world .English in Indonesia because related to this students learn the target language in their own culture or the activities available in class .the main factor in the development of learning English is the

opportunity given to students to speak in the target language . the teacher must challenge students to practice speaking . possible ways to stimulate students in speaking are possible by giving them extensive exposure to authentic language through audio- visual stimuli and with opportunities to use language.

VOA video provides as opportunity for students to improve their speaking skills by imitating the speaker skills by imitating the speaker on video. Students will use English as a skill in learning speaking skills . after applying VOA video as a teaching medium for tenth grade students of SMK PAB 3 Medan in the academic year of 2019/2020 . the researcher found some strength during the process.

1. The Score of Experimental

Table 4.3
The Score of Experimental

No	Students Name	Score	
		Pretest	Post test
1	Ag	70	80
2	An	75	85
3	Ans	75	85
4	ar	70	85
5	Ba	70	85
6	Dn	75	85
7	Dt	70	80
8	DI	75	90
9	Dn	70	90
10	Ds	65	90
11	Ek	75	95
12	Er	75	95
13	In	70	90
14	Ind	75	95
15	M.a	65	80
16	MI	70	90
17	Mu	75	90
18	Mi	75	85
19	Nt	75	95
20	Pa	70	90
21	Ra	65	85
22	RH	75	95
23	RM	75	95
24	Rs	70	95
25	Ri	70	90
26	Rc	70	95
27	St	75	90
28	Sn	75	95
29	Sh	70	90
30	Su	70	90
31	Sr	70	85
32	Tr	70	85
33	WI	75	95
34	Wa	70	90
35	Yu	70	90
36	Za	70	95
	Total score	2580	3220
	Mean	71.66666667	89.44444444
	SD	3.16227766	4.747597555
	VARIANS	10	22.53968254

2. The Score of Control Group

Table 4.4
The Score of Control Group

No	Students Name	Score	
		Pretest	Post test
1	Ag	70	80
2	An	75	80
3	Ans	75	80
4	Ar	70	90
5	Ba	60	90
6	Dn	75	90
7	Dt	65	85
8	Di	75	85
9	Dn	65	85
10	Ds	60	85
11	Er	75	85
12	Ek	70	90
13	Ind	65	95
14	Ind	70	90
15	M.a	60	85
16	Ml	65	80
17	Mu	70	85
18	Mr	75	80
19	Nt	70	90
20	Pa	65	85
21	Ra	60	85
22	Rah	70	90
23	Ram	75	95
24	Rs	70	90
25	Ri	70	90
26	Rc	70	90
27	St	75	85
28	Sd	75	95
29	Sh	70	95
30	Su	65	90
31	Sr	70	85
32	Tr	70	80
33	Wu	75	95
34	Wa	70	85
35	Yu	70	90
36	Za	70	95
	Total score	2500	3150
	Mean	69.44444444	87.5
	SD	4.747597555	4.855041562
	VARIANS	22.53968254	23.57142857

CHAPTER V

CONCLUSION AND SUGGESTION

A .Conclusion

Based on the data analyzing in chapter IV, the conclusion can be drawn as the following :

From determination it was known that effectiveness of using news item text by VOA to student ability in speaking was 30 % and 75 % was influenced from other factor. Based on results of the pre test and post test the researcher found there was students in speaking skill of students than those who did not know how to speaking did not understand to understand after VOA activity was to help the progress of learning based on VOA that had never been known .

B. Suggestion

This research show that VOA is an effective in speaking it means that VOA video I appropriate to be applied in speaking for the students of SMK PAB 3 Medan especially in the tenth grade students.

To the teachers, The English teachers, particularly at SMK PAB 3 can use VOA video in teaching speaking skill. They can use VOA video in teaching speaking skill, because VOA video is effective media to support learning activity. The teacher is able to use the VOA video by sending the material of the lesson to the students. Hopefully makes the students be more interest in learning process and easy to catch the materials .

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APPENDIX

1. Lesson Plan

No	Students Name	L/P
1	Annisa	P
2	Ardina	P
3	Desi	P
4	Dia prasiska	P
5	Dina	P
6	Dini	P
7	Eka	P
8	Indah	P
9	Intan	P
10	M.abdul	L
11	Mutiara	P
12	Mira	P
13	Natasya	P
14	Putry	P
15	Rahmadina	P
16	Ramadani	P
17	Ria	P
18	Richa	P
19	Sindy	P
20	Sulia	P
21	Zahratul	P
22	Sri	P
23	Siti	P
24	meysi	P
25	Yudha	L

RENCANA PELAKSANAAN PEMBELAJARAN

Nama satuan pendidikan : SMK Taman Siswa Medan

Mata Pelajaran : Bahasa Inggris

Kelas/semester : XI /1

Materi pokok : *News Item*

Alokasi waktu : XI- 45 menit

A. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks news item lisan dan tulis dengan memberi dan meminta informasi terkait berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya serta dapat menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks news items lisan dan tulis, dalam bentuk berita sederhana koran/radio/TV.

KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya .
2. Menghargaidan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyajidalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks news item lisan dan tulis dengan memberi dan meminta informasi terkait berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya

1.1.1Mengidentifikasi fungsi social teks news item berbentuk berita sederhana dari koran/radio/TV, sesuai dengan konteks penggunaannya.

1.2.1 Menentukan struktur teks news item berbentuk berita sederhana dari koran/radio/TV.

1.3.1 Menggunakan unsur kebahasaan direct and indirect speech serta past form dalam teks news item.

1.4.1 Menemukan contoh teks news item dari sumber koran/radio/TV.

1.5.1 Membandingkan fungsi social, struktur, dan unsur kebahasaan dari beragam teks news item.

2. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks news items lisan dan tulis, dalam bentuk berita sederhana koran/radio/TV

- 2.1.2 Merancang kegiatan kolaboratif pengembangan teks news item.
- 2.2.2 Melakukan pengembangan teks news item sesuai rancangan.
- 2.3.2 Membuat laporan tugas kolaboratif pengembangan teks news item.
- 2.4.2 Menentukan informasi utama dan informasi rinci teks berita sederhana dari koran/radio/TV.
- 2.5.2 Merangkum informasi teks berita sederhana dari koran/radio/TV

C. Materi Pembelajaran

Teks berita sederhana dari koran/radio/TV (news item)

- **Fungsi sosial**

Memberitakan kegiatan, kejadian, dan peristiwa yang menarik dan layak menjadi berita kepada pembaca, pemirsa, pendengar

- **Struktur text**

(gagasan utama dan informasi rinci)

- a. Menguraikan secara ringkas dan padat tentang kejadian, kejadian, peristiwa yang menarik menjadi berita.
- b. Menguraikan secara lebih rinci tentang kejadian/peristiwa/ kegiatan, pihak yang terlibat atau terkait, waktu, tempat, dsb.
- c. Menyebutkan sumber berita: komentar, pernyataan, pendapat dari pihak terlibat/terkait, saksi, pihak berwenang, ahli, dsb., tentang yang diberitakan

- **Unsur kebahasaan**

- 1) Kata dan ungkapan yang menarik perhatian tentang isi berita pada judul (headline)

- 2) Penghilangan kata-kata fungsional atau gramatikal (the, a, kata kerja bantu, dll.)
- 3) Kalimat langsung dengan kutipan, dan kalimat tidak langsung.
- 4) Kalimat pasif
- 5) Adverbial dan frasa preposisional tentang waktu, tempat, cara, dll.
- 6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal
- 7) Ucapan, tekanan kata, intonasi
- 8) Ejaan dan tanda baca
- 9) Tulisan tangan

- **Topik**

Kejadian, peristiwa, kegiatan yang menarik dan layak menjadi berita

D. Metode Pembelajaran

Ceramah, diskusi dan tanya jawab

E. Media Pembelajaran

Contoh berita dari buku dan Internet

F. Sumber Belajar

- Internet
- VOA

G. Langkah-langkah Pembelajaran

a. Kegiatan Pendahuluan

- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- Memberi motivasi belajar
- Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari:
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

Mengamati

- Peserta didik menyimak teks *news item* yang dibacakan oleh guru.
- Peserta didik membaca dan mendengarkan teks berita tersebut untuk memahami isi pesannya.
- Dengan bimbingan guru, peserta didik mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari teks berita (*news item*) tersebut.

Mengumpulkan Informasi

- Secara kolaboratif, peserta didik mencari dan mengumpulkan beberapa berita sederhana dari koran/radio/TV (*news item*) dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.
- Peserta didik membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks berita sederhana dari koran/radio/TV (*news item*).

- Peserta didik membaca semua berita sederhana dari koran/radio/TV (news item) yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:
 - fungsi sosial setiap teks
 - jenis atau golongan dari obyek yang dipaparkan
 - nama, bagian-bagian, sifat dan perilaku yang umum ditemukan/ dilihat
 - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan

Mengasosiasi

- Peserta didik membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks berita sederhana dari koran/radio/TV (news item) yang telah dikumpulkan dari berbagai sumber tersebut di atas.
- Peserta didik memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks berita sederhana dari koran/radio/TV (news item) yang mereka baca.

Mengkomunikasikan

- Peserta didik menyampaikan beberapa teks berita sederhana dari koran/radio/TV (news item) sederhana yang telah dibaca kepada teman-temannya, dengan cara antara lain membacakan, menyalin/menulis dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi teks ilmiah factual, dsb.

- Peserta didik berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.
- Peserta didik membicarakan permasalahan yang dialami dalam memahami teks berita sederhana dari koran/radio/ TV (news item) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

c. Penutup

- Dengan bimbingan dan arahan guru, peserta didik menyimpulkan materi yang sudah dipelajari.
- Peserta didik melakukan refleksi tentang pelaksanaan pembelajaran.
- Guru memberi tugas rumah kepada peserta didik.

Mengucapkan salam penutup dan berdoa

H. Penilaian Hasil Pembelajaran

- Menilai kompetensi pengetahuan : observasi diskusi dalam group work.
- Tes Tertulis (hasil jawaban diskusi kelompok)
- Menilai kompetensi ketrampilan : proyek/portofolio
- Menilai kompetensi sikap: observasi

1. Instrumen Penilaian Kompetensi Sikap
 - a. Penilaian Sikap melalui Penilaian Diri.

Instrumen:
 Instrumen:
 Penilaian diri
 Nama
 Kelas

Untuk pertanyaan 1 hingga 6, tulis setiap surat sesuai dengan pendapat Anda
 A = Selalu B = Sering C = Jarang D = Tidak pernah

1. Saya memiliki kejujuran selama proses belajar bahasa Inggris
2. Saya menunjukkan sikap yang kuat dalam menyelesaikan masalah dalam bahasa Inggris
3. Saya menunjukkan sikap kritis dalam menyelesaikan masalah
4. Saya menunjukkan disiplin dalam setiap proses pembelajaran
5. Saya menunjukkan disiplin dalam menyelesaikan tugas individu dan kelompok .

b. evaluasi antara siswa

Untuk pertanyaan 1 hingga 6, tulis setiap surat sesuai dengan pendapat Anda tentang
 teman Anda yang bernama No absen

A = Selalu B = Sering C = Jarang D = Tidak pernah

1. Teman Anda bertanya kepada seorang teman saat melakukan tugas individu
2. Teman Anda meniru / menipu pekerjaan teman saat mengerjakan tugas Bahasa Inggris
3. Teman Anda mengeluh ketika menyelesaikan tugas individu atau kelompok
4. Teman Anda menyelesaikan tugas yang diberikan oleh guru
5. Teman Anda bertanya kepada guru atau teman kapan proses pembelajaran

No.	Butir Sikap	Deskripsi	Perolehan skor
-----	-------------	-----------	----------------

1.	Fungsi social	4 = sangat menguasai 3 = menguasai 2 = cukup menguasai 1 = kurang menguasai	
2.	Struktur teks	4 = sangat menguasai 3 = menguasai 2 = cukup menguasai 1 = kurang menguasai	
3.	Unsur kebahasaan	4 = sangat menguasai 3 = menguasai 2 = cukup menguasai 1 = kurang menguasai	
4.	Isi Teks	4 = sangat menguasai 3 = menguasai 2 = cukup menguasai 1 = kurang menguasai	

a. Observasi Terhadap Diskusi/ Tanya Jawab

Instrumen			
No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Keaktifan merespon	4 = sangat baik 3 = baik 2 = cukup baik 1 = kurang baik	
2.	Konten pertanyaan	4 = sangat baik 3 = baik	

			2 = cukup baik 1 = kurang baik		
--	--	--	-----------------------------------	--	--

b. Penugasan

Instrumen			
No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Ketepatan waktu	4 = sangat baik 3 = baik 2 = cukup baik 1 = kurang baik	
2.	Kesesuaian tema	4 = sangat baik 3 = baik 2 = cukup baik 1 = kurang baik	
3.	Hasil tugas	4 = sangat baik 3 = baik 2 = cukup baik 1 = kurang baik	

3. Instrumen Penilaian Kompetensi Keterampilan

a. Penilaian Praktik

Instrumen			
No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Kelancaran	4 = sangat baik 3 = baik 2 = cukup baik 1 = kurang baik	
2.	Intonasi dan ekspresi	4 = sangat baik 3 = baik 2 = cukup baik 1 = kurang baik	
3.	Kesesuaian tema	4 = sangat baik	

			3 = baik 2 = cukup baik 1 = kurang baik	
	4.	Grammar	4 = sangat baik 3 = baik 2 = cukup baik 1 = kurang baik	

b. Penilaian Proyek

Instrumen			
No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Ketepatan waktu	4 = sangat baik 3 = baik 2 = cukup baik 1 = kurang baik	
2.	Kesesuaian tema	4 = sangat baik 3 = baik 2 = cukup baik 1 = kurang baik	
3.	Hasil tugas	4 = sangat baik 3 = baik 2 = cukup baik 1 = kurang baik	

c. Penilaian Produk

Instrumen:			
No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Ketepatan waktu	4 = sangat baik 3 = baik 2 = cukup baik 1 = kurang baik	

	2.	Kesesuaian tema	4 = sangat baik 3 = baik 2 = cukup baik 1 = kurang baik		
	3.	Hasil tugas	4 = sangat baik 3 = baik 2 = cukup baik 1 = kurang baik		

a. Penilaian Portofolio

Instrumen:			
No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Laporan secara lisan	4 = sangat baik 3 = baik 2 = cukup baik 1 = kurang baik	
2.	Hasil pencarian teks	4 = sangat baik 3 = baik 2 = cukup baik 1 = kurang baik	
3.	Tugas Presentasi	4 = sangat baik 3 = baik 2 = cukup baik 1 = kurang baik	
4.	Hasil karya pengumpulan	4 = sangat baik 3 = baik 2 = cukup baik 1 = kurang baik	
5.	Kumpulan foto kegiatan	4 = sangat baik 3 = baik 2 = cukup baik	

		1 = kurang baik	
--	--	-----------------	--

3. Documentation

Picture 1



Picture 2



Picture 3



Picture 4



Picture 5





MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail fkip@umsu.ac.id

Form K-1

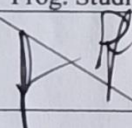
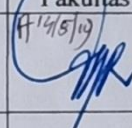
Kepada Yth : Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Nanda Nadila
NPM : 1502050200
Pro. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 154 SKS

IPK = 3,23

Persetujuan Ket/Sekret, Prog. Studi	Judul Yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effectiveness of Using News Item Text by VOA to Improve Student's Ability in Speaking Report Text At SMK Taman Siswa Medan	14/5/19 
	Improve Speaking Teaching Through Internet Media to Improve Speaking Skills in Ninth Grade Junior High School Student	
	Teaching Literacy to Young Learners Through Picture Books	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 09 Mei 2019
Hormat Pemohon,



Nanda Nadila

Keterangan :

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu 'alaikum Wr, Wb

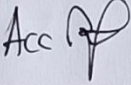
Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Nanda Nadila
NPM : 1502050200
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effectiveness of Using News Item Text by VOA to Improve Students Ability in Speaking Report Text at SMK Taman Siswa Medan

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. Dr. T. Winona Emelia,, M.Hum *Acc* 

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 09 Mei 2019
Hormat Pemohon,



Nanda Nadila

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 2305 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Nanda Nadila
N P M : 1502050200
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : the Effectiveness of Using News Item Text by VOA to Improve Students Ability in Speaking Report Text at SMK Taman Siswa Medan

Pembimbing : Dr. T. Winona Emelia, M.Hum

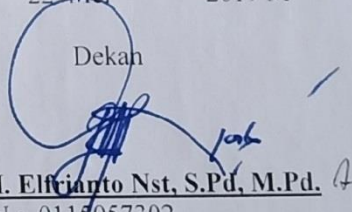
Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 22 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal :
Medan, 17 Ramadhan 1440 H
22 Mei 2019 M

Dekan


Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0113057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :

WAJIB MENGIKUTI SEMINAR



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umhu.ac.id> E-mail: fkip@umhu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Rabu Tanggal 31 Bulan Juli Tahun 2019 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Nanda Nadila
N.P.M : 1502050200
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effectiveness of Using News Item Text by VOA to Improve Student's Ability in Speaking Report Text at SMK Taman Siswa Medan

No	Masukan dan Saran
Judul	Reverse the title
Bab I	a. paraphrasing background b. Identification, a scope & limitation - F
Bab II	-
Bab III	a. location and time } Reverse! b. population & time } c. Research design
Lainnya	-
Kesimpulan	[] Disetujui [] Ditolak [] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Dr. T. Winona Emelia, M.Hum.)

Panitia Pelaksana

Ketua

(Mandra Saragih, S.Pd., M.Hum.)

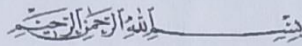
Sekretaris

(Pirman Ginting, S.Pd., M.Hum.)



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Nanda Nadila
N.P.M : 1502050200
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effectiveness of Using News Item Text by VOA to Student's Ability in Speaking at SMK PAB 3 Medan

Pada hari Rabu tanggal 31 bulan Juli tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Agustus 2019

Disetujui oleh:

Dosen Pembahas

Mandra Saragih, S.Pd., M.Hum.

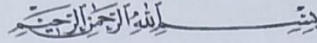
Dosen Pembimbing

Dr. T. Winona Emelia, M.Hum.

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Nanda Nadila
N.P.M : 1502050200
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effectiveness of Using News Item Text by VOA to Student's Ability in Speaking at SMK PAB 3 Medan

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Agustus 2019
Hormat saya
Yang membuat pernyataan,



Nanda Nadila

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada: Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Lengkap : Nanda Nadila
N.P.M : 1502050200
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

The Effectiveness of Using News Item Text by VOA to Improve Student's Ability in
Speaking Report Text at SMK Taman Siswa Medan

Menjadi:

The Effectiveness of Using News Item Text by VOA to Student's Ability
in Speaking at SMK PAB 3 Medan

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.
Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, Agustus 2019

Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Hormat Pemohon

Nanda Nadila

Diketahui Oleh :

Dosen Pembahas

Mandra Saragih, S.Pd, M.Hum

Dosen Pembimbing

Dr. T. Winona Emelia, M.Hum

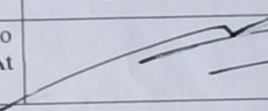


MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.ummu.ac.id> E-mail: fkip@ummu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya

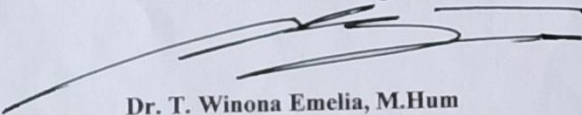
Nama Mahasiswa : Nanda Nadila
NPM : 1502050200
Pro. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Effectiveness of Using News Item Text by VOA to Improve Student's Ability in Speaking Report Text At SMK Taman Siswa Medan	


Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Medan, 09 Mei 2019

Disetujui oleh
Dosen Pembimbing


Dr. T. Winona Emelia, M.Hum

Hormat Pemohon


Nanda Nadila



UMSU

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: <http://fkkip.umsu.ac.id> E-mail: fkkip@yahoo.co.id

Nomor : 3194 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 12 Muharram 1441 H
12 September 2019 M

Kepada Yth. Bapak/Ibu Kepala
SMK PAB 3 Medan Estate
di-
Medan


Assalamu'alaikum Warahmatullahi Wabarakatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Nanda Nadila
N P M : 1502050200
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effectiveness of Using News Item Text by VOA to Students' Ability in Speaking at SMK PAB 3 Medan.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. F. Juriyanto Nst, S.Pd, M.Pd.
NIDN: 0115057302
* FAKULTAS Keguruan dan Ilmu Pendidikan *

** Pertinggal **



PERKUMPULAN AMAL BAKTI (PAB)
SEKOLAH MENENGAH KEJURUAN
SMK (BM) PAB 3 MEDAN ESTATE

Program Keahlian : - Adm.Perkantora Akreditasi B
- Akuntansi Akreditasi B

NDS : 530710201-NSS: 344070106004-NPSN : 10214053-SIOP : 421/9618/PDM/2015,30 Desember 2015
Jl. Mesjid No.1 Medan Estate Kec.Percut Sei Tuan Kab.Deli Serdang (061)7347662 Kode Pos 20371

SURAT KETERANGAN PENELITIAN
Nomor : K.3/C/181 -F/PAB/IX/2019

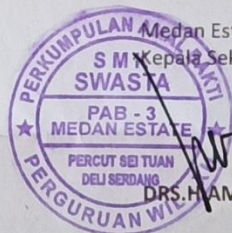
Kepala Sekolah SMK PAB 3 Medan Estate, dengan ini menerangkan bahwasanya yang tersebut di bawah ini :

Nama : NANDA NADILA
NPM : 1502050200
Prog.Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **The Effectiveness of Using News Item Text by VOA to Students' Ability In Speaking at SMK PAB 3 Medan Estate**

Adalah benar telah mengadakan penelitian/riset di SMK PAB 3 Medan Estate, pada tanggal, 13 September 2019 s/d 30 September 2019 dan sejauh pengamatan kami telah dilaksanakan dengan baik.

Penelitian ini dapat kami setuju sehubungan dengan permohonan izin penelitian dari Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Nomor : 5494/II.3-AU/UMSU-02/F/2019, tanggal, 12 September 2019.

Demikianlah Surat Keterangan penelitian ini diperbuat untuk dapat dipergunakan seperlunya.



Medan Estate, 30 September 2019

Kepala Sekolah

DRS. H. AMALUDDIN, MM



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Nanda Nadila
N.P.M : 1502050200
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effectiveness of Using News Item Text by VOA to Students' Ability in Speaking at SMK PAB 3 Medan

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
20 Sept '2019	- Abstract - Acknowledgment - chapter I - chapter II		
2 Okt '2019	→ chapter III - Reference		
3 Okt '2019	→ chapter IV - data analysis		
4 Okt '2019	→ chapter V - conclusion - suggestion		

Medan, Oktober 2019

Diketahui oleh :
Ketua Program Studi

Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum.

Dr. T. Winona Emelia, M.Hum

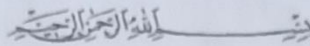


MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umso.ac.id> E-mail: fkip@umso.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

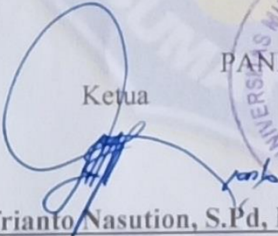


Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Jumat, Tanggal 11 Oktober 2019, pada pukul 08.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

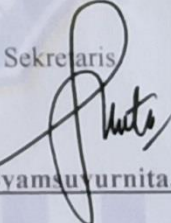
Nama : Nanda Nadila
NPM : 1502050200
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effectiveness of Using News Item Text by VOA Students Ability in Speaking at SMK PAB 3 Medan

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : (**A-**) Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

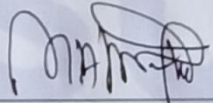
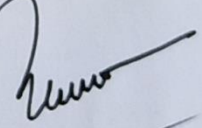
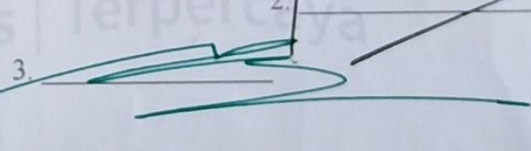
Ketua

Dr. H. Elfrianto Nasution, S.Pd, M.Pd.

PANITIA PELAKSANA

Sekretaris

Dra. Hj. Syamsuurnita, M.Pd

ANGGOTA PENGUJI:

1. Mandra Saragih, S.Pd, M.Hum
2. Dr. Bambang Panca S. S.Pd, M.Hum
3. Dr. T. Winona Emelia, M.Hum

1. 
2. 
3. 



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Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap : Nanda Nadila

N.P.M : 1502050200

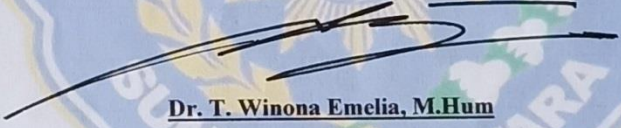
Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Effectiveness of Using News Item Text by VOA to
Students' Ability in Speaking at SMK PAB 3 Medan

sudah layak disidangkan.

Medan, Oktober 2019


Disetujui oleh:
Dosen Pembimbing

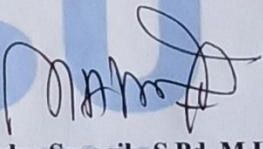

Dr. T. Winona Emelia, M.Hum

Diketahui oleh:

Dekan,

Ketua Program Studi,


Dr. H. Elfrianto Nasution, S.Pd., M.Pd


Mandra Saragih, S.Pd, M.Hum