The Use of Talk Show Learning Strategy to Improve Students' Speaking Ability

(An experimental study to the Second year students of MAS Darul Ulum Banda Aceh)

THESIS

Submitted by:

AMIRA NAFISYA

The Student of English LanguageDepartment
Faculty of Education and Teacher Training
Student No: 231 222 700

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY AR-RANIRY
DARUSSALAM-BANDA ACEH
2017**

THESIS

Submitted to the Faculty Education and Teacher
Training of UIN Ar-Raniry Darussalam Banda Aceh in Partial
Fulfilment of The Requirements for Sarjana Degree (S1)
on Teacher Education

By

Amira Nafisya

The Student of Department of English Language Education
Faculty of Education and Teacher Training
Reg. No. 231 222 700

Approved by:

Main Supervisor,

(Dr.T.Zulfikar,S,Ag.,M.Ed)

Co. Supervisor,

(Suryani, M.Pd)

It has been defended in Sidang Munaqasyah in front of the council
of examiners for working paper and has been accepted as a partial fulfilment of the
requirements for Sarjana Degree S-1
on Teacher Education of Tarbiyah Faculty

on

Wednesday, February 8th, 2017 M
Jumadil Awwal 13th, 1438 H

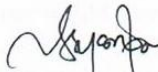Darussalam-Banda Aceh

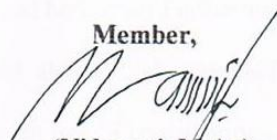THE COUNCIL OF EXAMINERS

Chairperson,

(Habiburrahim M.Com., M.S. Ph.D)

Secretary,

(Rita Hermida, M.Pd)

Member,

(Suryani, M.Pd)

Member,
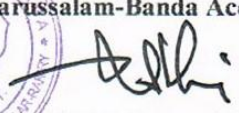
(Nidawati, M.Ag)

Certificated by :

The Dean of Faculty of Tarbiyah and Teacher Training
Ar-Raniry State Islamic University
Darussalam-Banda Aceh
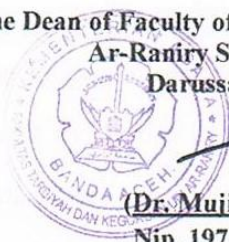
(Dr. Mujiburrahman, M.Ag)
Nip. 19710908 2001121 001

ACKNOWLEDGMENTS

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Finally, the writer realizes that this thesis is still far from being perfect. Therefore, she will be very pleased to hear many comments, critics, and suggestion for the better result and she hopes that this thesis will give benefits for the educational sector.

Banda Aceh, January 25th, 2017

The Writer

CONTENTS

LIST OF TABLES

LIST OF APPENDICES

SURAT PERNYATAAN

Yang bertandatangan di bawah ini, saya :

Nama : Amira Nafisya
NIM : 231 222 700
Tempat/Tgl. Lahir : Banda Aceh/ 16 November 1994
Alamat : Komplek PNS desa Payaroh, no.125, Lampeuneurut,
Aceh Besar.

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul: *The Use of Talk Show Learning Strategy to Improve Students' Speaking Ability (An Experimental study at The Second Years Student of MAS Darul Ulum Banda Aceh)* adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya.

Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 25 Januari 2017
Saya yang membuat pernyataan

METERAI
TEMPEL
7A1D9AEF332724758
6000
ENAM RIBU RUPIAH

(Amira Nafisya)

vi

ABSTRACT

This research is about the implementation of Talk Show learning strategy in improving students' speaking ability at the second year students of MAS Darul Ulum Banda Aceh. The aims of study was to examine whether using Talk Show learning strategy in teaching speaking can improve speaking ability of the second year students of MAS Darul Ulum Banda Aceh, to find out if there any particular aspect of speaking that mostly improve, and to analyze how is students' response toward the talk show learning strategy applied in improving the students' speaking skill.The population of this study was the whole member of the second year students of MAS Darul Ulum Banda Aceh. The sample was the students of class XI-MIA 1 as the control class and class XI-BAHASA as the experimental class. In collecting the data, the writer used tests and questionnaire. After getting the data, the results of the tests were analyzed by using statistical procedures. It was found that the average score of post-test of experimental class (64,20) was higher than the average score of post-test of control class (61,7). It showed that the students of experimental class improved their speaking ability. Furthermore, it was also proved by examining the hypothesis that to was higher than t-table (2,03> 1,68). This means that there was significant difference of achievement between the students who were taught by using Talk Show learning strategy, and the students who were taught without using Talk Show learning strategy in learning speaking. Furthermore, the writer also analyzed the aspect of speaking that mostly improved toward the students in experimental class is vocabulary aspect.In addition to the analysis of the questionnaire, the writer found that most of the students agreed that Talk Show Learning Strategy motivated the students in learning speaking. Moreover, all of the students agree that Talk Show learning strategy could improve their speaking ability.

CHAPTER I

INTRODUCTION

A. Background of Study

Communication has became the base of social interaction, nowadays. People not only use it to understand their interlocutor when they are talking, but also to survive in a large modern society. Coming from the importance of language as a tool to communicate in human's life, we need to concern one universal languange that can be used as a tool to communicate, specially when we meet people from different country. English language is well-known as one of the widely-used languages in the world.Therefore, English as a universal language is clearly needed by many people to deliver thought and interact in a variety of situation, particularly in international communication context.

English as one of the international languages, is used throughout the world and is also used in many fields of life such as in politics, economics, social and education.The role of English language in education takes a big part in both teaching and learning process. In the process of teaching and learning, the four language skills (listening, speaking, reading, and writing) are important to be mastered.

As we talk about communication, the most frequent act that people do in communication is speaking. Nunan (1991) says that " speaking is the same oral interaction, which is a conventional way of presenting information, expressing idea, and thought existing in our mind".Therefore, the abilty to speak well gives a big influence in everyday interactions. No doubt that speaking is the most basic skill should be mastered by the speaker in the language of communication. In language teaching, speaking is a very important ability to be stimulated in the early stages of learning for EFL/ESL student. Rebeca (2006, as cited in Effrizal, 2012) says "speaking is the first mode in which children

acquire language, it is part of daily involvement of most people with language activities, and it is the primemotor of language change".

Hence, teaching speaking to EFL/ESL students is not an easy task.In its implementation of enhancing students' speaking ability, many obstacles faced by teacher during the teaching process. The difficulties in mastering speaking ability faced by many students all around the world, not least in some school in Banda Aceh, Indonesia. The second year students of MAS Darul Ulum Islamic Boarding School Banda Aceh is one of them.

MAS Darul Ulum is one of the institutions in Darul Ulum Islamic Boarding School Banda Aceh. As the boarding school students, speaking in both English and Arabic language in daily interaction is an obligation. Students should be able to interact orally each other through English and Arabic. Based on the observation that was conducted, the fact shows that most of students in Darul Ulum did not perform English in their language conversation, because they would rather to use Arabic or Indonesia language as a medium of communication. The reason might be diverse. Students are certainly get a lot of obstacles in practicing their speaking such as they have lack of motivation, unsupported learning environment, unexciting way of learning speaking English, and others.

Therefore, it is important to consider an appropriate technique or strategy to help student enhancing their speaking ability, in order that student can master speaking effectively. Ramadhani and Saun (2013) say "In teaching speaking, the teacher must create the situation that can encourage the students to speak". In addition, they add that " the teacher can use many types of technique that can give opportunity for students to speak". One way to overcome those problems is by offering students some solutions which make

students focus on certain goal in learning speaking such as helping them to pay attention to functional component, without neglecting grammatical rules when they are speaking.

Talk show learning strategy is one of the solutions to overcome these problems. By applying this strategy in learning speaking, students are expected to be able to increase their ability to speak in foreign languages, especially English. Alfarez, McBride, and Namioka (2015) say that Talk Show is a suitable learning strategy to enhance students' speaking ability, because it allows students to learn speaking correctly in much fun way. Talk Show combines both of speech and role play as well. Through speech activity, it trains students to get used to speak in front of public so it increases students' self-confidence, while role-playing activity helps students to reduce their nervousness when they are speaking, because it allows them to speak in a very light way.

To support this research, the writer also has read some related reference and research undertaken. One of them is the research that has been conducted by Syahadati, student of Universitas Sebelas Maret. She conducted a research to examine whether and to what extent Talk Show video improves students vocabulary in speaking ability and describes classroom atmostphere when Talk Show video is applied in the speaking class.The research findings showed that Talk Show video could improve the students' vocabulary in speaking ability and create interactive classroom atmostphere.

Another research was conducted by Palupi and Pusparini. The research findings shows that Talk Show technique can encourage students' speaking ability and increase the students' confidence to speak in front of the class. This technique also can help teachers in teaching speaking of a narrative text.

All of the mentioned reasons above inspire the writer to investigate further the use of Talk Show learning strategy in teaching speaking. Hence, the researcher will

conduct the experimental study entitled "The Use of Talk Show Learning Strategy to Improve Students' Speaking Ability."

B. Definition and Key Term

To avoid misunderstanding and misinterpretation among the readers, it is necessary to clarify some of the terms used in this study.

a. Learning Strategy

Riding &Rayner (1998, as cited in Hewitt, 2008) define " a learning strategy as 'a set of one or more procedures that an individual acquires to facilitate the performance on a learning task. Strategies will vary depending on the nature of the task. This very much reflects distinctions between differences in the learner, which contribute to an individual learning styles, and differences in the 'learning environment',which contribute to the development of learning strategies. Theoretical frameworks which explain the relationship of learning strategies to other features of the cognitive system are notoriously ambiguous and inconsistent".

b. Talk Show

According to Meriam-Webster dictionary, a Talk Show is a program featuring informal conversation, often on a particular topic or range of topics, between a host and, variously, guest celebrities and experts, members of a studio audience, or listeners or viewers telephoning from their homes.

c. Speaking Ability

According to Morris (1980, as cited in Irsyad & Narius, 2013) "Speaking is a natural means of communication which is used by people to interact in their community". In addition, Mc Donough and Shaw (1993, as cited in Nanda & Narius, 2012) say that "The purpose of the speaking is to express ideas, opinions, a desire to do something, negotiate or solve a particular problem and maintain the social relationship and frienship". Furthermore, Brown (2004, as cited in Susanti & Amri, 2013) says that "The speaking skill consist of six components: grammar, vocabulary, fluency, comprehension, pronounciation, and task."

Based to the theories above, it can be concluded that the definition of speaking ability in the context of this research is the students'ability to be able to communicate well in terms of conveying information, express the ideas, and with regard to social relations, but still consider about some crusial components in speaking such as grammar, vocabulary, fluency, comprehension, and pronounciation.

C. Research Questions

The questions that the researcher wants to investigate further in this study are:

1. To what extent does Talk Show learning strategy improve speaking ability of the second year students of MAS Darul Ulum Banda Aceh?

2. Is there any particular aspect of speaking that mostly improve?

3. How is the students' perceptions toward the implementation of talk show learning strategy?

D. Aims of Study

Based on the research problems above, the aims of this study are:

1. To examine whether using Talk Show learning strategy in teaching speaking can improve speaking ability of the second year students of MAS Darul Ulum Banda Aceh.

2. To find out if there any particular aspect of speaking that mostly improve.

3. To analyze how is students' response toward the talk show learning strategy applied in improving the students' speaking skill.

E. Hypothesis

The hypothesis of this study is that the use of Talk Show learning strategy improve students' speaking ability.

F. The Significance of Study

The result of this study is to provide the new communicative teaching strategy for teacher in teaching English speaking skill, and offer the easy and fun way for students in mastering speaking skill.

CHAPTER II

THEORITICAL REVIEW

A. Speaking

1. Concept of Speaking

Speaking has been defined in many ways. According to Widowson (1984), speaking is the active production skill and use oral production. It is capability of someone to communicate orally with others. Meanwhile, Bryne (1998, as cited in Sulfina, 2012) defines speaking as a two-way process between speaker and interlocutor and involves the productive skill of speaking and the receptive skill of understanding. Furthermore, Rebecca (2006:144) states that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the primemotor of language change. It also provides our main data for understanding bilingualism and language contact. The definitions above mention similar meaning of speaking, which is speaking is an interaction between speaker and listener or interlocutor.

In addition, Susanti (2013) states that speaking is a skill that needs practice. It is supported by Davison and Dowson (2003) that say students need oppoturities to speak and listen in wide variety of context for a wide range pupose, in order to increase their thinking ability, to develop their powers of communication, and to provide examples of language in use through which to develop their explicit knowledge about speaking and listening.

Finocchiaro and Bonomo explain that there are six components that have to be concerned in speaking ability. There are: 1. To decide what the learner want to say, 2. To sellect words that fall into pattern that they are going to say, 3. To sellect words that fall

into pattern conveying the meaning, 4. To use correct arrangement of words, 5. To make sure the appropriate situation, and 6. To place tongue and lips in certain position to produce sounds.

Moreover, Ur (1991) says there are four characterictics of a succesful speaking activity, they are :

a. Learners talk a lot. As much as possible of the period of time allotment the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up teacher talk or pauses.

b. Participation is even. Classrom discussion is not dominated by a minority of talk active participants: all get a chance to speak, and constristion are fairly distributed.

c. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about, or because they want to contribute to achieving a task objective.

d. Language is of an acceptable level. Learners express themselve in utterance that are relevant, easy comprehensible to each other, and an acceptable level of language accuracy.

Haris (1994) states that speaking is a complex skill requiring the simultaneous use of a number of a different abilities which often develop at different rates. In addition, Brown (2004: 157) states that the speaking skill consist of five components; grammar, vocabulary, fluency, comprehension, and pronunciation. Thus the students have to master the entire compnents to achieve the aim of speaking and to be communicative.

Based on the previous explanations, the writer can conclude that speaking is a complex skill that is used to communicate meaning and emotions, learn new thing, and constructs interpersonal interaction in social framework.

2. Components of Speaking

As the writer mentioned before, Brown (2004) claimed that there are five components in assessing speaking. He also adds that to assess speaking, a teacher should assign not one but several scores, each score representing one of several traits, such as pronunciation, fluency, vocabulary, grammar, comprehensibility. Therefore, the writer can conclude that there are at least five components that should be considered in speaking, they are:

a. Pronunciation

Pronunciation is the way for students to produce clear language when they speak. It deals with the phonologycal process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. Pronunciation is very important is sepaking since it influence the meaning of a word. If students do not use appropriate pronunciation in speaking, they will produce different meaning (Sulfina, 2012)

b. Grammar

According to Ur (1996), grammar is the way of words are put together to make a correct sentence. Moreover, Norton (1980) says that grammar is the set of formal pattern in which the words of languge are arranged in order to convey a large meaning. Mastering grammar will help students in speaking English, because they will know how to arrange words in a sentence, what sentence will be used, and how to use appropriate utterance. In other words, grammar plays an important role in mastering the spoken of the language.

c. Vocabulary

Vocabulary is an important aspect in learning speaking. A language learner cannot communicate or express their ideas either in spoken or written form if they do not have

sufficient vocabulary. According to Harrycraft (1988), vocabulary is devided into two kinds; the first is active vocabulary which is the words that the students can understand, pronounce correctly, and used constructively in speaking, while the second one is passive vocabulary which is the word that the students can recognize and understand when they are in context.

d. Fluency

Fluency can be defined as the ability to speak smoothly and readily. It also has the meaning as the way of someone speaks with normal speed like the native speaker or the man who own the language because the one who own the language can dispose the language well (Lambardo, 1984). Fluency in speaking is the aim of all language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not spend a lot of time searching for the language items needed to express the message.

e. Comprehension

Comprehension can be defined as the ability to understand something (Manser,1991). In speaking, comrehension is certainly required so that the speaker can initiate the communication and the listener can respond it. Comprehension is important to avoid misunderstanding between a speaker an a listener. Indeed, communication can go well.

3. Teaching Speaking

Kayi (2006) states that speaking is a vital part of foreign language learning and teaching. In spite of its importance, in pas few years teaching speaking has been neglected and many language teachers have gone to teach speaking just a repetition of drills or memorization of dialogues. However, world nowadays expects the goal of teaching speaking is to improve students' communicative skill, because by that way students can

express themselves and learn how to go throught to the social and cultural rules. Therefore, teaching speaking should provide a lot of activities that encourage students to uses spoken language actively, instead of imitating or memorizing what the teacher said.

According to Nunan (2003), teaching speaking can be difined some statements. First is produce the English speech sounds and sounds patterns. While the second is use word and sentence stress, intonation patterns and the rhythm of the second language. This is intended to make the learners get used and familiar with the second language that they learn. Moreover, he also adds that select appropriate words and sentences according to the proper social setting, audience, situation, and object matter. It will make the learners easy to express their ideas, and aware about the social issues as well. In addition, use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Moreover, Brown (1994) says there are seven principles for designing speaking tehcniques. They are important to guide the teacher in planning speaking instruction. The following are some guides for teacher in teaching speaking, namely:

a. Use techniques that cover the specturm of learners needs, from language based focus on accuracy to message based focus on interaction, meaning, and fluency.

b. Provide intrinsically motivating techniques.

c. Encourage the use of authentic language in meningful context.

d. Provide appropriate feedback and correction.

e. Capitalize on the natural link between speaking and listening. Give students opportunities to initiate oral communication.

f. Encourage the development of speaking strategies.

In order to teach language learners how to speak in good way, there are many activities that can be used to teach speaking such as talk show, interviews, story telling,

role play, simulation, information gap, group discussion, reporting, palying cards, picture narating, and etc.

From all teaching activities mentioned above, talk show is one of activities that covers all criterias of a good teaching speaking. By implementing talk show learning strategy in teaching speaking, all students get the opportunity to produce the languange, to express their ideas, and to communicate confidently. In addition, talk show also motivates students to speak and trains the ability of speaking and listening as well.

B. Talk Show

1. General concept of Talk Show

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

Generally, most of people are familiar with the format of talk show. Talk show usually consists of a host and some of the speakers, and in talk show the speakers are usually discussed about a particular topic. In the light of teaching speaking, talk show learning strategy is a suitable technique to be implemented in teaching speaking. This is an appropriate and interesting tehcnique since it provides a lot of opportunities for students to speak, reduces students' anxiety in speaking, increasing self-confident, and motivates students to speak.

Talk show is a suitable strategy to enhance students' speaking ability, because it allows students to learn speaking in fun way. Besides, talk show combines both of speech and role-play. Through speech activity, it trains students to get used to speak in front of public so it can increases students' self-confidence, while role-play activity helps the

students to reduces their nervousness when they are speaking, because it allows them to speak in a very light way (Alfarez, McBride, Namioka, 2015)

2. The Procedures of Talk Show

The talk show dramatizes the exploration of literature. People are generally familiar with the format, because it is easily found in television, video, radio, and others media. In the context of teaching speaking, Talk show are usually in the form of minimalist classroom theater 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 on a classroom (Alfarez, McBride, Namioka, 2015). The distinction between talk show and role-play is the way its delivering the story or message. Role-play usually tells the story through the groove of drama, while talk show conveying information through discussion or sharing about particular topic.

To create a talk show, students do role-playing key characters from one or several texts, while other students do role-playing as interviewers or reporters. Often, teachers will host, direct the flow of questions and answer among characters and reporters. After the class has experienced this strategy, a student might take on the role of host.

According to Klipel (1984) there are three alternatives as to how the talk show can be organized:

Alternative 1:

a. The students play themselves; then the activity belongs to the warming-up catagory and students talk in order to get to know each other better. Each student writes his name on a piece of paper.

b. The students write out role cards for fictitious people, which are shuffled and handed out.

c. Each student designs his own role card. They should all follow the same pattern, for example: name, age, country, job, hobbies, and etc. One group of four to six students prepare three topics each and suitable question as talk masters of the show.

Alternative 2:

Each talk master is alloted about the same number of people to interview. Each talk master draws a certain number of role cards or name cards from general pile. Each talk master tell his/her group which topic he/she wants to ask them about and how he is going to interview them.

Alternative 3:

Each group consisting on of talk master and up to five people are being interviewed, acts out their talk show in front of the class. The rest of the class are the audiences and may write down additional questions or suggestions regarding the topic, to the people being interviewed, or the talk master. The talk show is interupted after ten minutes, and the questions from the audiences read out and answered. Then it is the return of the next group to present their talk show.

3. The Advantages of Talk Show

There are some advantages in applying talk show learning strategy in teaching speaking, there are:

a. Talk show contains creative drama activity that motivating and memorable. Drawing upon students interpretations and their imaginations, the students can demonstrate their understanding, synthesize information, and make sophisticated connections between texts and their lives.

b. Talk show including speech activity that helps students to get used in delivering opinions and ideas. Besides, the speech activity also habituates the students to build

critical thinking which is very useful specially when they discuss about particular issue.

c. Talk show trains students to maintain the comprehensive communication between speakers and audiences. By deciding how to communicate their understanding to audiences, students are challenged to interpret texts persuasively.

d. The role-playing activity in talk show helps students to empathize with people of diverse cultural backgrounds. This mean by doing role-play as a particular character, students will learn about the background of the character they will play such as the habitual, culture background, profession, personality, and so on. So that, students can express their best acting becuse they know exactly the figure that they portay.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

According to Kothari (2004: 31), " a research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data". In this study, the writer used quantitative approach in designing the reseach. A quantitative approach involves the processes of collecting, analyzing, interpreting, and writing the results of a study (Creswell,2009). In addition, this research is an experimental research. Monore in Kothari (2004), states an experimental research is the name given to the type of educational research in which the investigator controls the educative factors to which a child of group of children is subjected during the period of inquiry and observes the their achievement.

True experimental research is applied in this study. Keppel (1991, as cited in Creswell, 2009) states "experimental research seek to determine if a specific treatment to one group and withholding it from another and then determining how both groups scored on an outcome. Experiments include true experiment, with the random assignment of subjects to treatment conditions". A true experiment is a type of experimental design which supports or refutes a hypothesis using statistical analysis, and also can establish cause and effect relationships. There are three criterias that must be met in a true experiment; control group and experimental group, researcher-manipulated variable, and random assignment.

The writer applied the pre-test and post-test control group design in conducting her research, and took two classes as experiment and control class.Furthermore, the writer also conducted test, and questionaire as method to collect the data. The writer teached both of experiment and control classes directly. In the experiment class, the

treatment that Talk Show learning strategy was conducted, while in the controll class the writer used mixed method , in which there was no particular treatment that applied in teaching speaking.

B. Population and Sample

1. Population

Population of this research included the entire of second year students of MAS Darul Ulum academic year 2016/2017. There are four classes for second year student, namely: class XI IPA-1 (29 students),XI IPA-2 class (36 students), XI IPS (20 students), and class XI BAHASA (17 students). The total number of population of this study was102 students.

2. Sample

In this study, random sampling technique was applied. Kothari (2004) states that, under this sampling design, every item of the universe has an equal chance of inclusion in the sample. There are four classes at the second year, and from the four classes, only two classes were selected as the sample. By flapping a coin, one of two classes was choosen as an experimental group and a control group. In this study class XI IPA-1 (29 students) was chosen as the control group, and class XI BAHASA (17 students) as the experimental one. The total number of participant that involved in this study is 46 students.

C. Techniques of Data Collection

To collect the data, the writer applied experimental teaching, test, questionaire as the techniques in collecting data.

1. Experimental Teaching

To obtain the data needed, experimental teaching was conducted in this study. The researcher taught control and experimental class directly. In experimental class Talk Show learning strategy was applied in teaching speaking, while in the control class different strategy of teaching English speaking was implemented.

The experimental teaching was conducted for five meetings in each class. At the first meeting, the researcher gave the pre-test in both classes. For the next three meetings, the researcher taught speaking to experimental class by using the Talk Show leraning strategy. This strategy is the essential in this research, because it is expected to improve students' speaking. Furthemore, the researcher also teached speaking to the control class, without the use of Talk Show learning strategy. Finally, at the last meeting, the researcher gave the post-test to the both classes. At the same time, researcher distributed questionaires to the experimental students only.

2. Test

A test is a method of measuring a person's ability or knowledge (Brown, 2007). In addition, Brown also states that tests are instrument that (usually) carefully designed and that have indentifiable scoring rubrics. Moreover, Bachman&Palmer (1996) say that language tests can be valuable tool for providing information that is relevant to several concern in language teaching, and can provide evidence of the results of learning and instruction, and hence feedback on the effectiveness of teaching program itself.

The writer applied pre-test and post test to student to recognize the progress of student in mastering speaking by using Talk Show learning strategy. In this study, oral performance was used as the test to measure students'speaking ability before and after the Talk Show learning stategy is applied. According to Brown (2007) "Oral production tests

can be tests of overall conversational fluency or pronunciation of a particular subset of phonology, and can take the form of imitation, structure response, or freeresponse".

The test was conducted in form of personal speech, and the researcher recorded the students' speaking test . The result of the pre-test and post-test was compared to know the students' speaking ability before and after the treatment. It will shows whether the speaking ability of the students have improved or not.

3. Questionnaires

Questionaire would help the writer in gathering information from population and also help the researcher in recognizing the students' perspective and opinion about learning speaking by using Talk Show learning strategy. The questionaires was in the form of close ended questions, which means the researcher provided some answers for every question. Likert Scale form of questionaire was used that consist of a series of statements all of which are related to a particular target and respondents were asked to indicate the extent to which they agree or disagree with this items by marking one of the responses ranging from stongly agree to strongly disagree (Dornyei,2002). The questionaire was written in Bahasa Indonesia.

D. Procedure of Data Collection

This research was conducted into five meetings including pre-test and post-test. Before applying the pre-test to the both class, the writer gave a brief description about Talk Show and gave them the example of Talk Show in the form of video at the first meeting. The procedure of data collection of this research can be explained as follow:

1. Pre-test

In the pre-test, students were asked to talk about a particular topics that was

provided by the researcher in front of the class. The students was asked to discuss about the topic that given about 2 to 3 minutes. The researcher recorded all the students' speaking during the pre-test.

2. Experimental Teaching

In the first meeting the researcher gave the students the example of Talk Show by showing them the video. After wacthing the video, researcher devided them into groups. Each group consist of 3 to 4 persons (according to the number of the students). After that, by flapping the coin, every of each group took the number of their turn, and the topic from the researcher as well. After having the topic, each group have to decide who would be the host, and who would be the speakers in their group. They also have to make a scenario how their Talk Show would be presented. During the treatment, the researcher recorded all the speaking of the group.

3. Post-test

In the post –test, students did the same activity as in the pre-test, but with different topics.

4. Questionaire

After conducting pre-test, treatment, and post-test the questionaire was distributed to the students of experimental class to find out the students respond toward Talk Show learning strategy to improve their speaking ability.

In the control class, researcher did not apply any particular treatment as in the experimental one. The students was taught speaking with different techniques such as choosing picture, interview, and questioning activity. The students in the control class did not receive any questionaires at the end of teaching and learning process.

Data analysis is needed to know the result of a research. In this research, the researcher analyzed the data from test and questionaire by using several analysis.

1. Test

In assessing the test, the researcher used Haris's criteria as cited in Sulfina (2012) in scoring the students' speaking. The criterias are stated below :

Table 3.1: Criterias of Assessing Speaking

no	Component	Score level				
		5 (Excellent)	4 (Very Good)	3 (Good)	2 (Average)	1 (poor)
1	Pronounciation	Speak with few traces of foreign language. (17 - 20)	Always intelligible, though one is conscious of a difinite accent. (13 - 16)	Pronounciation problems necessitate concentrated listening and occasionally lead to misunderstand-ing (9 - 12)	Very hard to understand because of pronounciati-on problems, must frequently be repated. (5 - 8)	Pronounciation problems are to severe and make speech virtually unintellegible. (1 - 4)
2	Grammar	Uses English with few (if any) noticeable errors of grammar or word order. (17 – 20)	Occasionally makes grammatical and word order error which do not, however, obscure meaning. (13 – 16)	Makes frequent errors of grammar and word order which occasional obscure meaning. (9 -12)	Grammar and word order errors make comprehensi-on difficult, must often rephrase sentence and/or restrict himself to basic stuctural patterns. (5 – 8)	Grammar and word order errors are so severe as to make speech virtually unintelligible. (1- 4)
3	Vocabulary	Use of vocabulary and idioms is virtually that of a native speaker.	Sometimes uses inappropriate terms and/or rephrase ideas because of lexical	Frequently uses the wrong words, conversation somewhat limited because	Misuses of words and very limited vocabulary make comprehension	Vocabulary limitations are so severe as to make conversation virtually

		(17 – 20)	inadequacies. (13 – 16)	of inadequate vocabulary. (9 – 12)	quite difficult. (5 – 8)	impossible. (1 – 4)
4	Fluency	Speech as fluent and effortless as that of a native speaker. (17 – 20)	Speed of speech seems to be slightly affected by languange problems. (13 – 16)	Speed and fluency are rather strong affected by languange problems. (9 – 12)	Usually hesitant, often forced into silence by languange limitations. (5 – 8)	Speech is so halting and fragmentary as to make conversation virtually impossible. (1 – 4)
5	Comprehension	Appears to understand everything without difficulty. (17 – 20)	Understanding nearly everything at normal speed, although occasionally repetition may be necessary. (13 – 16)	Understands most of what is said at slower than normal speed with repetitions, has great difficulty following what is said. (9 – 12)	Can comprehend only "social conversation" spoken slowly and with frequent repetitions. (5 – 8)	Cannot be said understand even simple English conversation. (1 – 4)

Table 3.2: The criteria scales of assessing speaking:

Assessment Criteria	Score				
	5	4	3	2	1
1. Pronounciation	20	16	12	8	4
2. Grammar	20	16	12	8	4
3. Vocabulary	20	16	12	8	4
4. Fluency	20	16	12	8	4
5. Comprehension	20	16	12	8	4
Total	100	80	60	40	20

The criteria of speaking mastery scale:

1. 91 – 100 = Excellent

2. 76 – 90 = Very good

3. $51 - 75$ = Good

4. $36 - 50$ = Average

5. > 35 = Poor

Then, the data from test was analyzed by using the formula as suggested by Sudjana (2008) by using statistic calculation of the t-test formula with the significance degree of 5 %. The formula as follow:

$$t_0 = \frac{M_x - M_y}{\sqrt{\frac{\Sigma SD_x + \Sigma SD_y}{N_x + N_y - 2} \cdot \left[\frac{1}{N_x} + \frac{1}{N_y}\right]}}$$

Where:

Mx = Mean of Post-test of the experimental class

My = Mean of Post-test of control class

ΣSDx = Sum of deviation score in experimental class

ΣSDy = Sum of deviation score in control class

Nx = Number of students of the experimental class

Ny = Number of students of the control class

The procedures of calculation as follow:

a. Determining the mean variable M_x with following formula:

$$M_x = \frac{\Sigma x}{Nx}$$

b. Determining the mean variable M_y with following formula:

$$M_y = \frac{\Sigma y}{Ny}$$

c. Determining variable SD_x with following formula:

$$\Sigma SDx = \Sigma X^2 - \frac{(\Sigma X)^2}{N_x}$$

d. Determining variable SD$_y$ with following formula:

$$\sum SDy = \sum Y^2 - \frac{(\sum Y)^2}{N_y}$$

e. Determining t-table in significance level 5 % with df:

$$df = Nx + Ny - 2$$

2. Questionaires

To obtain additional information, the writer also constructed questionaires and distributed them to the experimental class students. To count the percentage of the answer of questionaires, the researcher used this formula:

$$P = \frac{f}{n} \text{ x } 100\%$$

where :

P　　　　= percentage

F　　　　= frequency

N　　　　= number of sample

100%　　= constant value

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

In this chapter, the writer focuses on the analysis of the data covering the experimental teaching, the pre-test and post-test, the questionaires and the discussion of the findings.

A. Experimental Teaching Conducted

In conducting the research, the writer taught the control and experimental classes directly. She was allowed to have five meetings for each class, which every meeting has 80 minutes of time allotment. In the experimental class, the writer applied the Talk Show learning strategy in teaching speaking. On the other hand, she taught the control class by using various techniques namely choosing picture, interview, and questioning activity. The detail of teaching-learning process in the experimental and control classes is explained below.

1. The Experimental Class

a. The First Meeting

At the first meeting, the students were asked to prepare a short speech titled "My Favorite Activity" as the pre-test, and the students were given 10 minutes to prepare their speech. After preparing the speech, the students were asked to deliver their speech in English in front of the class one by one. In this activity, the students were free to express their opinions about the activities they like, and the writer recorded every speech of the students. Each student was given time 2 to 3 minutes to deliver their speechs.

After the pre-test activity, the writer showed a video of an example of talk show. This was intended to provide an overview about talk show activity to the students, so they would be familiar with the technique. After watching the video, the writer divided the students into groups and explained the procedure of talk show activity, then asked them to prepare their performance for the next meeting.

b. The Second Meeting

In this meeting, the writer asked the first group to present their talk show entitled "Daily Life In Boarding School" in front of the class, and then followed by the second group with the title "Living in Boarding School with Rules". During the process of presenting talk show by the first and the second groups, the other students listened to the presentation as the audiences.

c. The Third Meeting

At the third meeting, the group 3 and group 4 presented their talk show. Their talk show entitled "How To Maintain Kinship Remain Tight in Boading School" and "Side Dishes and Water Resources in Boarding School". While the both groups were performing their show,the other students who did not perform would listen as the audiences.

d. The Forth Meeting

The last group went foward to the front of the class to present their talk show which they had prepared with title "Study Abroad" in the fourth meeting. While they were presenting the other students would listen as the audiences.

e. The Fifth Meeting

The writer conducted the post-test at this meeting. The procedure of post-test was adjusted similar to the activities in the pre-test, but used different topic. The topic of the

post-test was "Study Abroad". In addition, the writer also distributed questionnaires to the students of the experimental class.

During the experimental teaching, researcher had observed how the students' responds toward the application of Talk Show learning strategy in learning speaking. The students were interested to participate in the activity, and they were also very enthusiastic and confident in expressing their opinions.

2. The Control Class

a. The First Meeting

At this first meeting, the students in the control class also performed the same activity as performed by the students in the experimental class. They were asked to prepare a short speech titled "My Favorite Activity" as the pre-test, and were given 10 minutes to prepare. Furthermore, the students should perform the speech for 2 to 3 minutes in front of the class.

b. The Second Meeting

The writer taught speaking to the students in the control class by using a technique namely choosing picture. For this activity, the writer provided some pictures, and then asked the students to choose two of the pictures. The students had to choose which one picture they like, and the another picture which they did not like. After that, the students were asked to explain and state their reason about why did they choose the pictures and the reasons why they like and why did not in front of the class.

c. The Third Meeting

The activity that conducted in the third meeting was the writer asked the students to perform an interview in pairs. Students were asked to create five to ten questions that he

would like to be asked. Students did the cooperation work with their partner and interview each other with the questions that have been made.

d. The Fourth Meeting

In this meeting the students performed questioning activity. The writer gave a question map that contained questions, and sticked it on the white board. Each student had a turn to pick a question that written on the map, and ask the question to the other students randomly. Every selected studentshould answer the question, and he should provide more questions to the other selected student.

e. The Fifth Meeting

In this meeting, the researcher conducted the post-test similar to the experimental class students. The writer gave a topic "Study Abroad" for the post-test. However, the writer did not distribute the questionaire to the control class students.

B. The Analysis of the Test

In this study, the researcher conducted the pre-test and post-test to measure the students' speaking skill. The test was in the form of speech. The students' speech were scored based on the criteria namely; pronunciation, grammar, vocabulary, fluency, and comprehension.

a. The Result of Data Calculationinthe Experimental Class

The raw score of the tests could be seen in the following tables:

Table 4.1 : The raw score of pre-test and post-test in Experimental Class

No	Initials	Pre-Test Score	Post-Test Score
1.	ADI	43	60
2.	AK	55	70
3.	A	62	92

4.	AF	32	54
5.	JL	35	54
6.	MK	42	53
7.	MR	20	45
8.	NB	55	78
9.	NF	32	46
10.	QST	52	90
11.	SRJ	63	89
12.	S	37	65
13.	TRF	28	50
14.	TS	41	62
15.	WP	37	50
16.	WS	63	72
17.	YB	58	70

1. The Analysis of the Pre-Test in the Experimental Class

To analyze the data from pre-test , the writer calculated the data by using the following formula:

a. Range

The range (R) is determined by using the formula below:

$$R = H - L$$

Where:

R = Range of the score

H = The highest score

L = The lowest score

The pre-test data in the table can be listed from the highest to the lowest score as follow:

$$63 \quad 63 \quad 62 \quad 58 \quad 55 \quad 55 \quad 52 \quad 41 \quad 42 \quad 43$$

$$37 \quad 37 \quad 35 \quad 32 \quad 32 \quad 28 \quad 20$$

The highest score of pre-test is 63 and the lowest score is 20, so the range is as follow: $R = H_s - L_s$

$$= 63 - 20$$

$$= 4$$

b. Interval

The number of interval class is identified by using formula below:

$I = 1 + (3,3) \log n$

$= 1 + (3,3) \log 17$

$= 1 + (3,3) (1,2)$

$= 1 + 3,96$

$= 4,96 \text{ (taken} = 5)$

c. Range of Interval Class

The range of interval class will be examined by using following formula:

$$P = \frac{R}{I}$$

$$= \frac{43}{5}$$

$= 8,6 \text{ (taken} = 9)$

d. The Table of Frequency Distribution

Table 4.2 : the frequency of pre-test score in Experimental Class

Interval	fi	xi	Fixi
20 – 28	2	24	48
29 – 37	5	33	165
38 – 46	3	42	126

47 – 55	3	51	153
56 – 64	4	60	240
	$\sum = 17$		$\sum = 732$

e. The mean score of pre-test table in experimental class

Based on the table of frequency above, the writer examines the mean score by using the following formula:

$$X = \frac{\sum fixi}{\sum fi}$$

$$= \frac{732}{17}$$

$$= 43{,}05$$

The result above shows that the mean score of pre-test in the experimental class is 43,05.

2. Analysis of Post-Test in the Experimental Class

To analyze the data from post-test , the writer calculated the data by using the following formula:

a. Range

The range (R) is determined by using the formula below:

$$R = H - L$$

Where:

R = Range of the score

H = The highest score

L = The lowest score

The post-test data in the table can be listed from the highest to the lowest score as follow:

92   90   89   78   72   70   70   65   62

$$60 \quad 54 \quad 54 \quad 53 \quad 50 \quad 50 \quad 46 \quad 45$$

The highest score of post-test is 92 and the lowest score is 45, so the range is calculated by using following formula:

$$R = H_s - L_s$$
$$= 92 - 45$$
$$= 47$$

b. Interval

The number of interval class is identified by using formula below:

$I = 1 + (3,3) \log n$

$= 1 + (3,3) \log 17$

$= 1 + (3,3) (1,2)$

$= 1 + 3,96$

$= 4,96 \text{ (taken} = 5)$

c. Range of Interval Class

The range of interval class will be examined by using following formula:

$$P = \frac{R}{I}$$

$$= \frac{47}{5}$$

$= 9,4 \text{ (taken} = 10)$

d. The Table of Frequency Distribution

Table 4.3 : the frequency of post-test score in Experimental Class

Interval	fi	xi	Fixi
45 – 54	7	49,5	346,5
55 – 64	2	59,5	119
65 – 74	4	69,5	278
75 – 84	1	79,5	79,5
85 – 94	3	89,5	268,5
	$\sum = 17$		$\sum = 1091,5$

e. The mean score of post-test in the Experimental Class

Based on the table of frequency above, the writer examines the mean score by using the following formula:

$$X = \frac{\sum fixi}{\sum fi}$$

$$= \frac{1091,5}{17}$$

$$= 64,20$$

According to the calculation above, it can be seen that the mean score of post-test in the experimental class is 64,20. The result shows that the post-test score in experimental class (64,20) was higher than in the pre-test (43,05).

b. The Result of Data Calculation in the Control Class

The total number of the students in control class is 29 students. Unfortunately, 4 students were absent during the pre-test. However, the valid data were measured based on the number of the students who participated in the pre-test and post-test.

Table 4.4 : The raw score of pre-test and post-test in the Control Class

No.	Initials	Pre-Test	Post-Test
1.	AK	38	50
2.	AM	20	45
3.	AF	50	50
4.	CI	35	48
5.	MRP	56	59
6	FM	43	48
7.	FM	50	70
8.	FR	70	75

9.	FRR	38	58
10.	GM	38	56
11.	HW	56	72
12.	H	60	85
13.	MA	20	40
14.	MRA	48	68
15.	RM	56	84
16.	RD	37	56
17.	RH	51	80
18.	RK	58	58
19.	RAA	70	80
20.	SMK	45	58
21.	TA	45	50
22.	TMIM	68	88
23.	THW	40	60
24.	WC	43	56
25.	ZA	40	58

1. **The Analysis of Pre-Test in Control Class**

To analyze the data from pre-test , the writer calculated the data by using the following formula:

a. Range

The range (R) is determined by using the formula below:

$$R = H - L$$

Where:

R = Range of the score

H = The highest score

L = The lowest score

The pre-test data in the table can be listed from the highest to the lowest score as follow:

$$70 \quad 70 \quad 68 \quad 60 \quad 58 \quad 56 \quad 56 \quad 56 \quad 51 \quad 50$$
$$50 \quad 48 \quad 45 \quad 45 \quad 43 \quad 43 \quad 40 \quad 40 \quad 38 \quad 38$$
$$38 \quad 37 \quad 35 \quad 20 \quad 20$$

The highest score of pre-test is 70 and the lowest score is 20, so the range is as follow:

$$R = H_s - L_s$$
$$= 70 - 20$$
$$= 50$$

b. Interval

The number of interval class is identified by using formula below:

$$I = 1 + (3,3) \log n$$
$$= 1 + (3,3) \log 25$$
$$= 1 + (3,3) (1,4)$$
$$= 1 + 4,62 = 5,62 \text{ (taken} = 6)$$

c. Range of Interval Class

The range of interval class will be examined by using following formula:

$$P = \frac{R}{I}$$
$$= \frac{50}{6}$$
$$= 8,3 \text{ (taken} = 9)$$

d. The Table of Frequency Distribution

Table 4.5 : the frequency of pre-test score in Control Class

Interval	Fi	xi	Fixi
20 – 28	2	24	48
29 – 37	2	33	66
38 – 46	9	42	378

47 – 55	4	51	204
56 – 64	5	60	300
65 – 73	3	69	207
	$\sum = 25$		$\sum = 1203$

e. The Mean Score of Pre-Test in Control Class

Based on the table of frequency above, the writer examines the mean score by using the following formula:

$$X = \frac{\sum fixi}{\sum fi}$$

$$= \frac{1203}{25}$$

$$= 48{,}12$$

The result above shows that the mean score of pre-test in control class is 48,12.

2. The Analysis of Post-Test in the Control Class

To analyze the data from post-test, the writer calculated the data by using the following formula:

a. Range

The range (R) is determined by using the formula below:

$$R = H - L$$

Where:

R = Range of the score

H = The highest score

L = The lowest score

The post-test data in the table can be listed from the highest to the lowest score as follow:

88	85	84	80	80	72	70	68	65	60
58	58	58	58	56	56	56	54	50	50
50	48	48	45	40					

The highest score of post-test is 90 and the lowest score is 40, so the range is as follow:

$$R = H_s - L_s$$
$$= 88 - 40$$
$$= 48$$

b. Interval

The number of interval class is identified by using formula below:

$I = 1 + (3,3) \log n$
$= 1 + (3,3) \log 25$
$= 1 + (3,3) (1,4)$
$= 1 + 4,62 = 5,62$ (taken = 5)

c. Range of Interval Class

The range of interval class will be examined by using following formula:

$$P = \frac{R}{I}$$
$$= \frac{48}{5}$$
$$= 9,6 \text{ (taken} = 10)$$

d. The Table of Frequency Distribution

Table 4.6 : The frequency of post-test score in Control Class

Interval	Fi	xi	Fixi
40 – 49	4	44,5	178
50 – 59	11	54,5	599,5
60 – 69	3	64,5	193,5
70 – 79	2	74,5	149
80 – 89	5	84,5	422,5

	$\sum = 25$		$\sum = 1542{,}5$

e. The Mean Score of Post-Test Table in Control Class

Based on the table of frequency above, the writer examined the mean score by using the following formula:

$$X = \frac{\sum fixi}{\sum fi}$$

$$= \frac{1542{,}5}{25}$$

$$= 61{,}7$$

From the data analysis of the experimental class, it shows that the mean scores of pre-test and post-test are distinctly different to the data of control class.

In the experimental class, the mean score of pre-test is 43,05 and the mean score of post-test increased to 64,20 after implementing the treatment. In other words, the score of post-test in experimental class have increased about 21,15 point.

While in control class, the mean score of pre-test is 48,12 and the mean score of the post-test is 61,7. Thus, it can be seen that the score in pre-test and post test of control class have increased about only 13,58 point. From this results, it can be concluded that the implementation of Talk Show learning strategy has improved the students' speaking ability.

C. **ExaminingHypothesis**

According to Sudjana (2008), in examining the hypothesis, the t-test is used to determine the significant of the students score. The t-test is designed to measure and examine the significant between two means of experimental and control groups.

Then the results of calculation of the t-test value will be compared to t-table value. If t-test (t_0) is higher than t-table of 5% alpha significance level, it means that there is significance difference achievement between the experimental and control group. The t-test formula as follows:

$$t_0 = \frac{M_x - M_y}{\sqrt{\frac{\sum SD_x + \sum SD_y}{N_x + N_y - 2} \cdot \left[\frac{1}{N_x} + \frac{1}{N_y}\right]}}$$

Where:

M_x = Mean score of post-test of experimental class

M_y = Mean score of post-test of control class

$\sum SD_x$ = Sum of standard deviation score in experimental class

$\sum SD_y$ = Sum of standard deviation score in control class

N_x = Number of students of the experimental class

N_y = Number of students of the control class

In analyzing the hypothesis, the writer uses some steps as follow:

1. Stating the Alternative hypothesis (Ha) and Null hypothesis (Ho), that is:

   a. Null hypothesis (Ho): There is no significant difference between the students' speaking ability improvement in learning speaking through Talk Show learning strategy and without Talk Show learning strategy to the second year students of MAS Darul Ulum Banda Aceh.

   b. Alternative hypothesis (Ha): There is significant difference between the students' speaking ability improvement in learning speaking through Talk Show learning strategy and without Talk Show learning strategy to the second year students of MAS Darul Ulum Banda Aceh.

2. Listing the deviation score of experimental and control class.

Table 4.7: Deviation score of experimental class

No	Initials	Pre-Test Score	Post-Test Score	X (Post-test – Pre-test)	X^2
1.	ADI	43	60	17	289
2.	AK	55	70	15	225
3.	A	62	92	30	900
4.	AF	32	54	22	484
5.	JL	35	54	19	361
6.	MK	42	53	11	121
7.	MR	20	45	25	625
8.	NB	55	78	23	529
9.	NF	32	46	14	196
10.	QST	52	90	38	1444
11.	SRJ	63	89	26	676
12.	S	37	65	28	784
13.	TRF	28	50	22	484
14.	TS	41	62	21	441
15.	WP	37	50	13	169
16.	WS	63	72	9	81
17.	YB	58	70	12	144
				$\Sigma = 345$	$\Sigma = 7953$

Table 4.8: Deviation score of control class

No.	Initials	Pre-Test score	Post-Test score	Y (Post-test – Pre-test)	Y^2
1.	AK	38	50	12	144
2.	AM	20	45	25	625

3.	AF	50	50	0	0
4.	CI	35	48	13	169
5.	MRP	56	59	3	9
6.	FM	43	48	5	25
7.	FM	50	70	20	400
8	FR	70	75	5	25
9.	FRR	38	58	20	400
10.	GM	38	56	18	324
11.	HW	56	72	16	256
12.	H	60	85	25	625
13.	MA	20	40	20	400
14.	MRA	48	68	20	400
15.	RM	56	84	28	784
16.	RD	37	56	19	361
17.	RH	51	80	29	841
18.	RK	58	58	0	0
19.	RAA	70	80	10	100
20.	SMK	45	58	13	169
21.	TA	45	50	5	25
22.	TMIM	68	88	20	400
23.	THW	40	60	20	400
24.	WC	43	56	13	169
25.	ZA	40	58	18	324
				$\sum = 377$	$\sum = 7375$

3. Finding the mean score of variables X and Y by using the following formula:

a. Mean of Variable X (Experimental Class):

$$Mx = \frac{\sum X}{N_x} = \frac{345}{17} = 20{,}29$$

b. Mean of Variable Y (Control Class):

$$My = \frac{\sum Y}{N_y} = \frac{377}{25} = 15{,}08$$

4. Finding sum of deviation standard score of variables X and Y by using following formula:

   a. Variable X

$$\sum SDx = \sum X^2 - \frac{(\sum X)^2}{N_x}$$

$$= 7953 - \frac{(345)^2}{17}$$

$$= 7953 - \frac{119025}{17}$$

$$= 7953 - 7001{,}47$$

$$= 951{,}53$$

   b. Variable Y

$$\sum SDy = \sum Y^2 - \frac{(\sum Y)^2}{N_y}$$

$$= 7375 - \frac{(377)^2}{25}$$

$$= 7375 - \frac{142129}{25}$$

$$= 7375 - 5685{,}16$$

$$= 1689{,}84$$

5. Calculating the standards error of the mean difference between variable X and Y:

$$S_{x\text{-}y} = \sqrt{\frac{\sum SD_x + \sum SD_y}{N_x + N_y - 2} \cdot \left[\frac{1}{N_x} + \frac{1}{N_y}\right]}$$

$$= \sqrt{\frac{951{,}53 + 1689{,}84}{17 + 25 - 2} \cdot \left[\frac{1}{17} + \frac{1}{25}\right]}$$

$$= \sqrt{\frac{2641{,}37}{40} \cdot [0{,}06 + 0{,}04]}$$

$$=\sqrt{(66) \cdot [0.1]}$$

$$=\sqrt{6,6}$$

$$= 2,56$$

6. Calculating t_o score by following formula:

$$t_o = \frac{M_x - M_y}{\sqrt{\dfrac{\Sigma SD_x + \Sigma SD_y}{N_x + N_y - 2} \cdot \left[\dfrac{1}{N_x} + \dfrac{1}{N_y}\right]}}$$

$$t_o = \frac{20,29 - 15,08}{2,79}$$

$$= \frac{5,21}{2,56}$$

$$= 2,03$$

7. Determining t-table in significance level 5 % with df:

$$df = Nx + Ny - 2$$

$$= 17 + 25 - 2$$

$$= 40$$

8. Examining t_o through t $_{table}$:

In the significance level of 5% (α=0.05), the t $_{table}$ shows that the critical score for differentiation score 40 is 1,68.

The result of data analysis shows that the t-score is 2,03 and t-table on the degree of significance of 5% is 1.68, so it can be stated that t_o is higher than t $_{table}$ (2,03 > 1,68). It means that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.

D. The Analysis of the Aspects of Speaking

The students' speaking was assessed based on some aspects namely; pronunciation, grammar, vocabulary, fluency,and comprehension. In this study, the researcher will

analyze the aspects of speaking that mostly improved toward the students after conducting the treatment.

In the pre-test, the result of assessing speaking aspects during the tests will be elaborated as follow:
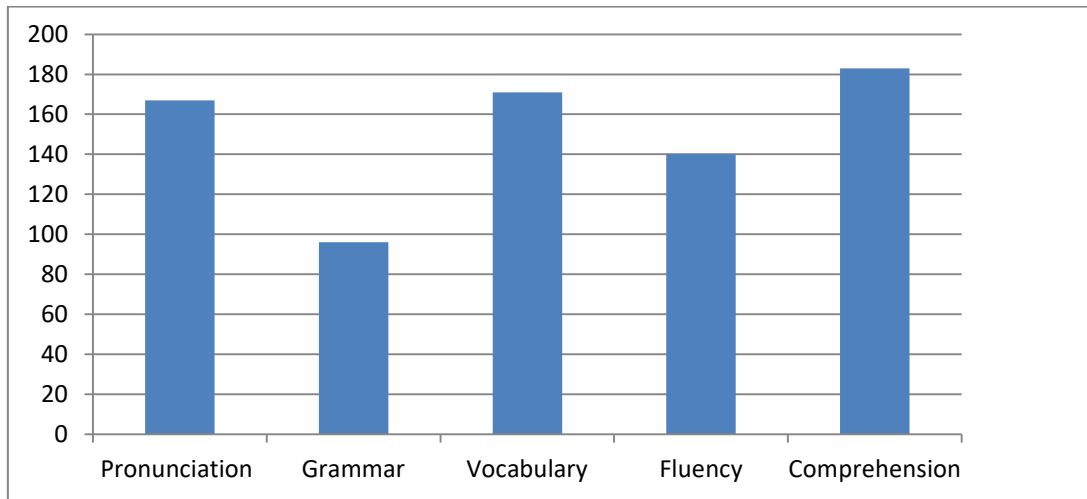
Source: The speaking aspects score of pre-test in experimental class

The graphic above expains the score of speaking aspects before conducting the treatment. The specification of the value of each aspects is explained as follow:

Pronunciation   = 167

Grammar   = 96

Vocabulary   = 171

Fluency   = 140

Comprehension   = 183

It can be seen that the students' score of speaking aspects in the pre-test only ranged between 96 (the lowest score) to 183(the highest score).

After conducting the treatment toward the students in experimental class, it was found that the range score of the speaking aspects have increased and get higher scores compares to the score in the pre-tests. The improvement of the score in the post-tests is drawn in the graphic below:
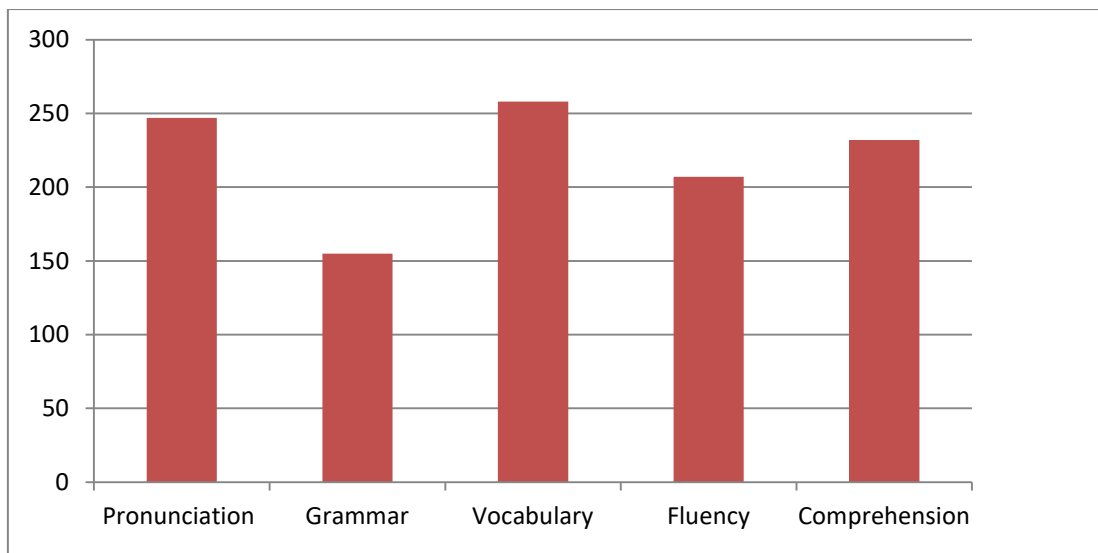
Source: The speaking aspects score of post-test in experimental class

The specification of the value of each aspects is explained as follow:

Pronunciation = 247

Grammar = 155

Vocabulary = 258

Fluency = 207

Comprehension = 232

From analyzing the speaking aspects score in the pre-test and post-test, the writer compares the results of the tests to see the improvement of the speaking aspects score of expermental class students before and after the treatment conduted in the graphic below:
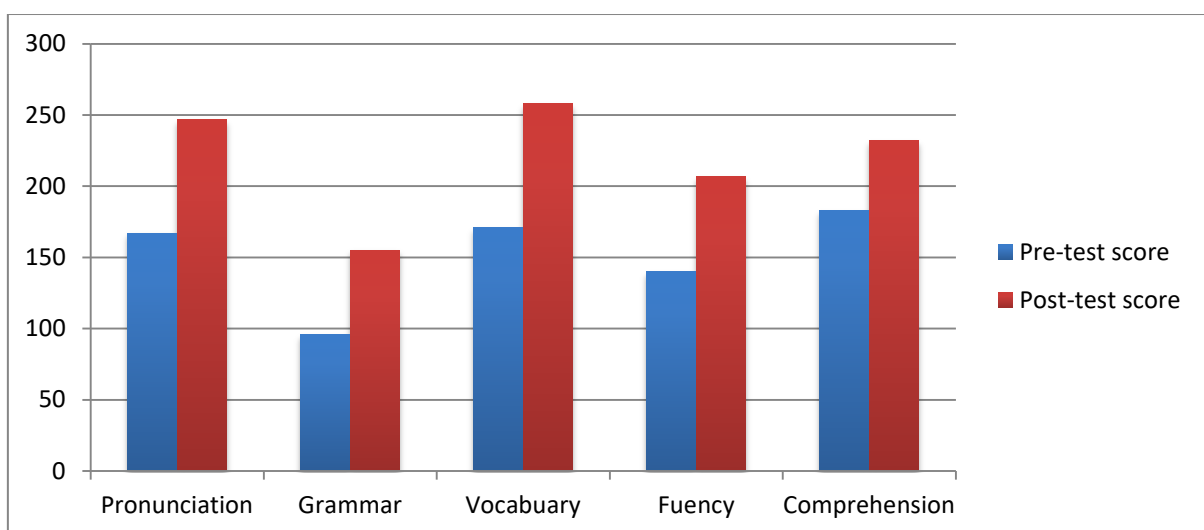
Source: The comparation scores of pre-test and post-test

In the line with the graphic above, it can be obeserved that the score of every speaking aspects has increased after the post-test conducted. The alteration of the red and the blue bars in the graphic shows that post-test score reaches the higher points than the pre-test score. It indicates that the score of the speaking aspects in the experimental class get a better enhancement after the treatment that is talk show learning strategy implemented.

Thus, To axamine the speaking aspect that mostly improved toward the students of experimental class, the writer calculates the data by post-test value minus the pre-test value to see the deviation score as follow:

Table 4.9: The calculation of speaking aspects score

No.	Aspects	Post-test – Pre-test	Total
1	Pronunciation	247 – 167	80
2	Grammar	155 – 96	59
3	Vocabulary	258 – 171	**87**
4	Fluency	207 – 140	67
5	Comprehension	232 – 183	49

From the table above, it can be seen that vocabulary aspect has improved untill 87 points and reached the highest point compared to the other aspects. Thus, it can be concluded that the speaking aspect that mostly improved toward the students of experimental class is vocabulary.

E. The Analysis of Questionaire

Questionaire was designed to know the students' responds toward the implementation of Talk Show learning strategy in experimental class. It consisted of ten

questions and in the form of Likert Scale. To analyze the questionaire, the researcher used the following formula:

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

Which :

P = Percentage

F = Frequency

N = Number of sample

100% = Constant value

The result of questionaires will be elaborated in details in the following tables:

Table 4.10 : The Students Like English Lesson

No	Options	F	%
1	a. Strongly Agree	7	41,18
	b. Agree	10	58,82
	c. Disagree	0	0
	d. Strongly Disagree	0	0
Total		17	100%

The table above shows that all of the students like English lesson. So, the writer can conclude that the entire students of experimental class like English lesson.

Table 4.11 : Students enjoy to learn speaking in English class.

No	Options	F	%
2	a. Strongly Agree	10	58,82
	b. Agree	7	41,18
	c. Disagree	0	0
	d. Strongly Disagree	0	0
Total		17	100%

Based on the table above, there are 10 students who are very enjoy in learning speaking. Moreover, there are 7 students who like learning speaking but they also like the others skill in mastering English language. However, none of the students did not enjoy to

learn speaking. Therefore, it can be inferred that all of experimental class students feel pleased to learn speaking.

Table 4.12 : Speaking is one of important skills that should be mastered specially in learning English.

No	Options	F	%
3	a. Strongly Agree	10	58,82
	b. Agree	7	41,18
	c. Disagree	0	0
	d. Strongly Disagree	0	0
Total		17	100%

The table above describes that all of respondents agree that speaking is one of English skills that very important to be mastered. There are no respondents who disagree about the statement.

Table 4.13 : Speaking is one of productive skills in English that easy to be mastered.

No	Options	F	%
4	a. Strongly Agree	5	29,42
	b. Agree	9	52,94
	c. Disagree	3	17,64
	d. Strongly Disagree	0	0
Total		17	100%

The table shows that there are only 3 students who stated their disgreement about the statement. From this result, the writer can conclude that most of students agree that speaking is one of skills in English that is easy to be mastered.

Table 4.14 : Learning speaking by using convenient strategy is pleasing.

No	Options	F	%
5	a. Strongly Agree	10	58,82
	b. Agree	7	41,18
	c. Disagree	0	0
	d. Strongly Disagree	0	0
Total		17	100%

In line with the table above, it can be seen that all of respondents are agree that learning speaking by using convenient strategy is pleasing. This means a convenient strategy is very helful for students to learn speaking more effective than not assisted with any strategy.

Table 4.15: Talk Show is a good strategy to learn English specially speaking.

No	Options	F	%
6	a. Strongly Agree	9	52,94
	b. Agree	8	47,06
	c. Disagree	0	0
	d. Strongly Disagree	0	0
Total		17	100%

The table above gives information that all of the students agree with the satetement. Some of them believed that talk show is completely helpful to master speaking effectively. This mean, all of students believed that talk show learning strategy is a good strategy that helps them to master speaking skill well.

Table 4.16 : Talk Show learning strategy simplifies the students to express idea in speaking.

No	Options	F	%
7	a. Strongly Agree	8	47,06
	b. Agree	9	52,94
	c. Disagree	0	0
	d. Strongly Disagree	0	0
Total		17	100%

The table above explains that there are 8 students who completely agree Talk Show learning strategy simplifies the students to express idea in speaking. Moreover, there 9 students who stated their agreement, and none of students who stated their disagreement. It proves that the whole students believed that Talk Show can help them to express idea in speaking.

Table 4.17: Talk Show learning strategy increasing students' speaking ability.

No	Options	F	%
8	a. Strongly Agree	8	47,06
	b. Agree	9	52,94
	c. Disagree	0	0
	d. Strongly Disagree	0	0
Total		17	100%

From 17 students, there are 8 students who strongly agree that Talk Show can increase their speaking ability. Moreover, 9 students said "agree" with the statement, altought they had not felt a significant improvement yet. However, none of the students stated their disagreement about it. So, it can be concluded that Talk Show learning strategy can increase students speaking ability.

Table 4.18 : Talk Show learning strategy motivates the students to be active in learning speaking.

No	Options	F	%
9	a. Strongly Agree	11	64,70
	b. Agree	6	35,30
	c. Disagree	0	0
	d. Strongly Disagree	0	0
Total		17	100%

Most of the students in experimental class (11 students) stated "strongly agree" that talk show learning strategy motivates them to be active in learning speaking. While there are 6 students who agree with the statement, which means they do agree that talk show motivated them in learning speaking, but they believe that there are many other techniques that can encourage them become more motivated in learning speaking.

Table 4.19 : Students enjoy learning speaking by using Talk Show learning strategy.

No	Options	F	%
10	a. Strongly Agree	9	52,94
	b. Agree	8	47,06
	c. Disagree	0	0

d. Strongly Disagree	0	0
Total	17	100%

The table above indicates that 9 students who "strongly agree", and the rest 8 students are agree that they enjoy learning speaking by using talk show learning strategy. Moreover, none of student who stated their disagreement about the statement. In this case, it can be concluded the whole students o experimental class enjoy learning speaking by using talk show learning strategy.

F. Discussions

Based on previous data analysis, the writer would like to answer the research questions. There are three research questions in this study, namely; 1) Can talk show learning strategy improve the speaking ability of MAS Darul Ulum students?, and 2) Is there any particular aspect of speaking that mostly improved?, and 3) What is students' perceptions toward the implementation of Talk Show learning strategy to improve the speaking ability of MAS Darul Ulum students?

To answer the first research question, the writer used pre-test and the post-test data. After analyzing the result of the tests, the writer found that the score of the experimental class students is higher than that of the control class'. In the experimental class, the mean score of the pre-test is 43,05, while the control class is 48,12. However in the experimental class, the mean score of the post-test is 64,20, while the control class is 61,7. It means that altought the pre-test shows that the score of experimental class was lower than the score of control one, the post-test showed that the experimental class students had a great improvement 21,15 points (from 43,05 to 64,20), while the control class students only increased 13,58 points (from 48,12 to 61,7).

In addition, the result of data analysis shows that the t-score is 2,03. From the table distribution, it is known that the t-table for the significnat level of 5% is 1,68. It means that the t-score value is higher than the t-table (2,03> 1,68). Therefore, the writer concludes that using talk show learning strategy is effective to improve students' speaking skill specially the second year students of MAS Darul Ulum.

In addition, to answer the second research question, the writer examines the data from the tests to find out is there any particular aspect of speaking that mostly improve toward the second year students of MAS Darul Ulum. After analyzing the data, the writer found out that the speaking aspect that mostly improve in the experimental class is vocabulary. The vocabulary aspect has improved from pre-test (171) to post-test (258) about 87 points. It is because the students in the experimental class were able to chose the convenient words in their speaking.

Furthermore, to answer the third research question the writer distributed questionnaires for students in experimental class. The questionaire is designed to see the students response toward the implementation of talk show learning strategy in learning speaking. The result of analysis of questionnaire shows that 64,70 % of them (about 11 students) stated that they strongly agree that talk show learning strategy motivates them to be active in learning speaking speacially English. The statement also get the highest percentage of "stongly agree" option compared to the other statements. It From the result above, it can be concluded that all of the students of experimental class agreed that talk show learning strategy motivates them to be active in learning speaking.

In the line with the results above, talk show as one of the techniques of learning speaking is evidently helps the leaners to improve their speaking skill. Talk show offers a lot of advantages as a technique of learning speaking, such as it contains fun drama activity that can help students to demonstrate their imagination and make connection

between texts and their lives. Talk show including speech activity also helps students to get used to delivering opinions and idea. Moreover, talk show also one of techniques that provides a lot of opportunities for students to speak, so it is expected that all students get chance to speak and deliver their ideas.

Finally, after considering all results of the experimental teaching, test, and questionnaire, it can be concluded that the implementation of Talk Show learning strategy is effective in teaching speaking to the second year students of MAS Darul Ulum.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of research discussed in the previous chapter, the writer draws some conclusions of teaching speaking by using Talk Show learning strategy as follow:

a. Teaching speaking by using Talk Show learning strategy can improve students' speaking ability. It is proven by the average score of post-test of experimental class which is higher that the pre-test score (from 43,05 to 64,20). In other words, the score has increased to 21,15 points after the treatment conducted. While in the control class the average score only increased 13,58 points (from 48,12 to 61,7). Moreover, it is also proven by the result of examining the hypothesis which t_0 is higher that t-table (2,03 > 1,68). It is mean that there is the significant difference in the achievement between the students who were taught by using Talk Show learning strategy and the students who were taught without Talk Show learning strategy.

b. In addition, the aspect of speaking that mostly improve toward the experimental class students is vocabulary. According to the asssessment of students' speaking, the use of the vocabulary in students speaking is good enought since the students were able to select appropriate words in their speaking.

c. From the students' response on the questionaires, the second year students of MAS Darul Ulum are pleased in learning speaking by using talk show learning strategy.

Moreover, the students believed that talk show simplifies them to express ideas, and talk show also motivates them to speak in every chance easily.

B. SUGGESTION

In line with improving the quality of good teaching speaking specially English language, the writer would like to offer some suggestions related to the further research as follow:

a. For the English teacher

In teaching English speacially speaking, teachers are suggested to use convienient techniques or strategies that provide alot of opportunities for students to speak, which help them to become better in arguing statements or expressing ideas.

b. For Students

The EFL students should be more cooperative to get involved in speaking activity in order to train them to use their second language well, and help them to lower their anxiety when speaking as well.

c. For the next researcher

The next researchers can make this research as refference in conducting the further research, and are expected to accomplish and cover the limitations of this study as well in the same field of future research.

REFFERENCES

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

Brown, H,D. (1994). *Principles of Language Learning and Teaching, the Third Edition.* New York: Prentice Hall Regents.

Effrizal, D. (2012). Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia. *International Journal of Humanities and Social Science*, 2(20), 127.

Finocchiaro, M., Bonomo, M. *The Foreign Language Learner: A Guide for Teacher*, as cited in Sulfina, I,. (2012). *Improving Students' Speaking Ability Through Debate.*

Haris, D.P. (1994). *Testing English as A Second Language.* New York: Mc. Graw Hill, p.81

Harmer, J. (2007). *The Practice of English Language Teaching*, fourth edition. Edingurgh Gate.

Harrycraft, J. (1988). *An Introduction to English LanguageTeaching*. London: Longman. p. 253

Hewitt, D. (2008). *Understanding* effective learning: strategies for *the classrom.* London, England: Open University Press.

Irsyad, R.F., Narius, D. (2013). Teaching Speaking Through Retelling Story of Cartoon Movies at Junior High School. *Journal of English Language Teaching*, 2(01), 296.

Kayi, H., (2006). Teaching Speaking: Activities toPromote Speaking in a Second Langue. *The Internet TESL Journal.* 11(12).

Klipel, F. (1984). *Keep Talking: Communicative Fluency Activities for Language Teaching.* New York: Cambridge University Press. p. 124

Lambardo, L. (1984). *Oral Testing: Getting Sample of Real language.* English Teaching Form. p. 3

Manser, M,H. (1991). *Oxford Learner's Pocket Dictionary*. New York: Oxford University Press. p. 81

Nanda., Narius, D. (2012). Improving Student's Speaking Ability Through Western Song at Junior High School. *Journal of English Language Teaching,* 1(01), 102.

Nunan,D. (1991). *Language Teaching Methodology*. London: Prentice Hall International.

Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw-Hill.p. 153

Penny, Ur. (1991). *A Course in Language Teaching;Practice and Theory.* Cambridge University Press.

Penny, Ur. (1996). *A Course of Contemporary English*. USA:Cambridge University Press. p. 75

Rahayu, A., Jufri. (2013). Teaching Speaking to Junior High School Students Through Four Corners Game. *Journal of English Languge Teaching*, 1(02),491.

Ramadhani, S., Saun, S. (2013). Teaching Speaking Through "The True or False Game" for Junior High School Students. *Journal of English Language Teaching*, 2(01), 382.

Susanti, E., Amri,Z. (2013). Speaking Board Game To Teach Speaking of Descriptive Text. *Journal of English Language Teaching*, 1(02), 463.

KEMENTERIAN AGAMA
## UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp. 0651-7551423- Fax. 0651-7553020 Situs: www.tarbiyah.ar-raniry.ac.id

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/ 1192 /2016
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	Bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry maka dipandang perlu menunjuk pembimbing skripsi;
		b.	Bahwa namanya yang tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing Skripsi dimaksud.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 13 Tahun 1991, tentang Pokok-pokok Organisasi IAIN;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
		7.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry;
		8.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		11.	Surat Keputusan Rektor IAIN Ar-Raniry Nomor. IN/3/R/Kp.00.4/394/2007, tentang Pemberian Kuasa dan Pendelegasian Wewenang Dekan
Memperhatikan	:		Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 15 Februari 2016

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Menunjuk Saudara:

1. Dr. T. Zulfikar, S.Ag., M.Ed   Sebagai Pembimbing Pertama
2. Suryani, M.Pd   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	Amira Nafisya
NIM	:	231222700
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Use of Talk Show Learning Strategy in Improving Students Speaking Ability (A Experimental Study at Second Year-Students at MAS Darul Ulum)

KEDUA	:	Kepada pembimbing yang namanya tersebut di atas diberikan honorarium sesuai dengan peraturan yang berlaku;
KETIGA	:	Segala pembiayaan akibat Surat Keputusan ini dibebankan pada dana DIPA UIN Ar-Raniry Tahun 2016
KEEMPAT	:	Surat Keputusan ini berlaku sampai akhir Semester Genap Tahun Akademik 2016/2017.
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Banda Aceh,   29 Februari 2016

Dekan,

Dr. Mujiburrahman, M. Ag
NIP. 197109082001121001
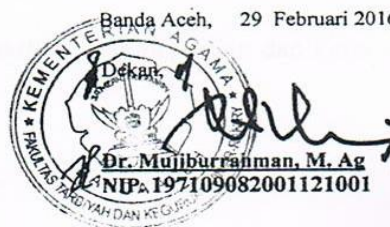
Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Nomor	: B-1414 /Kk.01.07/4/TL.00/11/2016	14 November 2016
Lampiran	: Nihil	
Hal	: **Rekomendasi Melakukan**	
	Penelitian	

Kepada
Yth, Kepala MAS Darul Ulum
Kota Banda Aceh

Assalāmu'alaikum Wr. Wb.

      Sehubungan dengan surat Dekan Fakultas Ilmu Tarbiyah Dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh Nomor : Un.08/TU-FTK/TL.00/10997/2016 tanggal 14 November 2016 , perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan Saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan *Skripsi,* dengan judul ” **The Use of Talk Show Learning Strategy to Improve Students' Speaking Abillity (An Experimental Study to The Second Year Student at MAS Darul Ulum)**" kepada saudara :

Nama	:	**Amira Nafisya**
NIM	:	201 222 700
Prodi/Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	IX

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Madrasah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Tidak memberatkan Madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Bagi yang bersangkutan supaya menyampaikan foto copy hasil penelitian sebanyak 1 (satu) eksemplar ke Kantor Kementerian Agama Kota Banda Aceh.

      Demikian rekomendasi ini kami keluarkan, atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

Nomor	:	MA.a/DU/PP.00.6/054/2016	Banda Aceh, 08 Desember 2016
Lampiran	:	-	
Perihal	:	**Penelitian An. HULDAWATI**	

Kepada Yth.
Dekan Fakultas Tarbiyah dan Keguruan
UIN Ar-Raniry Darussalam Banda Aceh
di-
    Banda Aceh

Assalamu'alaikum Wr. Wb.

Sehubungan dengan surat saudara nomor : Un.08/TU-FTK/TL.00/10997/2016 tanggal 14 November 2016, dengan ini menyatakan bahwa :

N a m a	:	**AMIRA NAFISYA**
N I M	:	201 222 700
Prodi. /Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	IX

Telah selesai mengadakan **PENELITIAN** pada tanggal 14 s/d 28 November 2016 dalam rangka penyusunan skripsi yang berjudul :

"THE USE OF TALK SHOW LEARNING STRATEGY TO IMPROVE STUDENTS' SPEAKING ABILLITY (AN EXPERIMENTAL STUDY TO THE SECOND YEAR STUDENT AT MAS DARUL ULUM)"

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan seperlunya.

KEPALA

DRA. KESUMA NIRWANA
NIP. 19580928 199603 2 001

School   : MAS Darul Ulum Banda Aceh

Subject   : English

Skill   : Speaking

Class / Semester   : XI / I

Time Allotment   : 10 x 40 (five meetings)

A. Standart Competence

Analyzing social function, the structure of the text, and linguistic elements in the expression of expression and thought, according to the context of use.

B. Basic Competence

Develop oral and written texts to express and respond to an expression of opinion and mind, with attention to social functions, the structure of the text, and linguistic elements, correctly and in context.

C. indicators

1. The students are Able to improve Reviews their speaking skills

2. The students are able to speak by using correct pronunciation, grammar, vocabulary, fluency, and comprehension.

D. Goal

At the end of the lesson, the students are expected to be Able to improve Reviews their speaking skills by using correct pronunciation, grammar, vocabulary, fluency, and comprehension.

E. Techniques

- Choosing Picture, Interview, Questioning Activity

F. Media

- Picture, Question Map

G. Class Activities

Meeting I

Pre-activities

- Greeting

- Introducing self and Stating the goal of the class

- Checking student 'attendance

- Asking student 'opinion about their speaking skills and activity

Main Activities

- Asking a brief explanation about speaking in generally

- Giving additional explanation of speaking

- Asking the students to personally perform a speech entitled "My Favorite Activity" (as the pre-test). They can share about the topic in their own way.

- Giving five minutes for the students to prepare the speaking

- Students perform in front of the class one by one

Post-activity

- Complementing student 's performance

- Resuming the material

- Greeting

Meeting II

Pre - activities

- Greeting

- Checking the student 's attendance

- Motivation: asking the student 's experience related to speaking

- Introducing the activity: Choosing picture

Main activities

- Giving the explanation about speaking.

- Explaining the instruction and procedure about the activity that is Choosing Picture.

- Provide images that have a strong feeling about positive and negative.

- Pupils are asked to choose two pictures provided on a table; an image they like, and another image that they do not like.

- Each student came forward to show both images are chosen, and explain the reasons why they like and dislike in English.

post- activities

- Complementing student 's performance

- Giving comment and critic to the students

- Greeting

Meeting III

Pre-activities

- Greeting

- Checking the student 's attendance

- Motivation: giving the explanation about the importance of mastering English speaking skill specially

- Introducing the activity: interview

Main activities

- Students are divided into pairs.

- Each student writes down five to ten questions that he would like to be asked. The general context these questions can be left open.

- Each student works closely with its partners respectively and mutually interview each other using the questions that they have made.

- Find out in a discussion with the whole class what kind of questions were asked and why they were chosen.

Post - activities

- Complimenting student 's performance

- Giving comment and critic to the students

- Greeting

Meeting IV

Pre - activities

- Greeting

- Checking the student 's attendance

- Apperception: asking question about previous meetings

- Introducing the activity: Questioning activity

Main activities

- Explaining the procedure to be performed activities to the students.

- Pupils are provided several pieces of questions.

- Each student has a turn to ask anybody irregularly. Every victim who answered the question, should provide more question to the victim chooses. These activities continue until completed.

Post-activities

- Complimenting student 's performance

- Giving critic and comment to the students

- Greeting

Meeting V

➢ Pre – activities
- Greeting
- Checking student's attendance
- Apperception : asking question about previous meetings

➢ Main activities
- Students are asked to create a speech personally entitled " Boarding School is Better than Public School" (as the post-test). Students can share their oponion about the topic in their own way.
- Giving five minutes for the students to prepare the speaking.
- Students perform their speaking in front of the class one by one.

> - Post-activities
>   - Compromising student's performance

- Complimenting student's performance
- Giving critic and comment to the students
- Greeting

H. Evaluation

Pre-test and Post-test Evaluation Form

no	Scoring Criteria	Scoring Scale				
		1	2	3	4	5
1	Pronounciation					
2	Grammar					
3	Vocabulary					
4	Fluency					
5	Comprehension					

Ratings:

5 - Excellent

4 - Very Good

3 - Good

4 - Average

1 - Poor

Final score is total Point x 4.

Maximum score is 100.

LESSON PLAN

(Experimental Class)

School   : MAS Darul Ulum Banda Aceh

Subject   : English

Skill   : Speaking

Class / Semester : XI / I

Time Allotment   : 10 x 40 (five meetings)

A. Standart Competence

Analyzing social function, the structure of the text, and linguistic elements in the expression of expression and thought, according to the context of use.

B. Basic Competence

Develop oral and written texts to express and respond to an expression of opinion and mind, with attention to social functions, the structure of the text, and linguistic elements, correctly and in context.

C. Indicators

1. The students are Able to improve Reviews their speaking skills

2. The sudents are Able to speak by using correct pronunciation, grammar, vocabulary, fluency, and comprehension.

D. Goal

At the end of the lesson, the students are expected to be Able to improve Reviews their speaking skills by using correct pronunciation, grammar, vocabulary, fluency, and comprehension.

E. Technique

- Talk Show

F. Media

- Laptop (to show talk show video)

G. Class Activities

Meeting I

<u>Pre-activities</u>

- Greeting

- introducing self and stating the goal of the class

- Checking student 'attendance

- Asking student 'opinion about Reviews their speaking skills and activity

<u>Main Activities</u>

- Asking a brief explanation about speaking in generally.

- Giving additional explanation of speaking.

- Asking the students to personally perform a speech entitled "My Favorite Activity" (as the pre-test). They can share about the topic in their own way.

- Giving five minutes for the students to prepare the speaking.

- Students perform their speech in front of the class one by one.

- After all of the students have performed their speaking, the student will be shown a video about Talk Show.

- After watching the video, the students will be devided into groups and receive different topic for each group. After received the topic, each group will determine the role to be played by each member of the group and determine scenarios and how they will present it to the class as a group at the next meeting.

<u>Post-activity</u>

- Complementing student 's performance

- Make sure the student's understand about the activity

- Giving further information about the activity

- Greeting

Meeting II

<u>Pre - activities</u>

- Greeting

- Checking the student 's attendance

- Motivation: asking the student 's experience related to Talk Show

Main activities

- Giving the explanation of Talk Show rule and procedure.

- Giving opportunity for asking question

- Asking the first and second group to present their talk show in front of the class, while the other groups watch them as audience and waiting for their turn. Each group has 20 minutes to presenting.

post- activities

- Complementing student 's performance

- Giving comment and critic to the students

- Greeting

Meeting III

Pre-activities

- Greeting

- Checking the student 's attendance

- Apperception: asking the students opinion about talk show.

Main activities

- Asked the third and the fourth group to present their talk show in front of the class. Each group has 20 minutes to presenting.

- The other groups will be watching as the audience.

Post - activities

- Complimenting student 's performance

- Giving comment and critic to the students

- Greeting

Meeting IV

Pre - activities

- Greeting

- Checking the student 's attendance

- Apperception: asking question about previous meetings

<u>Main activities</u>

- Asking the last group that is the fifth group to present their talk show. The group has 20 minutes to presenting.

- The other groups will be watching as the audience

<u>Post-activities</u>

- Complimenting student 's performance

- Giving critic and comment to the students

- Greeting

Meeting V

<u>Pre – activities</u>

- Greeting
- Checking student's attendance
- Apperception : asking question about previous meetings

<u>Main activities</u>

- Students are asked to create a speech personally entitled " Boarding School is Better than Public School" (as the post-test). Students can share their oponion about the topic in their own way.

<u>Post-activities</u>

- Complimenting student's performance
- Giving critic and comment to the students
- Distributing questionaire to the students
- Students answer the questionaire
- Greeting

H. Evaluation

Pre-test and Post-test Evaluation Form

no	Scoring Criteria	Scoring Scale				
		1	2	3	4	5
1	Pronunciation					
2	Grammar					
3	Vocabulary					
4	Fluency					
5	Comprehension					

Ratings:

5 - Excellent

4 - Very Good

3 - Good

4 - Average

1 - Poor

Final score is total Point x 4.

Maximum score is 100.

Instrument of Data Collection

Activity for Pre –Test

Dear students

This test is designed for a specific research porpose. The result of it will not affect your school scores. So you are requested to be examined orally.

instructions:

1. Performing a speaking in front of the class entitled "My favorite activity". You can state your opinion, and the reasons about it.
2. You are allowed to talk within 1 to 2 minutes.
3. You may prepare and and deliver your speaking in your own way.

Activity Post – Test

Dear students

This test is designed for a specific research porpose. The result of it will not affect your school scores. So you are requested to be examined orally.

instructions:

1. Performing a speaking in front of the class entitled "Studying Abroad". You can state your opinion, and the reasons about it.
2. You are allowed to talk within 1 to 2 minutes.
3. You may prepare and and deliver your speaking in your own way.

Kuisioner

Nama :

Kelas :

Petunjuk pengisian

1. Bacalah angket dibawah ini dan tandailah dengan tanda (√) jawaban yang paling sesuai menurut anda

2. Mohon untuk menjawab dengan baik dan jujur.

No	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
1	Saya suka pelajaran Bahasa Inggris				
2	Saya senang mempelajari *speaking* dalam bahasa Inggris				
3	*Speaking* merupakan salah satu skill yang penting untuk dipelajari dalam mengusai bahasa asing terutama bahasa Inggris.				
4	*Speaking* adalah skill yang mudah untuk dikuasai				
5	Belajar bahasa Inggris dengan menggunakan strategi yg mudah adalah menyenangkan				
6	Talk Show adalah strategi belajar yang bagus untuk menguasai *speaking*				
7	Talk Show membantu saya lebih mudah untuk mengemukakan ide dalam *speaking*				
8	Talk Show meningkatkan kemampuan *speaking* saya				
9	Talk Show memotivasi saya untuk aktif dalam mempelajari *speaking*				
10	Saya suka dengan strategi ini (Talk Show) dalam mempelajari bahasa Inggris terutama *speaking*				

Pre-Test Score in Experimental Class

No	Initials	Score					Total
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	ADI	10	6	10	5	12	43
2	AK	15	5	10	15	10	55
3	A	20	8	13	8	15	62
4	AF	8	3	8	5	8	32
5	JL	6	5	8	6	10	35
6	MK	10	6	8	10	8	42
7	MR	5	3	4	3	5	20
8	NB	8	8	14	10	15	55
9	NF	6	4	8	6	8	32
10	QST	12	8	12	10	10	52
11	SRJ	15	8	16	11	13	63
12	S	9	5	8	7	8	37
13	TRF	6	4	6	5	7	28
14	TS	9	5	10	7	10	41
15	WP	6	5	8	5	13	37
16	WS	12	6	14	16	15	63
17	YB	10	7	14	11	16	58
	TOTAL	**167**	**96**	**171**	**140**	**183**	**755**

Post-test Score in Experimental Class

No.	Initials	Score					Total
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	ADI	15	7	16	7	15	60
2	AK	15	10	17	16	12	70
3	A	20	16	20	16	20	92
4	AF	12	8	14	10	10	54
5	JL	11	8	13	9	12	53
6	MK	13	6	12	12	10	53
7	MR	10	8	12	7	8	45
8	NB	15	12	18	16	17	78
9	NF	10	6	12	8	10	46
10	QST	20	15	20	17	18	90
11	SRJ	20	14	19	16	20	89
12	S	17	10	13	12	13	65
13	TRF	10	5	12	11	12	50
14	TS	15	8	15	12	12	62
15	WP	11	6	13	8	12	50
16	WS	16	10	16	14	16	72
17	YB	17	6	16	16	15	70
	TOTAL	247	155	258	207	232	1099

Pre-test Score in Control Class

No.	Initials	Score					Total
		Pronunciation	**Grammar**	**Vocabulary**	**Fluency**	**Comprehension**	
1	AK	9	5	8	6	10	38
2	AM	4	3	4	3	6	20
3	AF	10	5	12	12	11	50
4	CI	8	4	9	6	8	35
5	MRP	12	6	13	10	15	56
6	FM	9	5	10	10	9	43
7	FM	12	6	12	10	10	50
8	FR	16	14	16	14	10	70
9	FRR	8	4	9	8	9	38
10	GM	9	4	10	6	9	38
11	HW	12	5	13	11	15	56
12	H	15	8	15	10	12	60
13	MA	4	2	5	4	5	20
14	MRA	13	8	13	15	12	61
15	RM	12	6	16	12	10	56
16	RD	7	4	9	9	8	37
17	RH	9	6	13	11	12	51
18	RK	12	9	15	12	10	58
19	RAA	15	10	16	14	15	70
20	SMK	8	8	13	7	9	45
21	TA	10	6	12	8	9	45
22	TMIM	14	9	18	15	12	68
23	THW	10	5	11	6	8	40
24	WC	10	4	12	7	10	43
25	ZA	8	4	8	11	9	40
	TOTAL	**256**	**150**	**292**	**237**	**253**	**1188**

Post-test Score in Control Class

No.	Initials	Score					Total
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	AK	12	6	9	11	12	50
2	AM	10	5	10	10	10	45
3	AF	11	5	13	13	8	50
4	CI	10	4	13	12	9	48
5	MRP	14	6	15	12	12	59
6	FM	12	5	12	9	10	48
7	FM	16	10	19	15	10	70
8	FR	19	9	20	17	10	75
9	FRR	12	6	16	12	12	58
10	GM	13	6	15	12	10	56
11	HW	16	8	18	15	15	72
12	H	18	14	20	18	15	85
13	MA	8	4	10	8	10	40
14	MRA	15	10	17	15	11	68
15	RM	19	10	20	17	18	84
16	RD	12	5	17	12	10	56
17	RH	18	10	20	18	14	80
18	RK	12	6	18	12	10	58
19	RAA	18	12	20	18	12	80
20	SMK	13	8	15	12	10	58
21	TA	10	6	14	10	10	50
22	TMIM	19	13	20	18	18	88
23	THW	12	5	16	15	12	60
24	WC	14	7	13	12	10	56
25	ZA	13	6	13	15	11	58
	TOTAL	**346**	**186**	**393**	**338**	**289**	**1552**

AUTOBIOGRAPHY

1. Name   : Amira Nafisya
2. Place / Date of Birth   : Banda Aceh / 16 November 1994
3. Religion   : Islam
4. Sex   : Female
5. Nationality / Ethnic   : Indonesia / Acehnese
6. Marital Status   : Single
7. Occupasion   : Student
8. Address   : Komplek PNS desa Payaroh, no.125,
    Lampeuneurut,   Aceh Besar.
9. Email   : amiranafisyaa14@gmail.com
10. Parents' Names
    a. Father   : Syahrial
    b. Mother   : Cut Fitriah
11. Parents' Occupation
    a. Father   : Civil Servant
    b. Mother   : Civil Servant
12. Address   : Komplek PNS desa Payaroh, no.125,Lampeuneurut,
    Aceh Besar.
13. Education Background
    a. Elementary School   : SDN 24 Banda Aceh (2000-2006)
    b. Junior High School   : SMP Islam Darul Ulum Banda Aceh (2006-2009)
    c. Senior High School   : MAS Darul Ulum Banda Aceh (2009-2012)
    d. University   : UIN Ar-Raniry Banda Aceh (2012-2017)

Banda Aceh, January 25th, 2017

The Writer,

Amira Nafisya