

IMPROVING STUDENTS' SPEAKING SKILL THROUGH TALK SHOW AT THE EIGHTH GRADE OF SMPN 3 BUA PONRANG

A Thesis

*Submitted to the English Education Study Program of Tarbiyah and Teacher
Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree in
English Education*



By:

PILDA

18 0202 0024

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2022**

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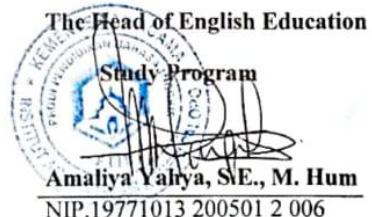
This thesis entitle **"Improving Students' Speaking Skill through Talk Show at the Eighth Grade of SMPN 3 Bua Ponrang"** written by **Pilda**, Reg Num 18 0202 0024, English Study Program of Tarbiyah and Teacher Training Faculty, the State Islamic Intitute of Palopo has been examined and defended in **MUNAQASAH** session which is carried out on **Monday, November 07th 2022**, coincided with **22 Rabiul Awal 1444 H**. It is authorized and acceptable as a partial fulfillment of requirement for S.Pd degree in English language teaching.

Palopo, November 14th 2022

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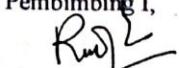
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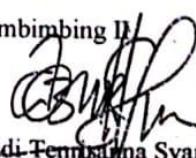
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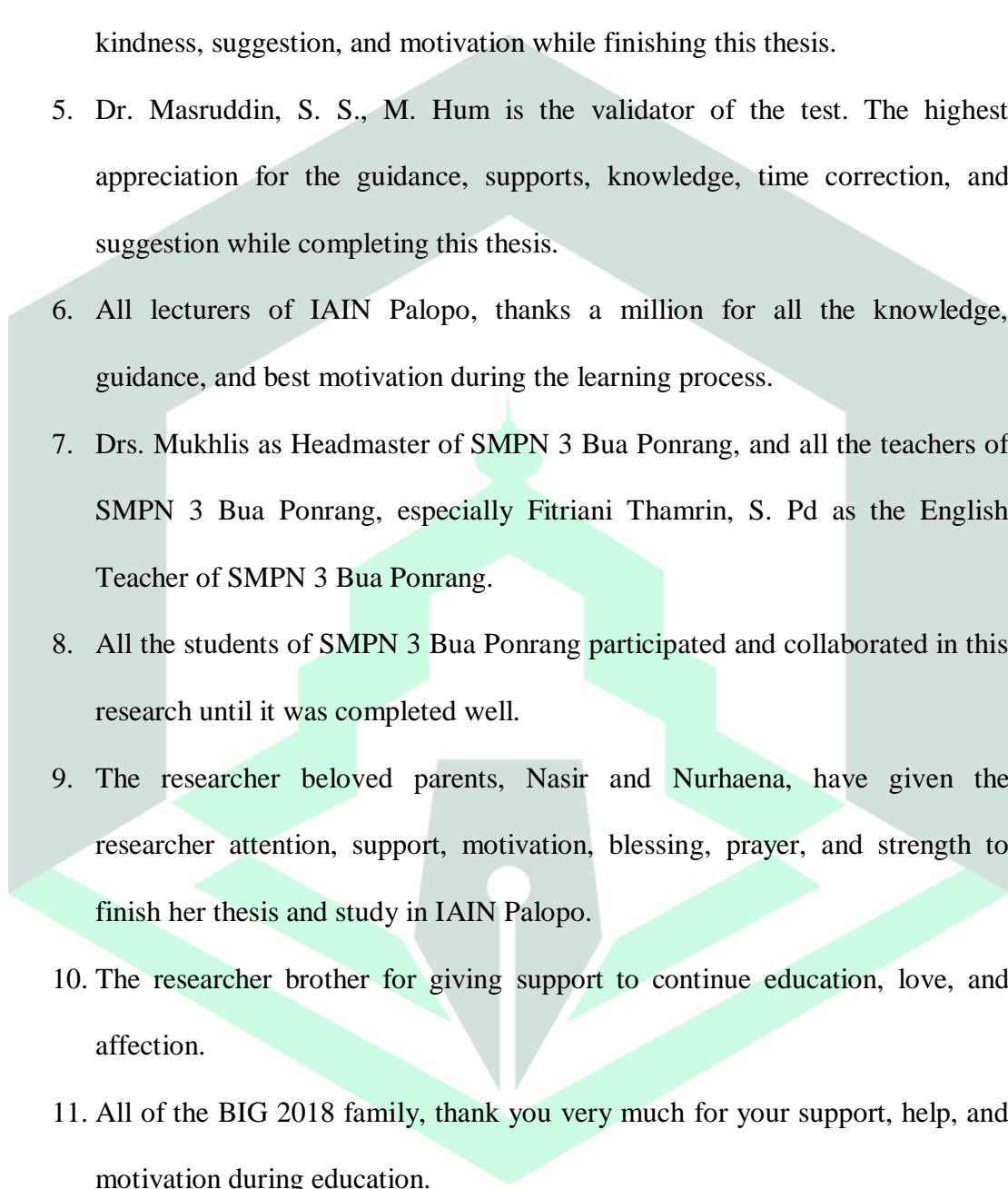
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Palopo, September 19th, 2022

The Researcher


Pilda



TABLE OF CONTENTS

COVER PAGES	i
ACKNOWLEDGMENT.....	vi
TABLE OF CONTENTS.....	ix
LIST OF TABLE	xi
LIST OF CHART	xiii
LIST OF APPENDICES.....	xiv
ABSTRACT	xv
CHAPTER I: INTRODUCTION	
A. Background	1
B. Research Question.....	3
C. Objective of the Research	3
D. Scope of the Research.....	4
E. Significance of the Research.....	4
F. Operational Definition	5
CHAPTER II: REVIEW OF RELATED LITERATURE	
A. Previous Study.....	6
B. Literature Review	10
C. Theoretical Framework.....	23
D. Hypothesis.....	23

CHAPTER III: METHOD OF RESEARCH

A. Research Design	25
B. Time and Location	26
C. Population and Sample.....	26
D. Instrument of the Research.....	27
E. The Procedure of Data Collection	27
F. The Technique of Data Analysis	30

CHAPTER IV: FINDINGS AND DISCUSSION

A. Findings	35
B. Discussion	53

CHAPTER V: CONCLUSION AND SUGGESTIONS

A. Conclusion	56
B. Suggestion.....	56

BIBLIOGRAPHY

APPENDIX

LIST OF TABLES

Table 3.1. The Research Design	25
Table 3.2. The Accuracy Criteria	30
Table 3.3. The Fluency Criteria.....	31
Table 3.4.The Comprehensibility Criteria	32
Table 3.5 The Scoring Classification.....	33
Table 3.6 Score Classification of Questionnaire	34
Table 4.1 The Speaking Aspects Assessment	35
Table 4.2 The Percentage Score of Students' Accuracy in the Pre-Test	37
Table 4.3 The Percentage Score of Students' Fluency in the Pre-Test.....	38
Table 4.4 The Percentage Score of Students' Comprehensibility in the Pre-Test	39
Table 4.5 The Students' Post-Test Score	40
Table 4.6 The Percentage Score of Students' Accuracy in the Post-Test.....	42
Table 4.7 The Percentage Score of Students' Fluency in the Post-Test.....	43
Table 4.8 The Percentage Score of Students' Comprehensibility in the Post-Test...	44
Table 4.9 The Mean Score and Standard Deviation of Pre-Test and Post-Test.....	45
Table 4.10 The paired Samples Correlation of Pre-Test and Post-Test	45
Table 4.11 The Paired Sample Test of Pre-Test and Post-Test	46
Table 4.12 The Table of Questionnaires Learn English Using Talk Show	47
Table 4.13 The Table of Questionnaires Learning Speaking Using Talk Show is Easy to Applied.....	47
Table 4.14The Table of Questionnaires Always Active During The Process of Learning English by Using Talk show	48

Table 4.15 The Table of Questionnaires Know Talk show	48
Table 4.16 The Table of Questionnaires Learn English So that Can Communicate with Foreigners	49
Table 4.17 The Table of Questionnaires Learn English Well because it Helps The Future	49
Table 4.18 The Table of Questionnaires Very Interested in Speaking English	50
Table 4.19 The Table of Questionnaire the Topic given by the Teacher is Very Interesting	51
Table 4.20 The Table of Questionnaires Learn to Speak Using Talk show Can Motivate to Learn English.....	51
Table 4.21 The Table of Questionnaires Excited to Learn Speaking	52
Table 4.22 The Consist of All Statement of Questionnaire	53

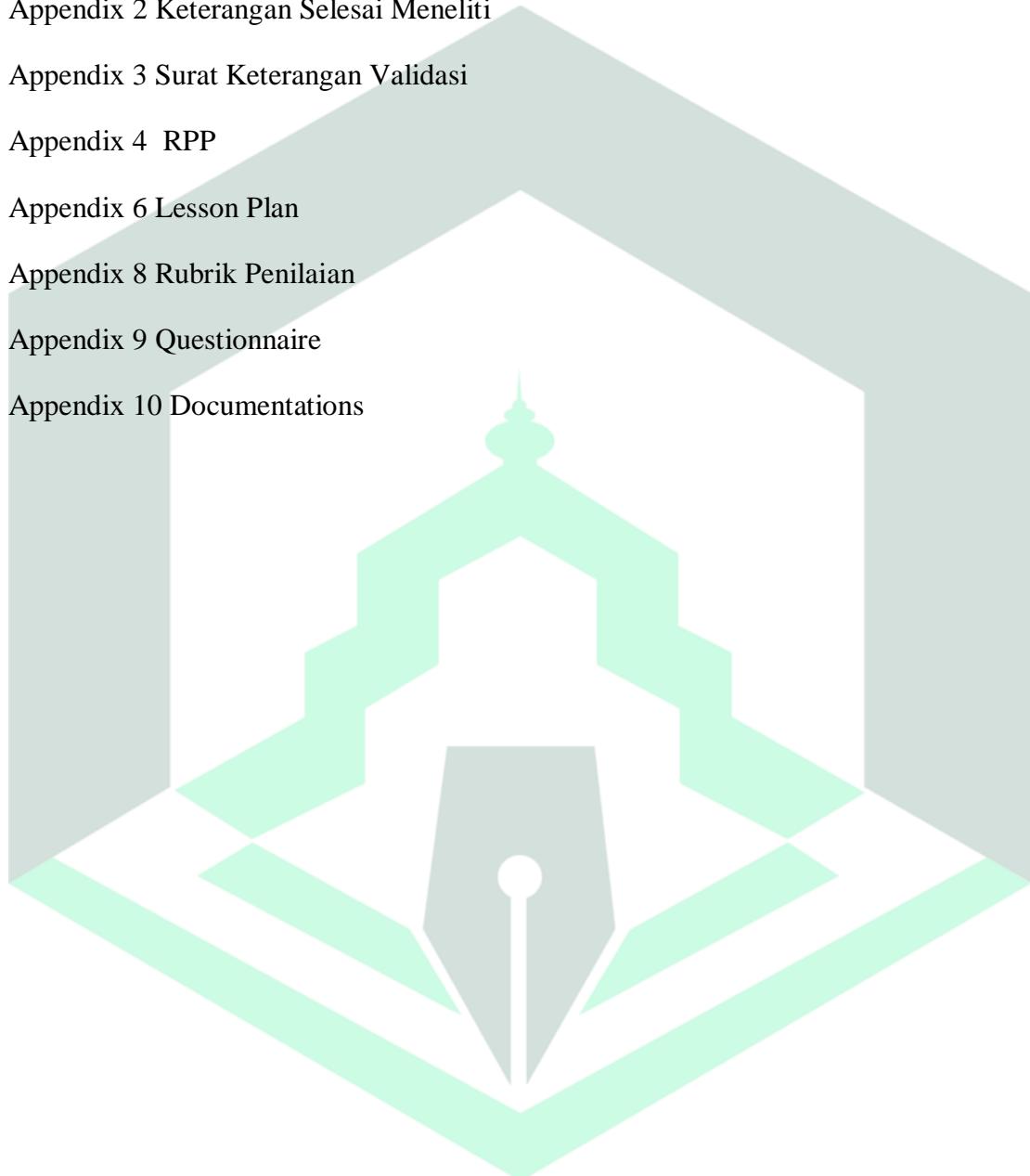
LIST OF CHARTS

Chart 2.1: Conceptual Framework.....	23
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LIST OF APPENDICES

- Appendix 1 Surat Izin Meneliti
- Appendix 2 Keterangan Selesai Meneliti
- Appendix 3 Surat Keterangan Validasi
- Appendix 4 RPP
- Appendix 6 Lesson Plan
- Appendix 8 Rubrik Penilaian
- Appendix 9 Questionnaire
- Appendix 10 Documentations

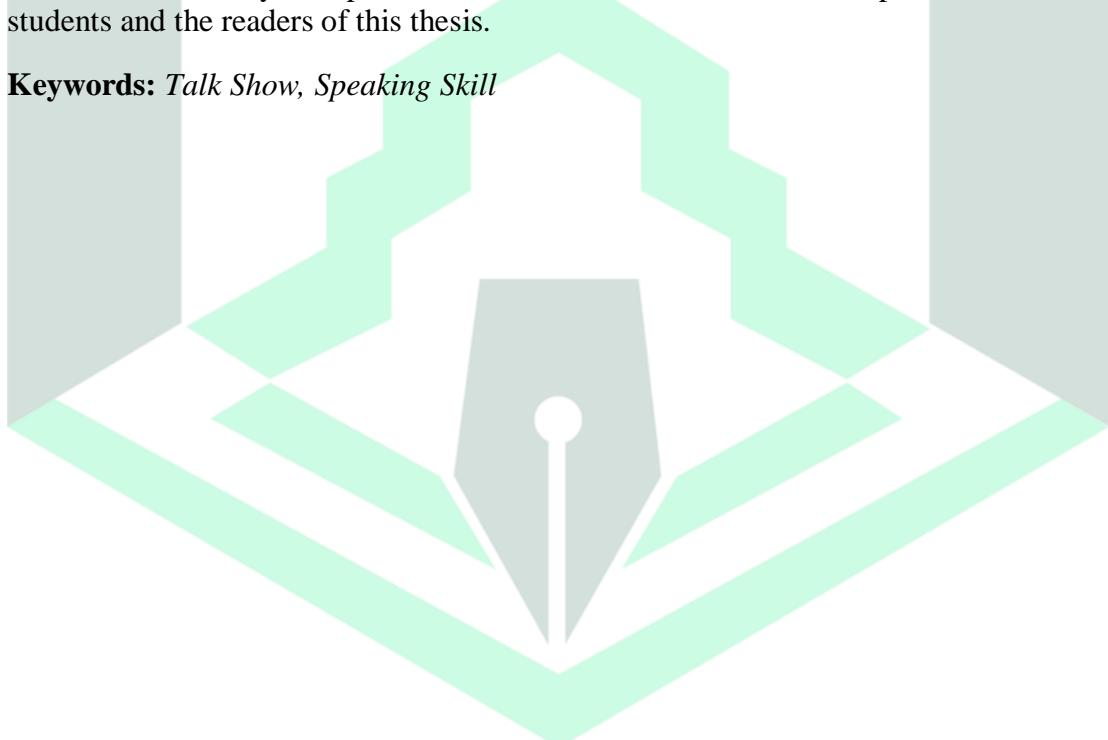


ABSTRACT

Pilda, (2022). *"Improving Students' Speaking Skill Through Talk show at the Eighth Grade of SMPN 3 Bua Ponrang"*. A thesis. the English Education Study Program, Faculty of Tarbiyah and Teacher Training Palopo State Islamic Institute. Supervised by: Dr. Rustan S., M. Hum as the first consultant, and Andi Tenrisanna Syam. S. Pd., M. Pd as second consultant.

This study aims to determine whether the talk show significantly improve students' speaking skill at the eighth grade of SMPN 3 Bua Ponrang and to determine students' perceptions toward using talk show in learning to speak. This study used a pre-experimental method, with a pre-test and post-test. The population in this study was class VIII SMPN 3 Bua Ponrang. The researcher chose 29 students as the sample. The researcher used an oral test to assess students' accuracy, fluency, and comprehensibility. The researcher analyzed the data using SPSS 20. This study shows that talk show improves the students' speaking skill at the eighth grade of SMPN 3 Bua Ponrang. The mean value of the pre-test was 2.54, and the post-test was 3.59. It means the value of the t-count is higher than the value of the t-table. The researcher conducted this study as input for teachers. This research is also hoped to benefit the students and the readers of this thesis.

Keywords: *Talk Show, Speaking Skill*



CHAPTER I

INTRODUCTION

A. Background

Speaking is building and sharing meaning in a variety context through the process of delivering message using verbal and non-verbal symbols. It forms a meaningful communication between two or more people for getting response and how to follow appropriately cultural rules in communication circumstances. Therefore, the speakers do not only produce word randomly but also they need to establish a meaningful communication.¹ It is a person's ability and skill to express ideas, thoughts that are in themselves that involve other people in conveying the information by using words. It is one of the four fundamental abilities in foreign language acquisition, along with listening, reading, and writing. It has been taught to students' since they started elementary school.

Learning media are tools used to help the learning process that the teacher goes through. Learning media makes it easy for teachers to deliver material to the students'. Essential, it is a learning media to facilities the learning process. For example, the material that is difficult to explain through a speech can be explained through a learning media or device. In the classroom, learning media becomes essential and has a positive impact both in the course of learning and education. The

¹ Afif Al Baironi Haka, Abdul Asib, and Slamet Supriyadi,(2021). Speaking Skill Problem Encountered by Vocational School Frehmen and Seniors Viewed from Their Own Perspective. *International Journal of English Literature and Social Sciences* 6 (3). <https://dx.org/10.22161/ijels.63.54>

knowledge and ability of technology to develop learning media in the university are taught in different subjects. Furthermore, the learning media have been taught in the college for the prospective lecture. In practice, the implementation of learning media is still minimal.²

Based on the researcher and the students' interviews at SMPN 3 Bua Ponrang, the researcher noticed various difficulties. The first is pronouncing letters and words incorrectly. Students' English skills were still lacking, so many still mispronounced letters and words, making them scared to speak. The second problem is a lack of known vocabulary. Due to a lack of known vocabulary, students' may become sluggish when speaking English. Third, lack of practice speaking in English. The last is there are issues with speaking, such as students' being ashamed to talk in English due to a lack of confidence to speak English. As a result, they believe English is difficult and impractical.

Many talk show in Indonesia come and go one after another that can not last long.³ The topics discussed are wide-ranging, including social, cultural, educational, economic, political, sports, and current events. Many talk programs in Indonesia come and go and do not endure long. Talk show are programs three or more people talking about a problem. In this program, each invited character can talk to each other express opinions and presenters act as moderators who sometimes express opinion or

² M. Sulthon, P. Pujiastuti, & H. Retnawati (2021). What is the Teacher's Challenge on the Developing of Learning Media to Increase Critical Thinking Ability and the Character?. *Journal Prima Edukasia*, 9 (1), doi: <https://doi.org/10.21831/jpe.v9i1.34876>

³ Aris Santoso, *Student's Perception of the Program Najwa Eye Talk shows on Metro Tv* (2016), IAIN Ponorogo

share talk. The talk show program is actually a program that can enrich the audience's insight into a problem. However, still the program is not attractive if no efforts are made efforts to make the program interesting. The master key of the success of this talk show program is the moderator ability to this is the presenter in controlling and keeping the conversation so that stay fresh, but can be tense too. Of course the topic and the selection of characters who face each other in the topic will make the debate very interesting.⁴

Based on the background above, the researcher conducted a study entitled "Improving Students' Speaking Skill through Talk Show at the Eighth Grade of SMPN 3 Bua Ponrang" to determine whether talk show can improve students speaking skill.

B. Research Question

Based on the background above, the researcher formulated the research questions as follows:

1. Does talk show significantly improve students' speaking skill at the eighth grade of SMPN 3 Bua Ponrang?
2. How are the students' perceptions of the use of talk show in learning speaking?

⁴ Fred Wibowo, *Teknik Produksi Program Televisi*. (Yogyakarta: Pinus Book Publisher, 2009), 88

C. Objective of the Research

According to the formulation, the objectives of the research are:

1. To know whether or not the talk show significantly improve students' speaking skill at the eighth grade of SMPN 3 Bua Ponrang.
2. To find out students' perceptions toward the use of talk show in learning to speak.

D. Scope of the Research

This research is limited to the use of talk show in teaching speaking at the students' of SMPN 3 Bua Ponrang. The researcher taught speaking through talk show with different topic each meeting, such as profession, food, hobby, sport, animals, and artist. This study used the type of talk show is the daytime audience-participation show. The research focused on speaking skills: fluency, accuracy, and comprehensibility.

E. Significance of the Research

The results of this study are expected to provide helpful information and suggestions for their people, namely:

1. For the teacher

The results of this study are expected to be helpful input for English teachers to get alternative solutions in teaching speaking.

2. For students'

This study can help and provide opportunities for students' to learn actively and solve their problems in mastering speaking skill.

3. For the research

Finally, the findings of this study can be used by other researchers interested in English to get helpful information.

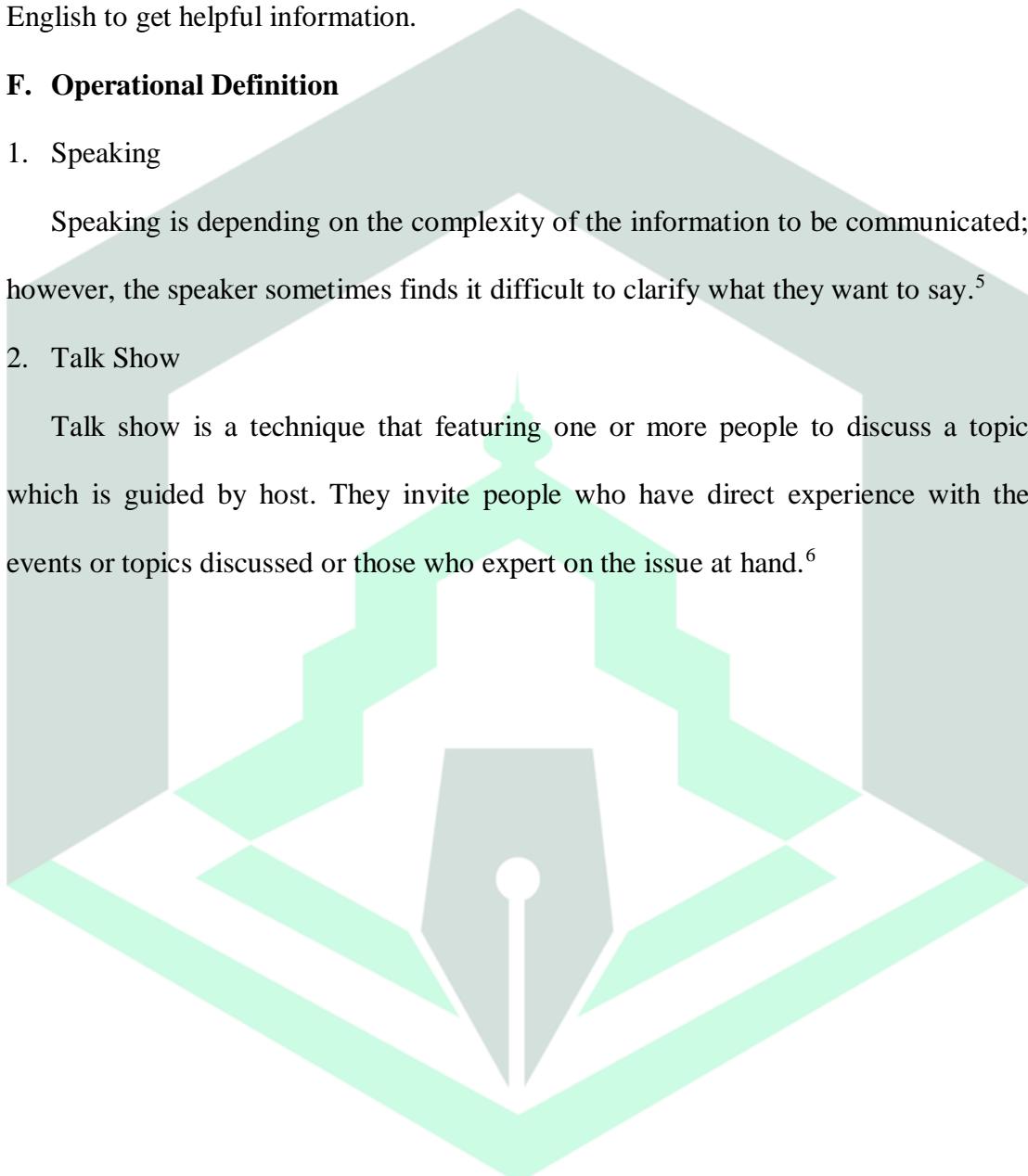
F. Operational Definition

1. Speaking

Speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say.⁵

2. Talk Show

Talk show is a technique that featuring one or more people to discuss a topic which is guided by host. They invite people who have direct experience with the events or topics discussed or those who expert on the issue at hand.⁶



⁵ Gillian Brown and George Yule. *Teaching The Spoken Language*. Cambridge University Press. 1999.

⁶ Morisson, Media Penyiaran: Strategi Mengelola Radio dan Televisi (Tangerang: Ramdina Prakarsa, 2005), 222

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

Previous researchers have carried out about this research, and some have done the research.

Wijayanti's research entitled "*Improving English Speaking Skill Students' Through Role-Playing in Talk show in SMA 4 Pontianak.*" This research aimed to know the increased achievement proportion through playing a role on the talk show. The findings of this study were that improving students' English-speaking skill in expressing opinions, soliciting opinions, and agreeing and disapproving of opinions that had increased from the first cycle till the third one. The level of achievement of the students' speaking skill increased as the effects of role-playing in talk show, from a sufficient level to a reasonable level, reflected through the increase from the first cycle to the third one. The process of teaching and learning speaking skill, especially in expressing opinions, expressing agreement, and disagreement through role-playing on talk show, affected students' active roles in speaking English. This technique also allows students to express their opinions spontaneously and freely.⁷

⁷ Fransiska Dwi Mulyani Wijayanti, *Improving English Speaking Skill Students' Through Role Playing in Talk show at SMA 4 Pontianak*, Jl. Dr. Wahidin Sudirohusodo, Pontianak, dwiwijaya89@yahoo.com (2017)

Nafisya's research entitled "*The Use of Talk show Learning Strategy to Improve Students' Ability.*" This research is about applying the talk show learning strategy to improving students' speaking ability. This research uses experimental. This research aims to test whether talk show can improve students' abilities and to analyze how students' respond to talk show. In collecting data, the authors used tests and questionnaires. After getting the data, test results were analyzed using a statistical procedure. It means that there was a significant difference in achievement between the students' who were taught using earning strategy and those who were taught without using the talk show learning strategy in learning speaking. Furthermore, the writer also analysis the aspect of speaking that most improved for the students' in the experimental class, the vocabulary aspect. In addition to the questionnaire analysis, the writer found that most students agreed that the talk show learning strategy motivated the students to learn to speak.⁸

Aprila wrote a thesis entitled "*Improving Students' Participation in Speaking English Using Talk Show Technique.*" This study aimed to determine how the talk show technique can increase students' participation in speaking English. The form of this research is classroom action research (CAR). Data was collected using observation checklists, field notes, and recording devices. Students' participation was observed, calculated, analyzed, and classified. This study indicates that students' involvement in each cycle has increased during their discussion and talk show

⁸ Amira Nafisya, *The Use of Talk show Learning Strategy to Improve Students' Speaking Ability* (2017), Universitas Ar-Raniry Darussalam-Banda Aceh.

performance. Observation checklists show that using talk show techniques can improve students' participation.⁹

Syahadati's research entitled "*The Use of Talk show Video as a Reflective Practice to Improve Students' Vocabulary in English Speaking Skill.*" This study aims to: (1) identify whether and to what extent video talk show as a reflective practice increase students' vocabulary in speaking skill and (2) describe the classroom climate when video talk show as a reflective practice are applied in speaking classes.¹⁰ The method used in this research is classroom action research (CAR). The research findings show that video talk show in teaching and learning English can improve students' vocabulary, speaking skill, and classroom climate. In addition, videos can stimulate and motivate students' interest in increasing their vocabulary in speaking class. Therefore, video talk show are suitable for supporting and improving students' speaking skill because they have an essential role in teaching and learning.

Elmiana's research entitled "*Improving Students' Speaking Ability Using Radio Talk Show Program.*" Media gives students' and teachers creative and practical ideas and enables them to meet various interests and needs. Therefore, this study analyzes using media, especially radio programs to improve students' speaking skill. This study uses a descriptive qualitative approach. The results showed that using media (radio talk show programs) helped students' improve their speaking skill. The

⁹ Fippi Aprila, *Improving Students' Participation in Speaking English Using Talk Show Technique* (2017), Universitas Bengkulu

¹⁰ Elly Syahadati, *The Use of Talk show Video as a Reflective Practice to Improve Students' Vocabulary in English Speaking Skill* (2016), *Jurnal Pendidikan Bahasa* 5 (1), 51-61

influence of the media (radio talk show programs) can encourage and motivate students' to bring out their best communication skill, especially in using English.¹¹

Setyawati's research entitled "*Improving Confidence and English Language Speaking Skill Using Role Play Technique with Talk show.*" This study aims to increase students' confidence and speaking skill using role-play techniques with talk show. This type of research is classroom action research (CAR). This research consists of 2 cycles—each cycle consists of four steps. First, there is planning, implementation, observation, and reflection—research data in qualitative and quantitative. In the initial condition is showed students' speaking skill is same or above minimal completeness of criteria 9 students' showed (28.12%) with an average of 63.12. The first cycle, fluency of students' speaking be increasing. Speaking skill assessment for the second cycle will be increased. It is showed 28 students' (87.50%) have gotten score same or above KKM with an average 79.17. Increasing is mean that especially for understanding, fluently, and vocabulary aspects. The conclusion of this research is (1) students' speaking skill continue to increase and the initial condition to first cycle and the second cycle : (2) the students' of self confidence to speaking in English was increasing.¹²

¹¹ Dewi Satria Elmiana, *Improving Students' Speaking Ability Using Radio Talk Show Programme* (2019), Eteral (English, Teaching, Learning, and Research Journal) 5 (2), 274-282

¹² Ninik Setyawati, *Improving Confidence and English Language Speaking Skill Using Role Play Technique with Talk show for 8th Grade Students; A Case Study SMPN 1 Karanggeneg Lamongan* (2019), Edulitics (Education, Literature, and Linguistics) Journal 4 (1), 38-45

The researcher sees many researchers who use this technique to improve students' speaking skill because the technique is very effective and easy to apply. The difference between this research and previous research is that the first is the research location, the second is the type of research, and the third is the type of talk show used. The talk show used in this research is the daytime audience-participation show. The previous research just use the common talk show. Therefore, in improving students' speaking skill researcher want to focus more on talk show to be applied to students' at SMPN 3 Bua Ponrang.

B. Literature Review

1. Concept of Speaking

a. Definition of Speaking Skill

Speaking is difficult for foreign language learners because effective oral communication requires using language appropriately in social interactions.¹³ In English language learning, speaking ability is an aspect that needs special attention and instruction. Furthermore, speaking skill are also one of the central elements of communication.

¹³ Yohanes Paulus Florianus Erfiani, *Improving Second Semester Students' Speaking Ability Through Storytelling Learning Model at English Study Program of Timor University Metathesis*, Vol. 1, No. 2, Oktober (2017)

According to Rebecca (2006:144), speaking is the first mode children acquire language.¹⁴ It is part of the daily involvement of most people in language activities and is the prime motor of language change. Speaking is not the same as singing. Speaking uses language most simply by producing ordinary sounds. Then, singing uses rhythmic language. Speaking is not only used to communicate with other people, but we can get new information and share our ideas.¹⁵ Cameron (2010: 40) stated that speaking is the active use of language to express meanings so that other people can make sense of them. Human just processes language to interact with each other.¹⁶

Communication can be done at least by two people; a speaker and a hearer. The hearers must listen and understand what speakers say, then give responses.¹⁷ The object of speaking is various; discussion, speech, debate, dialogue, and conversation. So, speaking is an essential human tool for social control.¹⁸ Speaker communicates to convey his intentions and objectives. The technique learned in the form of pronunciation of English words to the ability to speak is active English which means that one must be seen to speak English actively.

The most important thing in learning speaking skill is that we must be active in learning to speak at least in front of friends or try public speaking and other methods that support students' speaking skill. Speaking skill are a skill that mechanistic. In

¹⁴ Rebecca, *Language Learning Strategie*. The University of Alabama: Heinle & Heinle publisher (2006)

¹⁵ Sulastri, *Using Board Games to Teach Speaking Skill for the Eleventh Grade Students' of SMKN 2 Luwu Utara* (2019), IAIN Palopo

¹⁶ Cameron L, *Teaching Languages to Young Learners*. New York: Cambridge University Press (2010)

¹⁷<http://autodidactm.blogspot.com/2017/02/pengertian-komponen-dan-fungsi-speaking.html>

¹⁸ Ibid, p.7.

practice and learning to speak, a person needs to be trained: in pronunciation, voice control, self-control, gesture control, diction, intonation, use of language is excellent and correct, and arrangement of ideas.

b. Components of Speaking

In speaking skill, there are five components of language that influence speaking skills (Jill and Charles, 2008) there are fluency, accuracy, pronunciation, vocabulary, and comprehension.¹⁹

1) Fluency

Based on the Oxford online dictionary (2020), fluency is the quality of being able to speak or write a language, especially a foreign language, easily and well.²⁰ Lan (2010) states that being able to speak fluently can get across in the communicative intent with no so much hesitation and no so many pauses that can cause barriers or breakdown in the communication.²¹

2) Accuracy

According to Brown (2001), accuracy is the ability to produce correct sentence using correct grammar and vocabulary in natural interaction.²² According to Spratt, Pulvernness & William (2005), accuracy in speaking uses to correct grammar, vocabulary, and pronunciation. It means that accuracy is gained by allowing the

¹⁹ Jill, Charles, *Introduction to Teaching English*. New York: Oxford University Press (2008)

²⁰ Oxford Online Dictionary, Oxford University Press. Retrieved from: <https://oxford.living.dictionanaries> (2020)

²¹ Lan L. S, Fluency and Accuracy in Spoken English-Implication for Classroom Practice in Bilingual Context. *The English Teacher Journal Melta*, 23(1), 3 (2010)

²² Brown, D.H, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York, NY: Pearson Education (2001)

speaker to focus on the elements of grammar. The aspects of accuracy in the speaking class is set by providing learners opportunities to be engaged in daily life.²³

3) Pronunciation

Pronunciation is the way for students to produce clear language when they speak. According to Derwing and Munro (2005), having a good pronunciation of the language can be helpful in everyday communication, particularly for intelligibility. Pronunciation is the way for the speakers to produce the utterance of words clearly when they are speaking.²⁴

4) Vocabulary

In learning a foreign language, vocabulary is one of the essential aspects to know. Efial (2018) states that vocabulary is an integral part of a language; to convey an expression's meaning or make a sentence, someone needs to use appropriate words to express something. In other words, with a limited vocabulary, people will also have a little understanding in terms of speaking, reading, listening, and writing.²⁵

²³ Spratt, Pulverniss M, Williams, *The TKT Course*. Cambridge: Cambridge University Press (2005)

²⁴ Derwing M.T, Munro J.M, *Second Language Accent and Pronunciation Teaching: A Research-Based Approach*. Alberta, Canada: TESOL Quarterly (2005)

²⁵ Efial, *The Role of Vocabulary Knowledge in Speaking Development of Saudi EFL Learners*. Malaysia: University Malaysia Pahang (2018)

5) Comprehension

According to Brown (2004), comprehension is the way of understanding something that has been delivered. In understanding the information additionally, it is the purpose to create the listeners easily to receive the information from the speakers.

26

c. Kinds of Speaking

There are two kinds of speaking such as competency and speaking performance.

1) Speaking Competency

Competency has the ability, skill, and knowledge to do something. Then through this basic definition, speaking competency is the ability of someone to speak by combining their inclusive skill, and how to deliver competence is what one knows.

2) Speaking Performance

Performance is the people or manner of a play. Therefore, we may conclude that speaking performance is the way of one's manners in speaking with accessing their opinion with fluency and accuracy performance is what one does.²⁷

The people are fluent in interaction when they speak for 75-89 minutes with no fillers per 100 words. Accuracy is achieved to some extent by allowing the students' to focus on the elements of grammar and discourse in their output.²⁸

²⁶ Brown D.H, *Language assessment Principle and Classroom Practice*. San Francisco: State University (2004)

²⁷ Bygate, Martin, *Teaching and Researching Speaking*. London: Longman (2000)

²⁸ Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Educations (2001)

d. Teaching Speaking

Before we study and analyze students' speaking, the researcher defines teaching and speaking and then combines them. The term "teaching" refers to the process of directing and encouraging learning. It is a method in which the teacher facilitates and encourages students learning and teaching. Speaking is a communication ability that allows you to communicate with others. It is a method in which the teacher facilitates and encourages students' learning and teaching. So, teaching speaking is a method in which the teacher helps facilitate and empowers communication skill.²⁹ Teaching speaking represents someone else's emotions and communicative needs, interacting with another person in any situation, and influencing others.

The teaching of speaking skill has become increasingly important in the foreign language classroom. The goal of teaching speaking skill is to help students' communicate effectively. It means that students' should understand themselves while maxim their current proficiency. They should avoid message confusion caused by poor pronunciation, grammar, or vocabulary and follow the social and cultural rules in each communication situation. Teaching speaking is to teach ESL/EFL learners to:

²⁹ Ega, *The Use Mingle Game to Improve Students' Speaking Skill at the Grade of SMA Negeri 9 Luwu (2020)*, IAIN Palopo

- 1) Produce English speech and sound patterns
- 2) Use word and sentence stress, intonation patterns, and rhythm of the second language (*i. e.*, select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter)
- 3) Organize their thoughts in a meaningful and logical sequence
- 4) Use language as a means of expressing values and judgments, and
- 5) Use the language quickly and confidently with a few unnatural pauses, called fluency.³⁰

e. Assessing Speaking

The students' speaking performance covers accuracy, fluency, and comprehensibility. J. C Heaton explained those assessment criteria.³¹ Each assessment in a learning process should be focused on the learning process itself. Assessment is a method of determining whether or not the established objectives have been met. Assessment criteria can be found in both products and processes. Product-oriented assessment is a type of assessment that focuses on the result of a process learning and assessment to determine how the process of producing a product works.

³⁰ David Nunan, *Simple Ways to Improve English Speaking in Teaching and Learning* (Cambodia: Home of English International School, 2010)

³¹ J.B. Heaton, *Writing English Language Test* (New York: Longman)

f. The Importance of Speaking

Basic language skills are the main point of communicating with other people. Speaking is one of the four necessary skills that are very important since we cannot express our idea without speaking English. In the global area, many people use English as the medium of communication and it makes people who come from countries to be easier in making interact and communication is one of the international languages.

g. Characteristics of Speaking

1) Clustering

Fluent speech is phrasal. Not word by word. Learners can organize their output both cognitively and physically (with groups) through such clustering

2) Redundancy

The speaker allows this to make meaning clearer through the redundancy of language. The learner can capitalize on this feature of spoken language

3) Reduce forms

Contraction, elisions, and reduced vowels are all forms of a particular problem in teaching spoken English

4) Performance variable

One of the advantages of spoken language is that by thinking as you speak, you manifest a certain number of performances, hesitation, pauses, backtracking, and correction. Learners can be taught how to pause and hesitate.³²

2. Talk show

a. Definition of Talk show

A talk show is a chat or conversation that conveys information by a resource person guided by an emcee or broadcaster, which will later have a question-and-answer session face-to-face or via telephone. Talk show is a type of television or radio program that in the form of a conversation or discussion of a person or group of guests about a specific topic (or various topics) guided by a speech guide. Visitor in a speech degree usually consists of people who have studied or have extensive experience related to the issue being discussed. Something speech titles can be delivered in a formal or casual style and sometimes receive calls in the form of questions or responses from viewers or outsider studio.³³ Thus, talk show means the show of people who are chatting about a certain topic. The talk show concept provides information lightly the audience quickly digests that. Developing chat usually elevates humanity. This feature can be categorized as a news feature, the

³² Marwati, *Improving Students Speaking Skill through Drama at the Eighth Grade of SMPN 9 Palopo* (2020), IAIN Palopo

³³ Eva Arifin, *Broadcasting to be Broadcaster*, (Yogyakarta: Graha Ilmu), h. 64 (2010)

other side of straight news, generally emphasizing the human-interest side of the news.³⁴

b. General Concept of Talk show

According to the Meriam-Webster dictionary, a talk show is a program featuring informal conversation, often a particular topic or range of topics, between a host and various speakers, guests such as experts, celebrities, studio audience members, or listeners or viewers telephoning from their homes.

Generally, most people are familiar with the format of talk show. A talk show usually consists of a host and some speakers who discuss a particular topic in a talk show. In light of teaching speaking, a talk show learning strategy is a suitable technique to be implemented in teaching speaking. It is an appropriate listening technique since it provides many opportunities for students' to speak, reduces anxiety, increases self-confidence, and motivates students' to speak. Furthermore, the talk show is a suitable strategy to enhance students' speaking ability because it allows students' to learn to speak in a fun way. Besides, talk show combines both speech and role-play. Through speech activity, it trains students' to get used to speaking in front of the public to increase students' self-confidence. In contrast, role-play activity helps the students' reduce their nervousness when they speak in a very light way (Alfarez, McBride, Namioka, 2015). According to Peter Herford, every television station can

³⁴Morissan. *Television Journalism Mutakhir*, h. 26

broadcast various entertainment programs such as movies, music, quizzes, talk show, etc.³⁵

c. The Procedures of Talk show

The talk show dramatized the exploration of literature. People are generally familiar with the format because people can watch talk show on television, video, radio, and other media. In the context of teaching speaking. Talk show are usually in the form of minimalist classroom theatre in which the students' write and perform skits based on the literature they are studying. In creating a talk show, the students' interpret characters, conflicts, themes, and issues for a live audience in a classroom (Alfarez, McBride, Namioka, 2016).³⁶ There are three alternatives as to how the talk show can be organized:

Alternative 1:

- a. Students' speak and give directions to their groups and write the names of each group on paper
- b. The host prepares questions which will then be answered by the guest stars
- c. Each group focuses on a given theme and discusses with their group friends.

Each student performs their role well. Each host prepares 5 questions that will be given to guest stars

³⁵Morissan. *Television Journalism Mutakhir*, p. 2.

³⁶Alfarez, McBride, J., & Namioka, L.(n.d). Teaching Strategies; Talk Show. Retrieved January 7,2016, from: <https://www.learner.org/workshops/tml/workshop1/teaching2.html>

Alternative 2:

The first question starts from the first host who asks the guest star then the second host will continue the question with a different question.

Alternative 3:

Each group consists of 5 or 6 people to act out their talk show in front of the class. The group that has not got a turn is the audience. Questions from hosts to guests consist of 5 questions that have been determined by the host. Then is the return of the next group to present their talk show.

d. Talk show Type

According to Bernard M. Cambridge, based on the time of airing, talk show can be divided into three main subgenres, namely:³⁷

1) The Late-Night Entertainment Talk show

The late-night entertainment talk show is a type of television talk show genre after prime time, with programs classified as adult. The format of a speech degree is almost the same as a speech degree in general with the conversation of a person or group of “guests” added with humor, sketches, musical performances and even communication with the audience inside and outside the studio. The evening talk show in Indonesia is adapted from the late-night talk show format popularized in America by Johnny Carson, under the name *The Tonight Show Starring Johnny Carson* on NBC.

³⁷ Bernard M. Cambridge, *Television Talk: A History of the TV Talk Show* (2010)

2) The Daytime Audience-Participation Show

Phil Donahue created this event format in 1967 in Ohio, inspired by radio call-in show. When applied to television, the audience filled the studio because they wanted to have a direct dialogue with an expert or celebrity. Unlike the other hosts, Donahue appeared to be more familiar with other audiences.

3) The Early Morning News Talk Magazine Show

The format of this talk show is to air before noon. This talk show subgenre changes every year according to entertainment industry demand. When viewed from the style, talk show are divided into two main types:

e. The Advantages of Talk show

There are some advantages to applying a talk show learning strategy in teaching speaking.³⁸

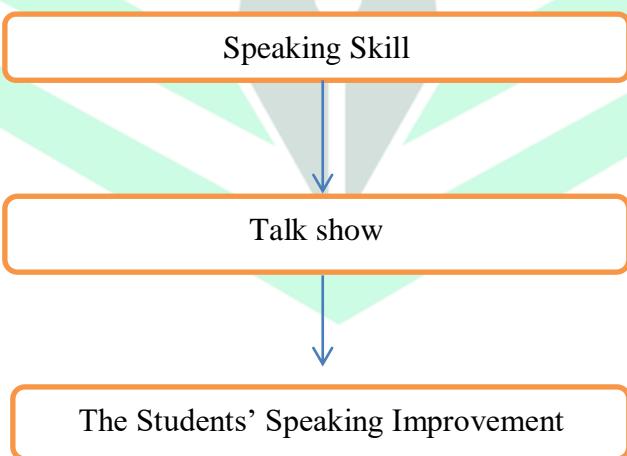
- 1) Talk show contains creative drama activity that is motivating and memorable. Drawing upon students' interpretation and their imaginations, the students' can demonstrate their understanding, synthesis information, and make the sophisticated connection between texts and their lives
- 2) Talk show included speech activity that helps students' get used to delivering opinions and ideas. Besides, the speech activity also habituates the students' to build critical thinking, which is very useful when they discuss particular issues

³⁸ Destri Lantika Asti, *Hierarchy of Influence in Sarah Sechan's Talk show* (2014), Universitas Islam Negeri Syarif Hidayatullah

- 3) Talk show train students' to maintain comprehensive communication between speakers and audiences. By deciding how to communicate their understanding to audiences, students' are challenged to interpret texts persuasively
- 4) The role-playing activity in the talk show helps students develop empathy with people of diverse cultural backgrounds. By doing role-play as a character, students' will learn about the background of the character they will play, such as the habitual, cultural background, profession, personality, etc. So that students' can express their best acting because they know precisely the figure they portray.

C. Theoretical Framework

Speaking is one of the language skill that students' must master. However, some students' struggle with speaking English due to various factors. To overcome this problem, teachers can use new strategies in teaching speaking assist students' in conveying information more effectively. The talk show is one strategy that can be used to improve students' speaking. This method can also make students relax in speaking and understand slowly to improve their abilities.



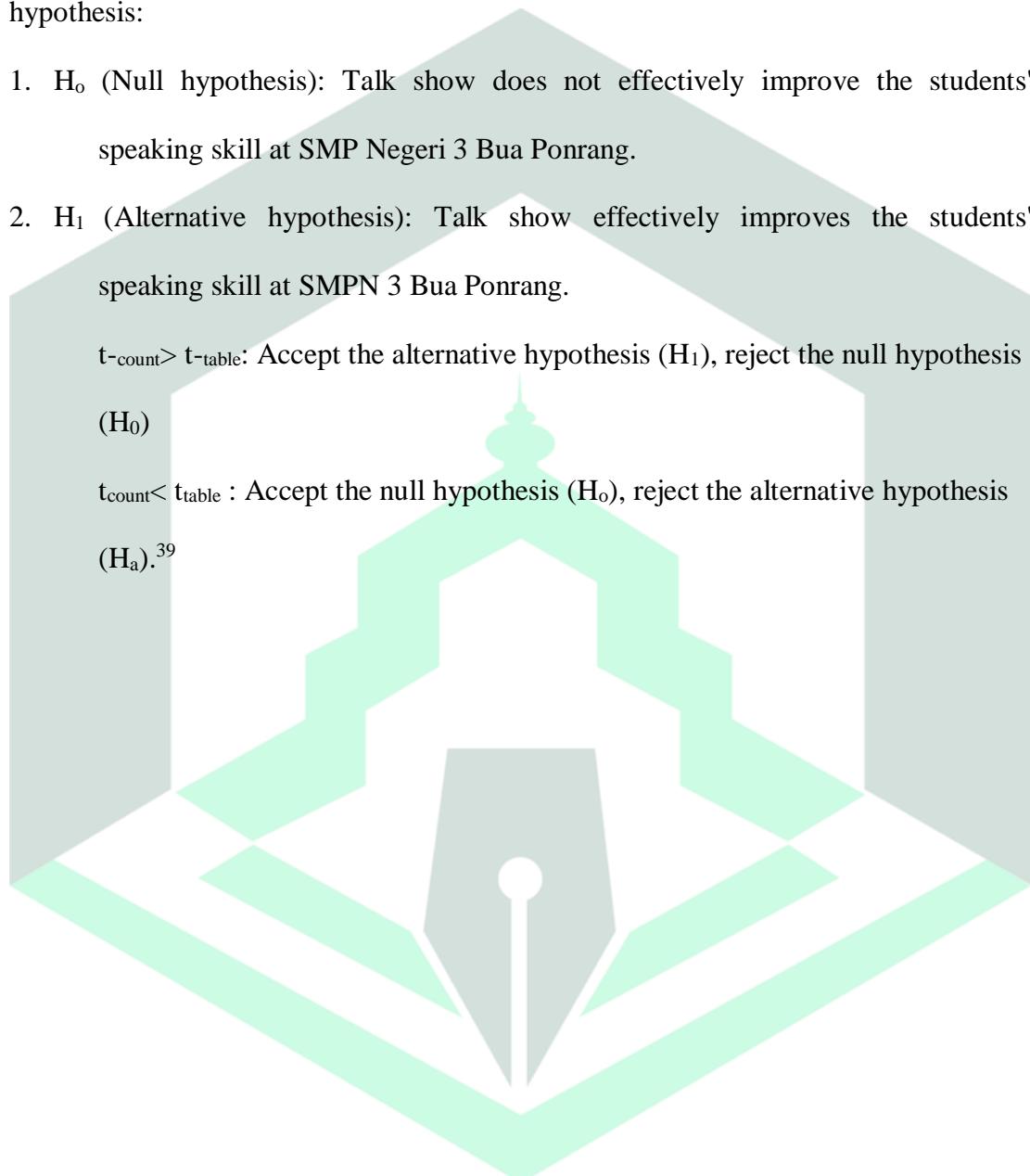
D. Hypothesis

Based on the review of the related literature above, the Researcher presents the hypothesis:

1. H_0 (Null hypothesis): Talk show does not effectively improve the students' speaking skill at SMP Negeri 3 Bua Ponrang.
2. H_1 (Alternative hypothesis): Talk show effectively improves the students' speaking skill at SMPN 3 Bua Ponrang.

$t_{\text{count}} > t_{\text{table}}$: Accept the alternative hypothesis (H_1), reject the null hypothesis (H_0)

$t_{\text{count}} < t_{\text{table}}$: Accept the null hypothesis (H_0), reject the alternative hypothesis (H_a).³⁹



³⁹ Sudrajat Subana, Moersetyo Rahadi, *Educator Statistics* (Bandung: Pustaka Setia, 2001)

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research used experimental method. Experimental research interpreted as the most comprehensive quantitative research approach, meaning that meet all the requirements to test cause-and-effect relationship. Experimental research method is defined as a research method that used to find the effect of certain treatments on others in controlled conditions.⁴⁰ Pre-experimental used in this research is one group pretest-posttest design. In this research, the test was carried out twice. Observation done before (O_1) was called a pre-test, and the observation was conducted after the experiment (O_2) was called a post-test.

Table 3.1 Pre-test and Post-test One Group Design

Group	Pre-test	Treatment	Post-test
Experiment	O_1	X	O_2

⁴⁰ Ninditya Enggawati Hayuningtyas, Arflia Wijayanti, Muhajir, *Experimental Method to Increase Result Learning and Entrepreneurship Elementary School Students*, *Jurnal Penelitian Pendidikan*, <https://jurnal.uns.ac.id/paedagogia> (2017)

B. Time and Location

1. Time of the Research

The time of this research was carried out on August 11 to September 01, 2022 in the odd semester of the 2022/2023 school year.

2. Location of the Research

This research was conducted in class VIIIA SMPN 3 Bua Ponrang, Bakti, Ponrang South District. Luwu Regency, South Sulawesi.

C. Population and Sample

1. Population

The population is a generalization area consisting of all objects or individuals that are the researchers' subject of discussion or study. The population of this research is 6 classes from class A to F with a total of 181 students of SMPN 3 Bua Ponrang.

2. Sample

This experimental study used subjects from class VIIIA with 29 students of SMPN 3 Bua Ponrang. The researcher used a random sampling technique because students' English skill are homogeneous.

D. Instrument of the Research

In this study, the researcher used a test and a questionnaire

1. Test

The first instrument was a test. The tests were divided into two-section, pre-test and post-test. The pre-test was carried out before applying the talk show technique.

The researcher asked students' to tell daily activity as a pre-test. The post-test was carried out after undergoing treatment using the talk show technique.

2. Questionnaire

The second instrument was a questionnaire, which aims to know students' responses after speaking English through the talk show method. There are closed questions in the questionnaire. The questionnaire in this study contains 10 questions.

E. The Procedure of Data Collection

This research was conducted in six meetings which included pre-test and post-test. Before applying the pre-test to the class, the researcher gave a brief overview of talk show, and an example of the talk show in video form during the first meeting. The data collection procedure of this research can be explained as follow:

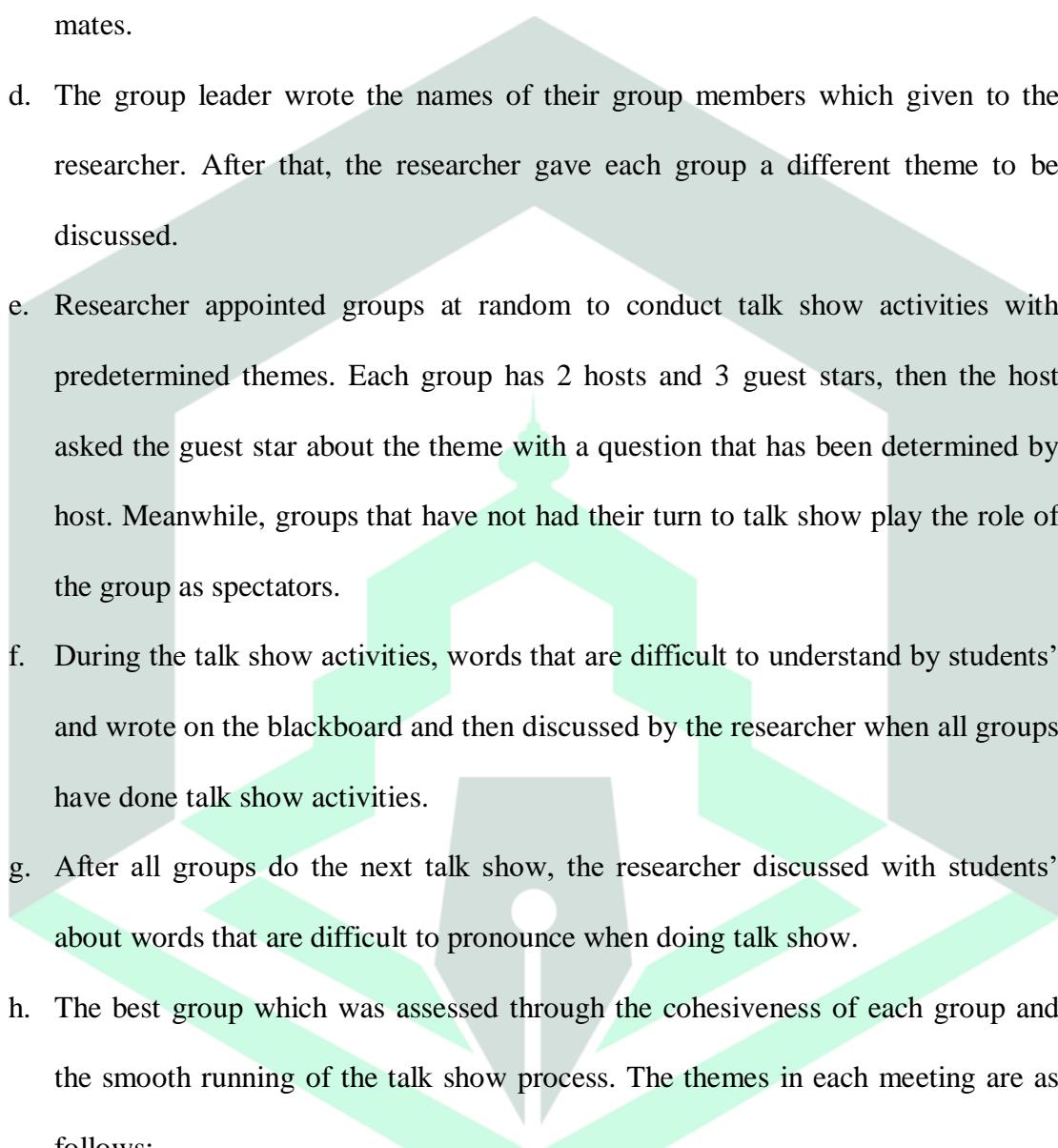
1) Pre-test

In this study, the researcher introduced herself to the students' and vice versa. At this meeting, it was included in the pre-test. In the pre-test, students' talked about daily activities in front of the class.

2) Treatment

In treatment, the researcher conducted six meetings. The steps were followed:

- a. Before the lesson started, the researcher gave an example of talk show by showing a video about the talk show, the researcher gave the students' 5 minutes to watch the video talk show.



- b. Then the researcher formed 5 groups, each consisting of 5 to 6 students'.
- c. Each group must have a group leader who was chosen by their respective group mates.
- d. The group leader wrote the names of their group members which given to the researcher. After that, the researcher gave each group a different theme to be discussed.
- e. Researcher appointed groups at random to conduct talk show activities with predetermined themes. Each group has 2 hosts and 3 guest stars, then the host asked the guest star about the theme with a question that has been determined by host. Meanwhile, groups that have not had their turn to talk show play the role of the group as spectators.
- f. During the talk show activities, words that are difficult to understand by students' and wrote on the blackboard and then discussed by the researcher when all groups have done talk show activities.
- g. After all groups do the next talk show, the researcher discussed with students' about words that are difficult to pronounce when doing talk show.
- h. The best group which was assessed through the cohesiveness of each group and the smooth running of the talk show process. The themes in each meeting are as follows:
 1. At the first meeting, the title is "Profession"
 2. At the second meeting, the title is "Sport"
 3. At the third meeting, the title is "Food"

4. At the fourth meeting, the title is "Hobby"
5. At the fifth meeting, the title is "Artist"
6. At the sixth meeting, the title is "Animals"

3) Post-test

In the post-test, the researcher implemented the post-test talk show with the same title at the first meeting about "Profession."

4) Questionnaire

The questionnaire was distributed to students' to find out their responses to the talk show technique.

F. The Technique of Data Analysis

1. Test

Data analysis is needed to know the result of the research. In this research, the researchers determined the score classification using profile J.B Heaton which includes accuracy, fluency, and comprehensibility. Those assessment criteria are as follows⁴¹:

⁴¹ J.B Heaton, *Longman Handbook for Language Teachers* (London and New York, 1990) p. 1003

Table 3.2 the Accuracy Criteria

Rating	Accuracy
6	The mother tongue only very slightly influences pronunciation. Two or three minor grammatical and lexical
5	The mother tongue slightly influences pronunciation. A few minor grammatical and lexical errors, but most utterances are correct.
4	Pronunciation is moderately influenced by the mother tongue but has no severe phonology errors. A few grammatical and lexical errors, but they only confuse.
3	Pronunciation is seriously influenced by the mother tongue, with an error causing a breakdown in communication. Many basic grammatical and lexical errors
2	The mother tongue seriously influences pronunciation, with errors causing a breakdown in communication—many primary and grammatical errors.
1	Some pronunciation errors, as well as many basic grammatical and lexical errors. There is no evidence of having mastered any language skills and practice in the course.

Table 3.3 the Fluency Criteria

Rating	Fluency
6	Speak without too great an effort with a relatively wide range of expression. Searches for words occasionally but only two unnatural pauses
5	He has to make an effort at the time to search for words—nevertheless, smooth delivery on the whole and only a few unnatural pauses.
4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Relatively smooth delivery mostly, occasionally fragmentary, but successful in conveying the general meaning of fair range expression
3	He has to make an effort much of the time. Often has to search for the desired meaning—somewhat halting delivery and fragmentary. The range of expression is often limited.
2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. I almost gave up making an effort at the time—limited range expression.
1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times give up making an effort. Minimal range of expression.

Table 3.4 the Comprehensibility Criteria

Rating	Comprehensibility
6	It makes it easy for the listener to understand the speaker's attention and general meaning. Very few interruptions or classifications require
5	The speaker's attention and general meaning are pretty clear. A few interruptions for the sake of clarification are necessary.
4	Most of what the speaker says is easy to follow. His attention is always evident, but several interruptions are necessary to help him to convey a message or to seek clarification.
3	The listener can understand much of what is said but must constantly seek clarification. The listener cannot understand many of the speaker's more complex or longer sentences.
2	Only small bits (usually short sentences and phrases) can be understood by someone listening to the speaker.
1	Hardly anything of what is said can be understood. Even when the listener makes a great effort and interrupts, the speaker cannot clarify anything he seems to have said.

a. Student Score:

$$\text{Students' score} = \frac{\text{score obtained} + 2}{n} \times 100$$

Besides the technical of scoring through the six scales above, the researcher also made a rating classification to measure the students' speaking ability. The following is the rating classification.⁴²

b. Identifying the rate based on the table below

Table 3.5 The Scoring Classification

Ability to communicated orally	Scale
Excellent	5.01-6.00
Very good	4.01-5.00
Good	3.0-4.00
Average	2.01-3.00
Poor	1.01-2.00
Very poor	0.00-1.00

⁴² Daryanto, *Evaluasi Pendidikan* (Jakarta PT : Rineke, 2007), p. 211

c. To obtain the mean score, standard deviation, and significance test, the researcher used the SPSS application.

2. Questionnaire

The researcher also constructed questionnaires and distributed them to the experimental class. To count the percentage of the answer to questionnaires, the researcher used this formula:

$$P = \frac{f}{n} \times 100\%$$

Where:

P = percentage N = number of sample

F = frequency 100% = constant value⁴³.

Table 3.6 Score Classification of Questionnaire

Alternative Answers	Positive Score	Negative Score
Agree	3	1
Disagree	2	2
Strongly Disagree	1	3

⁴³ Ibid, 34

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. The Results of Students' Speaking Test in the Pre-Test

At this stage, the researcher gave a test to students which aimed to determine the students' prior speaking ability before being given treatment with several meetings. The researcher analyzed the students' pre-test results based on fluency, accuracy, and comprehensibility. The results of the data can be seen in the following:

Table 4.1 The Speaking Score in Pre-Test

No	Students'	The Speaking Aspects Assessment			Total Score	Final Score
		A	F	C		
1	S1	2	3	3	8	2.66
2	S2	3	3	2	8	2.66
3	S3	2	1	3	6	2
4	S4	2	2	3	7	2.33
5	S5	3	3	1	7	2.33
6	S6	2	2	2	6	2
7	S7	3	2	3	8	2.66
8	S8	2	2	2	6	2
9	S9	2	3	3	8	2.66

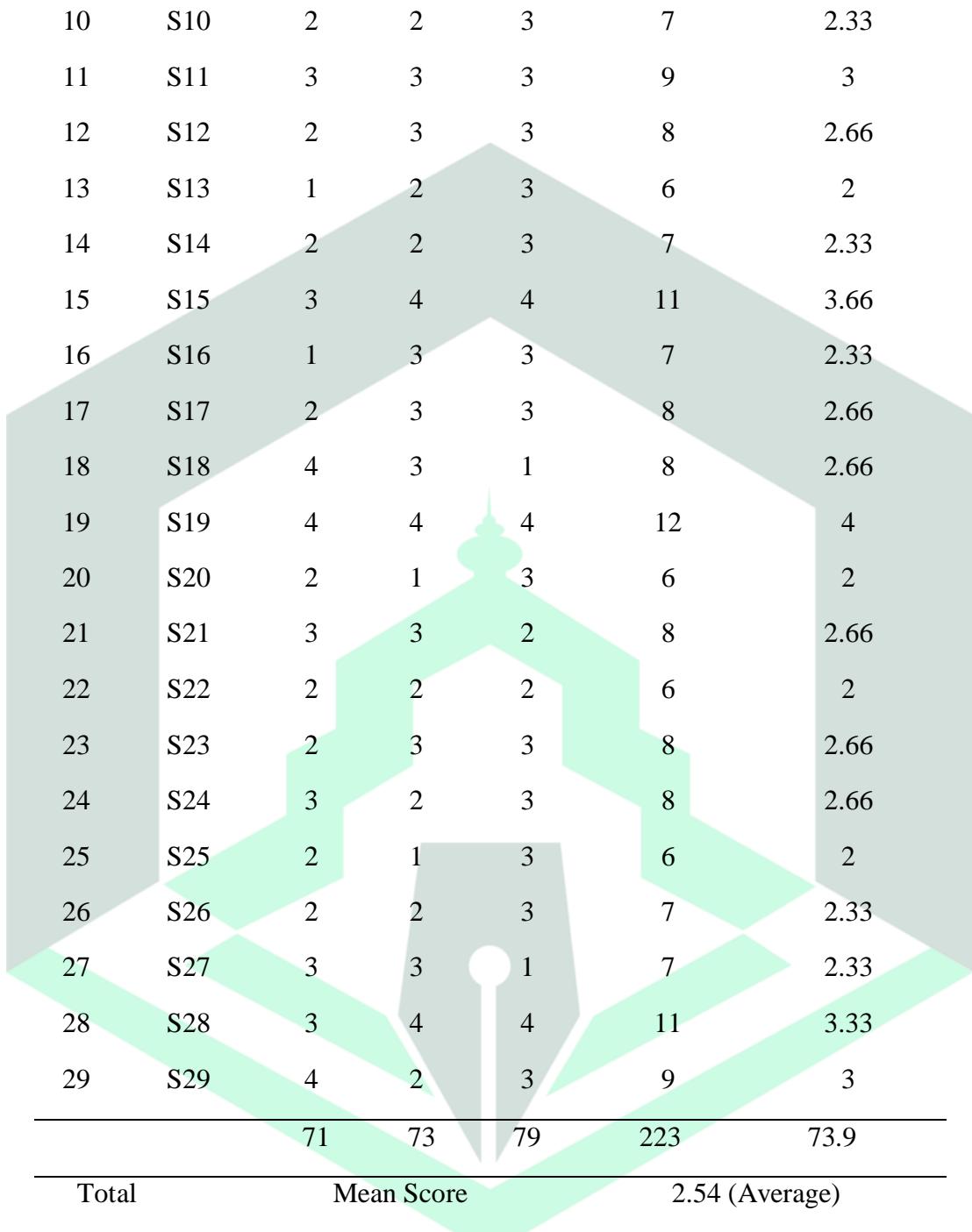


Table 4.1 display the speaking score in pre-test. Several aspects are used in assessing the students' pre-test including fluency, accuracy, and comprehensibility.

Total mean score at the pre-test is 2.54

a. Accuracy

Before the treatment was carried out, the researcher assessed the students' accuracy and it can be seen in the table below:

Table 4.2 The Percentage Score of Students' Accuracy in the Pre-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	3	10%
4	Average	3	9	31%
5	Poor	2	15	52%
6	Very Poor	1	2	7%
Total			29	100%

The table 4.2 informed that the accuracy scores in the pre-test. It can be seen that no student has obtained are excellent and very good (0%). There are 3 students' (10%) get an good category, 9 students' (31%) get the average category, 15 students' (52%), get the poor, and 2 students' (7%) get the very poor category.

b. Fluency

The fluency scores indicated by a score percentage table can be seen in the table below :

Table 4.3 The Percentage Score of Students' Fluency in the Pre-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	3	10%
4	Average	3	12	42%
5	Poor	2	11	38%
6	Very Poor	1	3	10%
Total			29	100%

The table 4.3 displays that the fluency scores in the pre-test. It can be seen that no student has obtained are excellent and very good (0%). There are 3 students' (10%) get an good category, 12 students' (42%) get the average category, 11 students' (38%), get the poor, and 3 students' (10%) get the very poor category.

c. Comprehensibility

The comprehensibility scores are indicated by a score percentage table, which can be seen in the table below :

Table 4.4 The Percentage Score of Students' Comprehensibility in the Pre-Test

Pre-Test				
No	Classification	Rating	Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	3	10%
4	Average	3	18	63%
5	Poor	2	5	17%
6	Very Poor	1	3	10%
Total			29	100%

The table 4.4 provides that the comprehensibility scores in the pre-test. It is clearly seen that no students get the excellent and very good category (0%). The majority of the 3 students (10%) get the good category, 18 students (63%) get the average category, 5 students' (17%) get the poor, and 3 students (10%) get a very poor category.

2. The Results of the Students' Speaking Test in the Post-Test

The post-test result can be seen from the score obtained by the students' after the researcher gave treatment for six meetings. The table below show students' scores:

Table 4.5 The Students' Post-Test Score

No	Students'	The Speaking			Total Score	Final Score
		A	F	C		
1	S1	5	4	3	12	4
2	S2	3	4	3	10	3.33
3	S3	3	3	4	10	3.33
4	S4	4	3	4	11	3.66
5	S5	3	4	3	10	3.33
6	S6	4	5	3	12	4
7	S7	4	4	3	11	3.66
8	S8	4	3	3	10	3.33
9	S9	3	4	4	11	3.66
10	S10	3	3	4	10	3.33
11	S11	4	4	3	11	3.66
12	S12	3	3	4	10	3.33
13	S13	3	4	4	11	3.66
14	S14	3	3	4	10	3.33
15	S15	3	3	4	10	3.33
16	S16	3	4	4	11	3.66
17	S17	4	5	3	12	4
18	S18	3	4	4	11	3.66
19	S19	3	4	4	11	3.66

20	S20	4	3	3	10	3.33
21	S21	5	4	5	14	4.66
22	S22	3	3	4	10	3.33
23	S23	3	3	4	10	3.33
24	S24	3	4	5	12	4
25	S25	4	4	4	12	4
26	S26	2	4	4	10	3.33
27	S27	4	3	3	10	3.33
28	S28	4	3	3	10	3.33
29	S29	3	4	4	11	3.66
		104	106	107	303	104.2
Total		Mean Score			3.59 (Good)	

Based on Table 4.5 above, the students' scores on the pos-test. Several aspects are used in assessing the students' post-test including fluency, accuracy, and comprehensibility. The result on the post-test increased after treatment. The mean score on the pre-test is 2.54 while the post-test is 3.59.

a. Accuracy

Before the treatment was carried out, the researcher assessed the students' accuracy and it can be seen in the table below:

Table 4.6 The Percentage Score of Students' Accuracy in the Post-Test

No	Classification	Rating	Post-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	2	7%
3	Good	4	10	35%
4	Average	3	16	55%
5	Poor	2	1	3%
6	Very Poor	1	0	0%
Total			29	100%

The table 4.6 informed that the accuracy scores in the post-test. It can be seen that no student has obtained excellent (0%), 2 students' (7%) get the very good. There are 10 students' (35%) get the good category, 16 students' (55%) get the average category, 1 student (3%), get the poor, and no student has obtained very poor (0%).

b. Fluency

The fluency scores indicated by a score percentage table can be seen in the table below :

Table 4.7. The Percentage Score of Students' Fluency in the Post-Test

No	Classification	Rating	Post-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	2	7%
3	Good	4	15	52%
4	Average	3	12	41%
5	Poor	2	0	0%
6	Very Poor	1	0	0%
Total			29	100%

The table 4.7 informs that the fluency scores in the post-test. It can be seen that no student has obtained excellent (0%), 2 students' (7%) get the very good. There are 15 students' (52%) get the good category, 12 students' (41%) get the average category, that no students' has obtained poor and very poor (0%).

c. Comprehensibility

The comprehensibility scores are indicated by a score percentage table, which can be seen in the table below :

Table 4.8. The Percentage Score of Students' Comprehensibility in the

No	Classification	Rating	Post-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	2	7%
3	Good	4	16	55%
4	Average	3	11	38%
5	Poor	2	0	0%
6	Very Poor	1	0	0%
Total			29	100%

The table 4.8 informs the comprehensibility scores in the post-test. It can be seen that no student has obtained excellent (0%), 2 students' (7%) get the very good. There are 16 students' (55%) get the good category, 11 students' (38%) get the average category, that no students' has obtained poor and very poor (0%).

3. The comparison between the result in pre-test and post-test

In this study, the pre-test and post-test mean scores and standard deviations were recorded, and the two were compared. An outcome table with descriptive statistics is displayed:

Table 4.9 The Mean Score and Standard Deviation of Pre-Test and Post-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	2.54	29	.631	.117
	Posttest	3.59	29	.508	.094

The table 4.9 above reveals that the mean pre-test score was (2.54) with standard deviation was (0.631) and error standard was (0.117). The mean of post-test score was (3.59) with standard deviation was (0.508) and error standard was (0.094).

Table 4.10 The paired Samples Correlation of Pre-Test and Post-Test

Paired Samples Correlations

	N	Corelation	Sig.
Pair 1 Pretest & Posttest	29	.192	.319

Table 4.10 presents the data of the correlation between the pre-test and post-test. The correlation score is 0.192 with significance value is 0.319. This data shows there is correlation between students speaking skills before and after giving the treatment.

Table 4.11 The Paired Sample Test of Pre-Test and Post-Test

Paired Samples Test

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Mean	Lower				
PRETE									
Pair 1	ST – POSTE	-96552	.73108	.13576	-1.24361	-68743	-7.112	28	.000
	ST								

The researcher obtains data with t_c (t_{count}) = 7.112 and df (degrees of freedom) = 28 while the t_t (t_{table}) for the standar of significant level 0,05 (5%) on df =28 is 1.701.

It means the value of the t-count is higher than the value of the t-table.

This means the null hypothesis (H_0) is rejected while the alternative hypothesis (H_1) is automatically accepted. It shows a difference between speaking skill before and after being given treatment to the student with six meetings. Therefore, the researcher concludes that talk show significantly improved speaking skill at SMPN 3 Bua Ponrang.

4. The Questionnaire Results

Table 4.12 Learn English Using Talk Show

Option	Frequency	Percentage
Agree	25	86.20%
Disagree	4	13.79%
Strongly disagree	0	0%
Total	29	100 %

From table 4.12, 86.20% students strongly agree that they like to learn English using talk show. There are 13.79% of students' disagree. The calculation show that the use of talk show affects the learning process. Most of them feel they have increased in learning English.

Table 4.13 Learning Speaking Using Talk show is Easy to be Applied

Option	Frequency	Percentage
Agree	20	68.96%
Disagree	6	20.68%
Strongly disagree	3	10.34%
Total	29	100 %

From table 4.13, 68.96% students strongly agree that learning to speak using talk show can be applied. There are 20.68% of students' disagree, and there is 10.34% of students' strongly disagree. The calculation show that the use of talk show affects the learning process. Most of them feel they have increased in learning English.

Table 4.14 I am always Active during the Process of Learning English by Using Talk

Option	Frequency	Percentage
Agree	23	79.31%
Disagree	2	6.89%
Strongly disagree	4	13.79%
Total	29	100 %

From table 4.14, 79.31% students strongly agree that they feel active while learning English by using talk show. There are 6.89% of students' disagree, and there is 13.79% of students' strongly disagree. The calculation show that the use of talk show affects the learning process. Most of them feel they have increased in learning English.

Table 4.15 I Know Talk show

Option	Frequency	Percentage
Agree	23	79.31%
Disagree	5	17.24%
Strongly disagree	1	3.44%
Total	29	100 %

From table 4.15, 79.31% students strongly agree they know talk show. There are 17.24% of students' disagree, and there is 3.44% of students' strongly disagree. The calculation show that the use of talk show affects the learning process. Most of them feel they have increased in learning English.

Table 4.16 I Learn English to Communicate

Option	Frequency	Percentage
Agree	28	96.55%
Disagree	1	3.44%
Strongly disagree	0	0%
Total	29	100 %

From table 4.16, 96.55% students strongly agree that they study English to communicate with foreigners. There are 3.44% of students' disagree. The calculation show that the use of talk show affects the learning process. Most of them feel they have increased in learning English.

Table 4.17 Learn English Well because it Helps the Future

Option	Frequency	Percentage
Agree	27	93.10%
Disagree	2	6.89%
Strongly disagree	0	0%
Total	29	100 %

From table 4.17, 93.10% students strongly agree they want to learn English well because it helps the future. There are 6.89% of students' disagree. The calculation show that the use of talk show affects the learning process. Most of them feel they have increased in learning English.

Table 4.18 Very Interested in Speaking English

Option	Frequency	Percentage
Agree	27	93.10%
Disagree	1	3.44%
Strongly disagree	1	3.44%
Total	29	100 %

From table 4.18, 93.10% students strongly agree that they are very interested in speaking English. There are 3.44% of students disagree and 3.44% of students' strongly disagree. The calculation shows that the use of talk show affects the learning process. Most of them feel they have increased in learning English.

Table 4.19 Topic Given by the Teacher is Very Interesting

Option	Frequency	Percentage
Agree	25	86.20%
Disagree	2	6.89%
Strongly disagree	2	6.89%
Total	29	100 %

From table 4.19, 86.20% students strongly agree topic given by the teachers is very interesting. There are 6.89% of students' disagree and 6.89% of students strongly disagree. The calculation shows that the use of talk show affects the learning process. Most of them feel they have increased in learning English.

Table 4.20 Learn to Speak Using Talk show Can Motivate Learn English

Option	Frequency	Percentage
Agree	27	93.10%
Disagree	2	6.89%
Strongly disagree	0	0%
Total	29	100 %

From table 4.20, 93.10% students strongly learn to speak using talk show can motivate learn English. There are 6.89% of students' disagree. The calculation show that the use of talk show affects the learning process. Most of them feel they have increased in learning English.

Table 4.21 I Feel Excited to Speak English

Option	Frequency	Percentage
Agree	27	93.10%
Disagree	0	0%
Strongly disagree	2	6.89%
Total	29	100 %

From table 4.21, 93.10% students strongly agree that they are excited to learn to speak. There are 0% of students' disagree, and there are 6.89% strongly disagree. The calculation show that the use of talk show affects the learning process. Most of them feel they have increased in learning English.

Table 4.22 The Consist of All Statement of Questionnaire

No	Students	Agree	Disagree	Strongly Disagree
1	S1	25	4	0
2	S2	20	6	3
3	S3	23	2	4
4	S4	23	5	1
5	S5	28	1	0
6	S6	27	2	0
7	S7	27	1	1
8	S8	25	2	2
9	S9	27	2	0
10	S10	27	0	2
Total		252	25	13
Percentage		86.89%	86.20%	44.82%

The conclusion after giving the questionnaire to students' showed, that on average students' agreed with the use of talk show in the learning process because it could improve students' speaking. This can be seen from the overall results with different agree, disagree and strongly disagree statements on each question in the questionnaires. The agree statement has a very high percentage (86.89%), while the disagree has a low percentage (86.20%), and strongly disagree (44.82%).

B. Discussion

Before the talk show technique was carried out at SMPN 3 Bua Ponrang, the students' speaking skill needed to be improved due to a lack of vocabulary. They even feel challenging to pronounce every word. Students' were still very doubtful because they were afraid of being wrong with the pronunciation of the vocabulary. When asked to speak in front of the class, many students' did not have confidence. Students' speaking increased in the post-test because after conducting several meetings using the talk show technique and different topics in each meeting, students' got the new vocabulary and felt confident when speaking in public. Students' are more confident when they have friends they can talk to in public or class. The lowest speaking aspect in the pre-test was accuracy, with a value of 71, while the was fluency value of 73, and the highest was comprehensibility value of 79. The linguistic aspect in the post-test increased with the accuracy value from 71 to 104. The fluency aspect rose from 73 to 106. And comprehensibility got the score from 79 to 107.

The factors that cause low speaking are students' lack of reading, very minimal vocabulary, and being shy to speak. In contrast, the cause of the high aspect of students' speaking can be seen from their understanding during the treatment so that students' know more vocabulary and begin to have the courage to speak. Students' are interested in learning to speak because, with talk show, students' can develop speaking and become confident in appearing in public.

The results of students' questionnaires, this study presents the result analysis of data from the questionnaire and to determine the percentage of student interest in learning to speak using talk show. It shows that most students' very interested in learning to speak through talk show.

Based on the data analysis in the previous chapter, the researcher collected data in 3 stages. The first is a pre-test. The researcher gave a test to students' to tell stories about daily activities to determine the students' initial speaking ability before being given treatment. Moreover, from the results of the pre-test, the highest score is 66, and the lowest score is 38, with an average score the average at this stage is 42.03. The second is treatment. At this stage, students will do talk show with different themes. The last was the post-test by re-doing the talk show with the same theme in the second, where students' speaking ability can be assessed. At this stage, the highest score is 77, and the lowest is 55, with an average student score of 59.51. Therefore, it can be concluded that using talk show can significantly improve students' speaking skill.

It can also be concluded that using the talk show technique can attract students' speaking skill in language learning. Livingstone and Lunt (1994) state that talk show are programs that provide entertainment through discussion. Because talk show are fun and can make students' more confident and fluent in speaking with others. The Oxford Dictionary (2018) defines a talk show as a chat show, especially those that invite listeners, viewers, or studio audiences to participate in the discussion. Based on

this statement, all students have the opportunity to talk because the group does the talk show, and the group member must speak.

In contrast, talk show do most of them spontaneously by giving small comments and applause at every performance.⁴⁴ Talk show activities can provide opportunities for a student to share his experiences and role-play in real situations. They can act as artists or presenters. Some advantage of using this activity is to increase student motivation to speak. Talk show can improve students' communicative ability, such as voice vocal techniques, gestures, and facial expressions. Another benefit is increasing social sense because students' work in groups and will not appear alone, lowering their level of concern. Finally, this paper is expected to provide a solution for the readers, especially teachers, that can create a new atmosphere and provide optimal results.⁴⁵

The results showed that the perception of the eighth grade students of SMPN 3 Bua Ponrang towards learning speaking using talk show in category agree with percentage 86.89%, category disagree with percentage 86.20%, and category strongly disagree with percentage 44.82%.

⁴⁴ Rizka Rahmawati, *The Effectiveness of Applying Talk shows Technique Toward the First Grade of Mtsn 1 Blitar* (2018)

⁴⁵ Suci Amelia, *Talk shows As An Activity in Teaching Speaking Recount Texts at Senior High School* (2015), Universitas Negeri Padang

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The results of students' scores on the post-test became higher than the pre-test. It represents the effectiveness of talk show contribute to help students improve speaking skill at the eighth grade of SMPN 3 Bua Ponrang. The result of questionnaire shows that the students gave a positive perception toward the use of talk show in SMPN 3 Bua Ponrang.

B. Suggestion

The researcher hopes this research can benefit the teachers, students', and also future researchers:

1. For Teacher

For teachers, research on using the talk show technique can be one of the contributions and solutions to improve students' speaking skill in the learning process.

2. For Students'

Students' are expected to be able to add to the learning experience and get suitable alternative to improve students' speaking skill.

3. For the next researcher

This research is expected to be a reference for further researchers, especially in improving speaking skill. Then researchers are expected to understand the researchers who will be taken by referring to existing references because the more references, the better the research.



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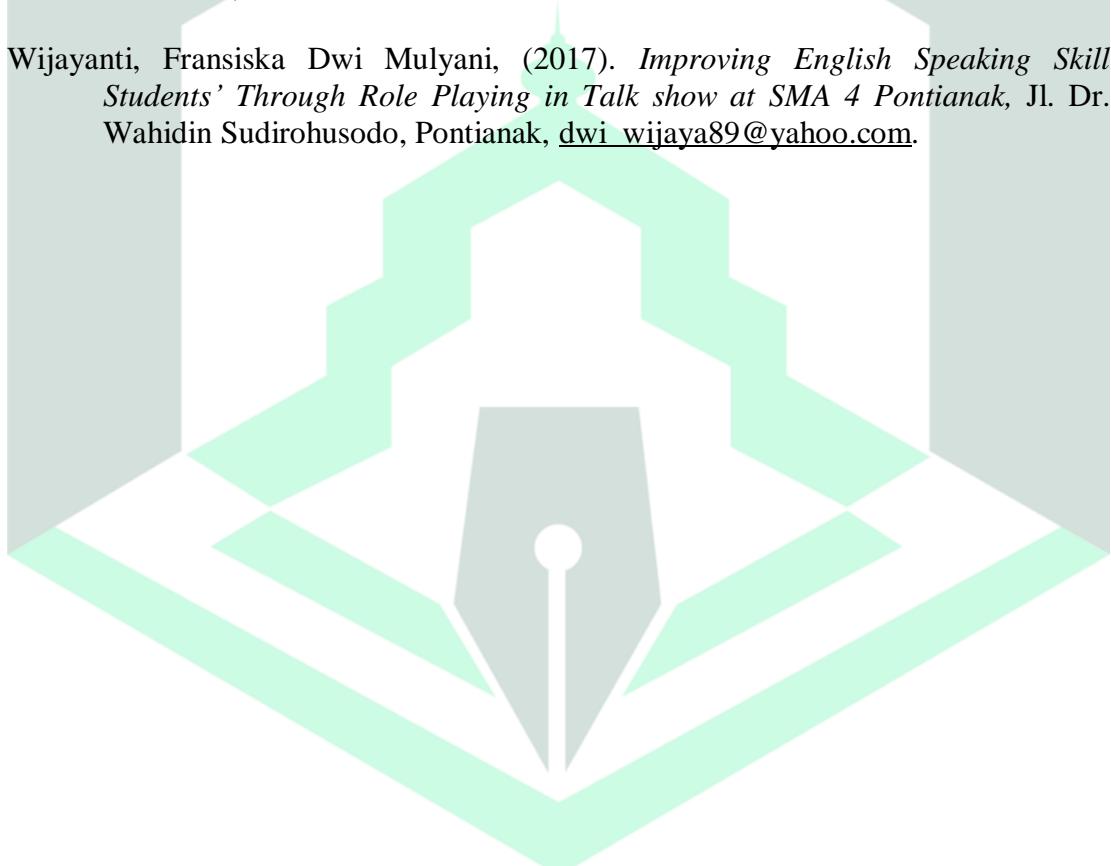
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PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. Opu Daeng Risaju No. 1, Belopa Telp : (0471) 3314115

Nomor : 329/PENELITIAN/10.09/DPMPTSP/VIII/2022
Lamp : -
Sifat : Biasa
Perihal : Permohonan Surat Izin Penelitian

Kepada
Yth. Ka. SMPN 3 Ponrang Selatan
di -
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 1592/ln.19/FTIK/HM.01/08/2022
tanggal 03 Agustus 2022 tentang permohonan Izin Penelitian.
Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Pilda
Tempat/Tgl Lahir : Cilallang / 24 Juli 1999
Nim : 18 0202 0024
Jurusan : Pendidikan Bahasa Inggris
Alamat : Mataiwoi
Mataiwoi
Kecamatan Ngapa

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan
"Skripsi" dengan judul :

**IMPROVING STUDENT'S SPEAKING SKILLS THROUGH TALK SHOW AT SMPN 3 BUA
PONRANG**

Yang akan dilaksanakan di **SMPN 3 PONSEL**, pada tanggal **05 Agustus 2022 s/d 05 November 2022**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan
ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan
kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman
Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila temyata pemegang surat izin tidak
mentaati ketentuan-ketentuan tersebut di atas.



1 2 0 2 2 1 9 3 1 5 0 0 0 3 5 1



Diterbitkan di: Kabupaten Luwu
Pada tanggal 05 Agustus 2022
Kepala Dinas,

Drs. H. RAHMAT ANDI PARANA
Pangkat: Pemimpin Tk. I IV/b
NIP. 19641231 199403 1 079

Tembusan:

1. Bupati Luwu (sebagai Laporan) di Belopa.
2. Kepala Keshargpda dan Linmas Kab. Luwu di Belopa.
3. Dekan Institut Agama Islam Negeri Palopo.
4. Mahasiswa (i) Pilda.
5. Arsip.



PEMERINTAH KABUPATEN LUWU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 BUA PONRANG

Alamat : Lanipa, Desa Bakti Kec. Ponrang Selatan Kab.Luwu

KETERANGAN PENELITIAN

NOMOR : 147/ DIKBUD / SMP.16 //IX /2022

Yang bertanda tangan dibawah ini Kepala SMP Negeri 3 Bua Ponrang, menerangkan bahwa :

Nama	: PILDA
Nim	: 18 0202 0024
Tempat/Tgl Lahir	: Cilallang, 24 Juli 1999
Program Studi	: S1/ Pendidikan Bahasa Inggris
Fakultas	: Tarbiah dan Ilmu Keguruan
Tempat Penelitian	: SMP Negeri 3 Bua Ponrang
Alamat	: Lanipa, Desa Bakti, Kec.Ponrang Selatan Kab.Luwu

Yang bersangkutan benar telah melaksanakan penelitian pada SMP Negeri 3 Bua Ponrang, Selama 1 Bulan, TMT. 05 Agustus s/d 05 November 2022 dalam penulisan Skripsi S1 dengan judul :

“IMPROVING STUDENT’S SPEAKING SKILLS THROUGH TALK SHOW AT
SMP NEGERI 3 BUA PONRANG, KAB.LUWU.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Lanipa, 05 September 2022



SURAT KETERANGAN VALIDASI

Yang bertanda tangan
dibawah ini: Nama :
Jabatan/Pekerjaan :
Instansi Asal :

Menyatakan bahwa soal *post-test* dengan judul:

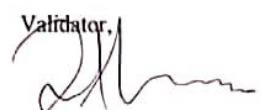
Improving Student's Speaking Skills Through Talk Show at SMPN 3 Bua Ponrang
dari mahasiswa:

Nama : Pilda
Program Studi : PBI
Nim : 18 0202 0024
(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa
saran sebagai berikut:

.....
.....
.....
.....

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 8 Agustus 2022


Dr. MASRUDDIN, M.Hum

RPP

Sekolah : SMPN 3 Bua Ponrang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII /Ganjil

Materi Pokok : Talk Show

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat :

1. Memahami, mengetahui, merancang, menganalisa dan mengidentifikasi talk show secara lisan seperti menceritakan serta memberi informasi tentang talk show dengan menjelaskan apa yang terjadi.

B. Materi dan Strategi Pembelajaran

1. Materi Pembelajaran

Guru menyampaikan materi tentang talk show dan siswa memahami dan mengidentifikasi materi tersebut, kemudian siswa mempresentasikannya sebagai pembawa berita, yang melibatkan diskusi serta tanya jawab.

2. Strategi Pembelajaran

- a. Teori : Constructivism
- b. Pendekatan : Constructivist Approach
- c. Model : Project Based-Learning
- d. Metode : Diskusi, presentasi, Tanya jawab

- e. Teknik : Talk show
- f. Perangkat : Rpp, buku,media offline
- g. Moda : Offline

C. Assessment/Evaluasi Pembelajaran

- 1. Tes
- 2. Non Tes



Rencana Pelaksanaan Pembelajaran

Sekolah : SMPN 3 Bua Ponrang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Ganjil

Materi Pokok : Talk Show

Alokasi Waktu : 160 Menit (Pertemuan 1-2)

A. Tujuan Pembelajaran

- Menentukan tujuan berbicara dengan memaparkan kemampuan dan kemauan, melakukan suatu tindakan

B. Metode Pembelajaran Alat/Media dan Sumber Belajar

Metode : Ceramah dan praktik

Alat / Media : Spidol dan papan tulis

Sumber Belajar : Buku penunjang kurikulum 2013

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan

1. Membaca doa yang dipimpin oleh ketua kelas.
2. Menyapa siswa dengan mengucapkan salam dan menanyakan kabar.
3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat)

<p>dengan mempelajari materi <i>Talk Show</i>.</p> <p>4. Menanyakan beberapa pertanyaan seputar materi sebagai pengantar ke kegiatan inti.</p>	
Kegiatan Inti	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Talk Show</i> .
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai kepertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Talk Show</i> .
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai materi <i>Talk Show</i> .
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi <i>Talk Show</i> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum

	dipahami
Kegiatan Penutup	
	Peserta didik membuat rangkuman / simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
	Guru membuat rangkuman / simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

D. Penilaian Hasil Pembelajaran

- Penilaian pengetahuan berupa tes tertulis dan tes lisan serta observasi terhadap diskusi tanya jawab dan percakapan serta penugasan.



Rencana Pelaksanaan Pembelajaran

Sekolah : SMPN 3 Bua Ponrang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Ganjil

Materi Pokok : Talk Show

Alokasi Waktu : 160 Menit (Pertemuan 3-4)

A. Tujuan Pembelajaran

- Menentukan tujuan berbicara dengan memaparkan kemampuan dan kemauan, melakukan suatu tindakan

B. Metode Pembelajaran Alat/Media dan Sumber Belajar

Metode : Ceramah dan praktik

Alat / Media : Spidol dan papan tulis

Sumber Belajar : Buku penunjang kurikulum 2013

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan

- Membaca doa yang dipimpin oleh ketua kelas.
- Menyapa siswa dengan mengucapkan salam dan menanyakan kabar.
- Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat)

dengan mempelajari materi : ***Talk Show***.

4. Menanyakan beberapa pertanyaan seputar materi sebagai pengantar ke kegiatan inti.

Kegiatan Inti

Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Talk Show</i> .
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai kepertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Talk Show</i> .
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai materi <i>Talk Show</i> .
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi <i>Talk Show</i> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum

	dipahami
Kegiatan Penutup	
	Peserta didik membuat rangkuman / simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
	Guru membuat rangkuman / simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

D. Penilaian Hasil Pembelajaran

- Penilaian pengetahuan berupa tes tertulis dan tes lisan serta observasi terhadap diskusi tanya jawab dan percakapan serta penugasan.



Rencana Pelaksanaan Pembelajaran

Sekolah : SMPN 3 Bua Ponrang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Ganjil

Materi Pokok : Talk Show

Alokasi Waktu : 160 Menit (Pertemuan 5-6)

A. Tujuan Pembelajaran

- Menentukan tujuan berbicara dengan ungkapan keharusan, larangan dan himbauan

B. Media Pembelajaran Alat/Sumber Belajar

Metode : Ceramah dan praktik

Alat / Media : Spidol dan papan tulis

Sumber Belajar : Buku penunjang kurikulum 2013

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan

- Membaca doa yang dipimpin oleh ketua kelas.
- Menyapa siswa dengan mengucapkan salam dan menanyakan kabar.
- Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : **Talk Show**.

4. Menanyakan beberapa pertanyaan seputar materi sebagai pengantar ke kegiatan inti.

Kegiatan Inti

Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Talk Show</i> .
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai kepertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Talk Show</i> .
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai materi <i>Talk Show</i> .
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.
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Kegiatan Penutup

Peserta didik membuat rangkuman / simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

Guru membuat rangkuman / simpulan pelajaran. Tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

D. Penilaian Hasil Pembelajaran

- Penilaian Pengetahuan berupa tes tertulis dan tes lisan serta observasi terhadap diskusi tanya jawab dan percakapan serta penugasan



RUBRIK PENILAIAN

No	Nama Siswa	Literasi Dasar		Karakter		Kompetensi			
		Semantik	Mathematic	Moral	Kinerja	Critical Thinking	Creative Thinking	Collaboration	Communication
1	S1	3	4	4	3	4	4	4	
2	S2	3	4	4	4	3	4	3	4
3	S3	4	3	4	3	3	4	3	3
4	S4	3	4	3	3	3	3	4	3
5	S5	3	4	4	3	4	4	3	3
6	S6	3	3	4	4	3	4	4	3
7	S7	3	3	4	3	3	3	3	4
8	S8	4	3	4	4	4	3	4	4
9	S9	4	3	3	3	4	4	3	3
10	S10	4	4	3	3	4	4	3	4
11	S11	3	3	4	3	3	4	3	3
12	S1	4	3	3	4	3	3	4	4
13	S13	4	4	4	3	4	3	4	3
14	S14	3	3	3	4	4	3	3	4
15	S15	3	3	3	4	3	3	4	4
16	S16	4	4	3	4	4	4	3	4
17	S17	4	4	4	3	4	4	3	3
18	S18	4	4	3	4	4	4	3	3

19	S19	4	4	3	3	3	4	4	4
20	S20	4	4	3	3	4	3	4	3
21	S21	3	3	4	4	3	4	4	4
22	S22	3	4	4	4	3	4	3	3
23	S23	3	3	4	3	3	3	3	4
24	S24	3	4	4	4	4	3	3	4
25	S25	3	3	3	4	3	4	4	3
26	S26	4	4	3	4	3	3	4	3
27	S27	3	3	3	3	4	4	4	4
28	S28	3	4	3	4	4	3	4	3
29	S29	3	4	4	3	3	3	4	3

Keterangan:

4 : sangat sempurna 2 : cukup sempurna

3 : sempurna

1 : kurang sempurna

Clarissa Delos Santos
 $\sqrt{111^a}$

QUESTIONNAIRE

Petunjuk 1 :

1. Jawablah pertanyaan dengan baik dan benar
2. Hasil jawaban dari angket tidak berpengaruh terhadap nilai anda
3. Jawaban yang dipilih bertujuan sebagai bentuk penelitian ilmiah.

Petunjuk 2 :

Berilah tanda (✓) pada kolom S, TS, atau STS sesuai dengan kejujuran dengan ketentuan :

S : Setuju (3)

TS : Tidak Setuju (2)

STS : Sangat Tidak Setuju (1)

No	Pertanyaan	S	TS	STS
1.	Saya suka belajar bahasa inggris dengan menggunakan Talk Show	✓		
2.	Pembelajaran Speaking dengan menggunakan Talk Show mudah diterapkan	✓		
3.	Saya selalu aktif selama proses belajar bahasa inggris dengan menggunakan Talk Show	✓		
4.	Saya mengetahui Talk Show	✓		
5.	Saya belajar bahasa inggris agar dapat berkomunikasi dengan orang asing	✓		
6.	Saya ingin belajar bahasa inggris dengan baik, karena itu sangat membantu masa depan saya	✓		
7.	Saya merasa sangat tertarik untuk berbicara bahasa inggris	✓		
8.	Topik yang diberikan guru dalam Talk Show sangat menarik	✓		
9.	Belajar berbicara menggunakan Talk Show dapat memotivasi saya untuk berbicara bahasa inggris	✓		
10.	Saya selalu bersemangat belajar speaking	✓		

Nama : Ahmad Dermawan
KLS : VIII A

QUESTIONNAIRE

Petunjuk 1 :

1. Jawablah pertanyaan dengan baik dan benar
2. Hasil jawaban dari angket tidak berpengaruh terhadap nilai anda
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Berilah tanda (✓) pada kolom S, TS, atau STS sesuai dengan kejuran^d dengan ketentuan :

S : Setuju (3)

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No	Pertanyaan	S	TS	STS
1.	Saya suka belajar bahasa inggris dengan menggunakan Talk Show	✓		
2.	Pembelajaran Speaking dengan menggunakan Talk Show mudah diterapkan			✓
3.	Saya selalu aktif selama proses belajar bahasa inggris dengan menggunakan Talk Show	✓		
4.	Saya mengetahui Talk Show	✓		
5.	Saya belajar bahasa inggris agar dapat berkomunikasi dengan orang asing	✓		
6.	Saya ingin belajar bahasa inggris dengan baik, karena itu sangat membantu masa depan saya	✓		
7.	Saya merasa sangat tertarik untuk berbicara bahasa inggris	✓		
8.	Topik yang diberikan guru dalam Talk Show sangat menarik	✓		
9.	Belajar berbicara menggunakan Talk Show dapat memotivasi saya untuk berbicara bahasa inggris	✓		
10.	Saya selalu bersemangat belajar speaking	✓		

NAMA = ZESEL AULIA

KELAS = VIII. A

QUESTIONNAIRE

Petunjuk 1 :

1. Jawablah pertanyaan dengan baik dan benar
2. Hasil jawaban dari angket tidak berpengaruh terhadap nilai anda
3. Jawaban yang dipilih bertujuan sebagai bentuk penelitian ilmiah.

Petunjuk 2 :

Berilah tanda (✓) pada kolom S, TS, atau STS sesuai dengan kejujuran dengan ketentuan :

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No	Pertanyaan	S	TS	STS
1.	Saya suka belajar bahasa inggris dengan menggunakan Talk Show	✓		
2.	Pembelajaran Speaking dengan menggunakan Talk Show mudah diterapkan	✓		
3.	Saya selalu aktif selama proses belajar bahasa inggris dengan menggunakan Talk Show		✓	
4.	Saya mengetahui Talk Show	✓		
5.	Saya belajar bahasa inggris agar dapat berkomunikasi dengan orang asing	✓		
6.	Saya ingin belajar bahasa inggris dengan baik, karena itu sangat membantu masa depan saya	✓		
7.	Saya merasa sangat tertarik untuk berbicara bahasa inggris	✓		
8.	Topik yang diberikan guru dalam Talk Show sangat menarik	✓		
9.	Belajar berbicara menggunakan Talk Show dapat memotivasi saya untuk berbicara bahasa inggris	✓		
10.	Saya selalu bersemangat belajar speaking	✓		



Picture 1: In the first picture, the researcher introduced himself then explained and gave examples about daily activity.



Picture 2: In the second picture, students' listen to direction from the researcher regarding group division.



Picture 3: In the third picture, there are students' and researcher who monitor students' in carrying out talk show.



Picture 4: In the fourth picture, the researcher distributed questionnaires to students' after the treatment was carried out.



Pre-Test

Direction: The researcher gave an example to the students' about the daily activity, after that the researcher appointed one by one the students' to tell the daily activity in front of the class.



Post-Test

Direction: The researcher randomly appoints a group that will do a talk show, then the researcher will focus on the group presenting by paying attention to the students' who will speak.





SINSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
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SURAT KETERANGAN

No.1907 /In.19/FTIK/PBI/PP.00.9/10/2022

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Pilda
NIM : 18 0202 0024
Semester : X (sembilan)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 16 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 13 Oktober 2022

Mengetahui,

Ketua Prodi,



Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001



CURRICULUM VITAE

PILDA she was born on 24th July 1999 in Cilallang. Her father's name is Nasir and mother's name is Nurhaena. She has one brother. She is the first child in her family. She started her study on Elementary School (SDN 1 Puurau) in 2006 and she graduate in 2012. After that, she continued her study at MTS Al-Mu'minin Puurau. She graduate in 2015 and continued her study at SMAN 1 Pakue, she graduate in 2018. After that in 2018 she continued her study at State Institute for Islamic Studies (IAIN) Palopo and taking English Department. She finished her study in 2022. In the end of her study at the State Institute for Islamic Studies (IAIN) Palopo, wrote a thesis entitled is "Improving Students' Speaking Skill through Talk Show at the Eighth Grade of SMPN 3 Bua Ponrang".

