THE USE OF TALK SHOW TO IMPROVE SPEAKING SKILL OF THE TWELFTH GRADE STUDENTS AT MADRASAH ALIYAH NEGERI PALOPO

A Thesis

Submitted as Partial Fulfilment for the Attainment of S.Pd. Degree in English Language Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo

IAIN PALOPO

Written By:
NURUL RAHMAWATI S
18 0202 0115

**ENGLISH EDUCATIONAL STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
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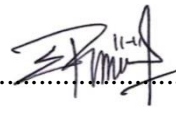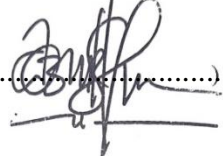Palopo, November 21st 2022

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THESIS APPROVAL

This thesis, entitled "Designing Daily Expression Pocketbook for Learning Speaking Skills in the Second Grade of MTsN 2 Luwu", which was written by Syahrul Bahru, Reg. Number 18 0202 0083, a student of English Language Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which was carried out on Monday, November 21st 2022, coincided with Rabiul Akhir, 26th 1444 H, it is authorized and acceptable as a partial fulfilment requirement for S.Pd. degree in English Language Education Study Program.

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Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk diproses selanjutnya.

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All praises and gratitude to the almighty God Allah SWT for mercies and blessings. Thereby, the researcher could complete this thesis as a requirement for *Sarjana Pendidikan* degree at the State Islamic Institute of Palopo, entitled "The Use Of Talk Show To Improve Speaking Skill Of Twelfth Grades At Madrasah Aliyah Negeri Palopo " *Salawat and salam* may be upon to our beloved prophet Muhammad SAW, his family, his companion, and his faithfulness.

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Palopo, Juli 4th, 2022
The researcher

Nurul Rahmawati S

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ABSTRACT

Nurul Rahmawati S, 2022. " *The Use Of Talk Show to Improve the Speaking Skill of the Twelfth Graders at Madrasah Aliyah Negeri Palopo* " A thesis of English Education Study Program at Tarbiyah and Teachers Training Faculty, Stated Islamic Institute of Palopo (IAIN Palopo) Under supervisor, Abdul Pirol as the first consultant and Andi Tenrisanna Syam, as the second consultant.

This research aimed to know whether or not use talk Show can improve speaking skill of the twelfth grade in Madrasah Aliyah Negeri Palopo (MAN), the researcher used a pre-experimental study in XII PK I class. The population was 269 students for all the twelfth students' and the population in XII PK I was 32. The researcher used a purposive sampling sample which the students consisted of 16 students. The instrument in this research was Test. The researcher collects the data through pre-test, treatment, and post-test. The data were analysed statistically by using SPSS 22 edition. The result of the research indicates that the mean score in the post-test was higher than the mean score in the pre-test (17<59). Besides, t_c (t_{count}) = 23,414 and df (degree of freedom) = 15. While the t_t (t_{table}) = 2,131, the degree of freedom (df) = 15, with standard significant = 0,05 (5%). It means the value of the t-count is higher than the value of the t-table. The result of students' scores on the post-test becomes higher than the pre-test, representing the effectiveness of the treatment stage contributing to helping the students improve speaking skills. That proved that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. It means there is a significant difference before and after implementing Talk Show as a method in teaching speaking. The result of this study is used as a means for teachers to provide techniques in learning that is even more interesting to students in improving students speaking skills.

Keywords: *Speaking Skills, Talk Show, Teaching Speaking*

CHAPTER I

INTRODUCTION

A. Background

Speaking skill in English is a priority for many second-language or foreign-language learners,[1] including students. Nowadays, students in senior high school need to master speaking skills. It is essential that they need to be able to communicate and express their idea or opinions using English as an International Language, need experience through joining a competition such as an English speech contest, and have broader relationships with people across the world. Besides, Grauberg stated that the primary goal of students who learn a foreign language is to speak the target language.[2]

According to Andika (2017) There are many challenges in teaching speaking, and there are many things that affect students' willingness to learn a language from a foreign language teacher. For instance, vocabulary gaps and the impact of one's native tongue. Teaching students who do not speak English well was difficult for the teachers.[3] Another opinion comes from Musliadi (2016) he identified problem in teaching speaking comes from internal problem and external problem, in internal problem that the mother tongue of students become a problem

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[1] Jack Croft Richards, *Language Teaching*, *Language Teaching*, vol. 35, 2002, https://doi.org/10.1017/S0261444802211829.

[2] Walter Grauberg, *The Elements of foreign language teaching* (Bristol, United Kingdom: Channel View Publications Ltd, 1997), 201.

[3] Andika Tomi Sriharto, *Problem Faced By Teacher In Teaching Speaking At Sevengrade Of Smpn 5 Sukoharjo,*(2017) p.2-3.

in teaching speaking and then external problem is from the teacher who should understanding of problem in teaching speaking.[4]

However, Most Indonesian students discover problems in learning a language, mainly speaking while studying English as a foreign language during the learning process. They must devise a method and technique to swiftly and successfully study and practice English speaking and express their idea or opinion. Harmer (2007) identified, the method is a practical realisation of the approach. Methods include decisions about the types of activities, roles, teachers, and students, a variety of suitable materials, as well as several models of syllabus organisation. At the same time, the technique is a single activity[5].

Besides in the opinion of Ahmad Wakka (2020)[6] and Senata Adi Prasetia (2020)[7] determined that the importance of learning material in teaching practice is the key to success in teaching by learning by doing. This is emphasised in the Qur'an Al-Alaq (96) in verses 1-5.

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِىْ خَلَقَ خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍ اِقْرَأْ وَرَبُّكَ الْاَكْرَمُ الَّذِىْ عَلَّمَ بِالْقَلَمِ عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning :

Read: In the name of thy Lord Who created, Created man from a clot, Read: And thy Lord is the Most Bounteous, Who teacheth by the pen, Teacheth man that which he knew not.

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[4] Musliadi, *The Problems Of Teaching Speaking With Respect To The Teaching Methodology: Task-Based Language Teaching*, Ethical Lingua, Vol. 3, No. 1, February (2016)

[5] Jeremy Harmer, *The Practice of English Language Teaching*, (2007) New York: Pearson Education Ltd.

[6] Wakka Ahmad, " *Petunjuk Al-Qur'an tentang Belajar dan Pembelajaran* ", 2020. http://jurnal.fai.umi.ac.id/index.php/eljour/article/download/43/39 [accessed 4 October 2022]

[7] Senata Adi Prasetia, *"Kunci Kemajuan Pendidikan Islam Terletak pada Learning by Doing",* 2020. https://tafsiralquran.id/kunci-kemajuan-pendidikan-islam-terletak-pada-learning-by-doing/ [accessed 4 October 2022]

The word "Iqra" has various meanings, conveying, studying, reading, researching, exploring, and other meanings. Iqra contained in verses 1 and 3, does not mention the intended object, thus indicating the call for reading in general. That is, the command to read here is certainly not limited to only reading "books", but also reading the surroundings, His creation, and even the world. The verse instructs us to learn (learning) and then practice it (doing)[8].

In addition some students may have been satisfied with the material and exercise offered in class but were unsatisfied enough to seek out more information and practice later. Based on the researchers' observation in Madrasah Aliyah Negeri Palopo, the students have low confidence and motivation to express their ideas or opinions in class and practice their English speaking. According to information from the teacher, they still don't want to speak in English because they lack confidence and do not know what they will say. Those speaking problems must be solved because they can feel difficult to continue to the next level of study at a university. Also, most students think insecure speaking English, as evidenced by the initial conditions when they ask to speak English. Therefore the researcher will give a supportive and exciting technique to increase their motivation in speaking skills.

Moreover the researcher wants to give students a supportive technique to improve their speaking skills using the talk show technique. According to Anthony (1963), the technique is activities realised in the classroom. The

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[8] Senata Adi Prasetia, "*Kunci Kemajuan Pendidikan Islam Terletak pada Learning by Doing*", 2020. https://tafsiralquran.id/kunci-kemajuan-pendidikan-islam-terletak-pada-learning-by-doing/ [accessed 4 October 2022]

technique must be specific and have a rhythm that is consistent with the method and approach[9]. So, it can be said that this technique implements assumptions and plans. According to C. Ilie (2006), talk show is a highly contentious discursive genre, a widely influential media phenomenon, and a politically and morally controversial form of entertainment. In recent years, few discursive practices of popular broadcast culture have been more contentious and subject to cultural and scholarly examination than the talk show, particularly the television talk show.[10] Based on the definition that a talk show is a famous broadcast for discussing something, we can find many examples on YouTube. Therefore, the researcher conducted research entitled "*The Use of Talk Show to Improve the Speaking Skill of the Twelfth-Grade students at Madrasah Aliyah Negeri Palopo.*"

B. Research Question

Based on the background above, the research question is Can talk show improve students' speaking skills of the twelfth-grade students at Madrasah Aliyah Negeri Palopo?

C. Objectives of Research

The research objective is to determine whether or not the use of talk show improve the speaking skill of the twelfth-grade students at Madrasah Aliyah Negeri Palopo.

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[9] Edward M. Anthony, "*Approach, Method, and Technique,*" (1963) English Learning 17: p.63-67.

[10] Cornelia. Ilie, *"Talk Shows," Encyclopedia of Language & Linguistics*, no. December 2006 (2006): p.489-94. https://doi.org/10.1016/B0-08-044854-2/00357-6.

D. Significance of Research

1. For the students, this technique will be a good experience for speaking learning, and also it will be an excellent way to express their idea with this technique.

2. For English teacher, who wants to adopt this way of teaching speaking, this is one of the new alternative technique to improve students' speaking skill and students' confidence to express their idea or opinion about the problem in the materials and get the new experience of teaching speaking by Talk show.

3. For the researchers who interested in this study, they can get information about speaking skills and talk show.

4. For the readers who learn English, a talk show is a technique in teaching to improve English speaking skills, and it can be a unique technique for English teaching.

E. Scope of the Research

Based on this case, the scope of the research is restricted to improving students speaking skill at Madrasah Aliyah Negeri Palopo by using Talk Show as the as technique in class.

F. Operational Definition

1. Improving Students' speaking

Improving means that the process of increase quality or changing our ability is too high. While the word student means a person who follows a process of study in a college or university.

Improving students' speaking is the process of making the students' ability, skill, and speaking quality better than before. The students can speak well and confidently.

3. Speaking skill

Speaking is the skill of conveying messages through spoken language. While speaking skill is the ability to pronounce articulation sounds or words to express, say and convey thoughts, ideas and feelings.

2. Talk show

Talk show is a media that we can find in every social media and we can use in class to improve students speaking skill as s technique.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Study

In this study, the researcher collected several relevant sources from previous studies regarding the using talk show and improving students' speaking in teaching English speaking skill.

Setyawati (2019), Aprilia (2017), and Wijayanti (2017) found that the students' improvement in speaking looked very significant. Students look active, enthusiastic, not shy, and hesitant to speak English. Students are eager to try again with other more exciting themes. The learning process becomes fun. They use talk show techniques to make students have better confidence to speak up and to know their speaking improvement by using Classroom Action research.[11] [12] [13]

Amri (2021) stated that teachers in Algerian secondary schools constantly face various linguistic challenges. Lack of vocabulary, poor grammar, poor language skills, and lack of motivation impede teaching and learning. To deal with these issues, teachers use various methods and teaching materials. This study spotlighted teachers' significant constraints in using TV talk shows in their EFL classes. This research study was carried out at one of the Algerian secondary

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[11] Ninik Setyawati, "*Improving Confidence And English Language Speaking Skills Using Role Play Technique With Talk Show For 8th Grade Students; A Case Study Smp N 1 Karanggeneng Lamongan*" 4, No. 1 (2019): p.38- 45.

[12] Fippi Aprila, "*Improving Studentsâ€TM Participation in Speaking English Using Talk Show Technique,"Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 2017, https://jurnal.untan.ac.id/index.php/jpdpb/article/view/21232.

[13] Fransiska Dwi Mulyani Wijayanti, *Improving English Speaking Skills Students Through Role Playing In Talk Show In Senior High Scholl*. (Vol 2 No 2 2017)

schools involving teachers and inspectors of English and second-year students through questionnaires. The findings show that TV talk shows can often excite language classes into enthusiastic collaboration in real. However, the main focus is on how teachers can deal with the challenges that may hinder integrating this teaching tool.[14]

Elly Syahadati (2016) aimed to (1) identify whether and to what extent talk show video as a reflective practice improved students' vocabulary in speaking skills and (2) describe classroom climate when talk show video as a reflective practice was applied in the speaking class. The method used in this research was classroom action research. The research findings showed that talk show videos in teaching and learning English could improve the students' vocabulary, speaking skills, and classroom climate. Video could stimulate and motivate students' interest in improving their speaking class vocabulary. As a result, talk show video is suitable for supporting and improving students' speaking skills and has a vital role in teaching and learning.[15]

Dewi Satria Elmiana's (2019) stated that media provide students and teachers with creative and practical ideas and enable them to meet various interests and needs. Hence, this study analysed the implementation of media, particularly radio programs, to improve students' speaking skills. This study employed action research, and there were 42 senior high school students involved in this study. The results indicate that implementing media (radio talk show program) assists

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[14] Amri, J E L Classification Codes and Jel Classification Codes, *Chalenges to integrate tv talkshow in ELF class* "Issn: 2380 - 0712 Eissn" 02 (2021): 1059–72.

[15] Elly Syahadati, "*The Use of Talk-Show Video As a Reflective Practice To Improve Students ' Vocabulary in English Speaking Skill,*" no. 2005 (2019): p.51-61.

students in improving their speaking skills. It can be one of the methods in the teaching and learning process, especially in speaking class, and the influence of media (radio talk show programs) could encourage and motivate students to pull out their best communication skills, particularly in using English.[16]

From some previous study above the differences and similarity between this research and those are, some researcher use Class Action Research in their research and have difference grade of students and place to do their research, also some researcher use radio talk show or video of talk show. But the researcher use Pre-Experimental method in this research. And the similarity from the previous study is some researcher and this researcher use talk show to improve the students speaking skill.

B. Some Pertinent Ideas

1. Speaking Skills

a. Definition of speaking skills

Many definitions of speaking have been proposed by language. Speaking derives from the word "speak. " According to "Oxford Dictionary, the "Speak" approach say matters; talk, be able to use a language, make a speech, detailed thoughts, feelings. Speaking is the verbal use of language to communicate with others.[17] In addition, Hughes explains that speaking is interactive and

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[16] Dewi Satria Elmiana, "*Improving Students' Speaking Ability Using Radio Talk Show Programme,*" ETERNAL (English, Teaching, Learning, and Research Journal) 5, no. 2 (2019): 274, https://doi.org/10.24252/eternal.v52.2019.a8.

[17] Gleen Fulcher. *Testing Language Second Language Speaking*. Sydney: Longman.(2003) p.79.

accomplishes pragmatic goals through interactive discourse with other language speakers.[18]

Speaking is the productive aural/oral ability. It consists of generating systematic verbal utterances to deliver that means. Teaching speaking is occasionally taken into consideration as an easy technique. Commercial language colleges worldwide lease humans with schooling to educate verbal exchange. Although speaking to me is entirely natural, speaking in a language aside from our personal is something simple.[19]

Speaking skills in English is a person's skill to convey his thoughts to anyone by oral. However, speaking skills are difficult to develop if they are not trained continuously. They can be done with colleagues in the class, all English lecturers, or lecturers with others who speak English. The goal is to improve speaking skills, enrich vocabulary, improve the order of language, improve speech vocabulary and English sentences, and practice hearing so that it is easy to catch messages from the interlocutor. English is used as the language of instruction for specific materials. However, some lecturers who teach at the aforementioned campuses are still there and deliver material bilingually (Indonesian and English) to equalize the campus's status internationally.[20]

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[18] Dewi Hughes. *Public Speaking.* Jakarta: Gramedia Widiasarana.(2003) p.57

[19] David Nunan, (2003), *Practical English Language Teaching*, (New York: McGraw-HillCompanies, Inc., p.48.

[20] Maharani meita, Rochmawati Laila, *Analisa Untuk Meningkatkan Speaking Skill Melalui Metode Guided Conversation Dalam Pembelajaran Bahasa Inggris Pada Taruna Politeknik Penerbangan Surabaya*, Jl. Jemur Andayani I/73, Surabaya 60236.

Speaking has often been dealt with similarly in language teaching. It is sometimes thought of as something covered sufficiently by being so bound up in the teaching of everything else. Paradoxically, although many learners feel that communicating effectively through speech is their main priority when speaking is the lesson's main aim, it can sometimes lead to dissatisfaction. Some learners can't quite see the point of doing something in the classroom that they could quite easily do over a coffee, and teachers can feel a sense of guilt because they have not taught something with a clear learning outcome that can be held up as justification for the lesson.[21]

Many reasons why people speak to each other. One primary use of language is to establish and maintain social relationships. When we meet them, we say "hello" to people and exchange small talk about the weather, work, sport, and family relationships. As part of this social use of language, we also try to entertain each other by making jokes and telling anecdotes and stories. We may also share views and opinions on a variety of subjects. When we chat with friends, there is no plan of what we should cover. Those involved in the conversation can introduce a variety of subjects.[22]

Harmer defines speaking ability as speaking fluently with presupposed knowledge of language features and the ability to process information and language 'on the spot.' It requires the ability to cooperate in managing speaking

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[21] Peter Watkins. *Learning to Teach English : A Practical Introduction for New Teachers.England* (2007) : Viva Books Private Limited. p.26.
[22] Peter Watkins. *Learning to Teach English : A Practical Introduction for New Teachers.England* (2007) : Viva Books Private Limited. p.27.

turns and non-verbal language. It happens in an actual has little time for detailed planning. Therefore, fluency is required to reach the goal of the conversation.[23]

Cameron states that organising the discourse is essential so that the interlocutor understands what the speaker says. Speaking is essential for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in daily life.[24]

Tarigan said that the main point of speaking is to communicate, so we have to convey our thinking and feeling effective. The speaker must understand the meaning to be communicated to make other people know what they are talking about.[25] It means that people within the global have a speaking ability because speaking is an activity that we constantly do every time to communicate with other people and make a great court in society.

The researcher concludes that speaking is a procedure to carry and share ideas and emotions from the explanation above—speaking concerns some abilities, including vocabulary, pronunciation, accuracy, and fluency.

b. Aspects of speaking

As claimed by Brown (2004) in Ilinawati et all, there are five main aspect to support speaking skill which include:[26]

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[23] Jeremy Harmer. *Practice of English Language Teaching. Edinburgh Gate*: Longman. (2001) p. 269.

[24] Lynne Cameron. *Teaching Languages to Young Learners.* Cambridge: Cambridge University Press.(2001) p.41.

[25] Henry Guntur Tarigan. *Berbicara sebagai suatu Ketrampilan berbahasa.* Bandung: Angkasa,(1981) p.15.

[26] Illinawati,sijono,henry elisa. *The Study Of The Students' Speaking Performance In Demonstrating Product Advertising.* Vol 4 No 1 May (2021)

1). vocabulary

Vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structure and function we may have learned for comprehensible communication. It can be said that one key the success in communication is the power of words. Vocabulary means the appropriate diction or the essential thing in a language, especially in speaking; furthermore, knowing many vocabularies will be easier to express our ideas, feelings, and thoughts in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday (Turk, 2003:87). It means that in spoken language or speaking, the vocabulary must be very familiar and used in everyday conversation to understand the spoken discourse. Vocabulary is a basa fundamental block of language learning. Students need to know words, their meanings, and how they are spelt and pronounced. Thus, when teaching vocabulary, the teachers must explain, and spell the words and pronounce them.

2). pronunciation

Pronunciation is the way for students to produce more precise language are speaking. The student can communicate 12 effectively with pronunciation and intonation, even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement, pronunciation is the way for students to produce the utterance of words clearly when they are speak.

English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practising the specifically

English way of making a speaker's thoughts easy to follow (Gilbert 2008)
Moreover, pronunciation includes all those aspects of speech that make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation, and phrasing, and more peripherally even gesture, body language and eye contact (Fraser, 2001:6).

4). fluency

According to Richards (1999:1441), the feature which gives a speech the qualitative of being natural and normal include native-like pausing, rhythm, intonation, stress, rate of speaking, and use of exclamation. Fluency in speaking is the aim of many language learners. Fluency can be defined as speaking at a reasonably fast speed of speaking. It means the speaker does not have to spend much time searching for the language needed to express the message.

5). comprehension

Comprehension is an ability to perceive and process stretches of discourse to formulate representations of the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005:51). Therefore, in speaking, it can be concluded that comprehension refers to the speakers' understanding of what they are saying to the listeners to avoid misunderstanding information; in addition, its function is to make the listeners quickly catch the information from the speakers.

6.) Accuracy

In order to be accurate, speakers must make appropriate use of vocabulary, grammar, and pronunciation. For accuracy, the ratio of tense usage or correct to incorrect word order is taken into consideration (Fulcher & Davidson, 2007).

The teacher can infer information about a student's proficiency in the second language from what is visible. The test results vary in terms of grammatical accuracy (Luoma, 2004). Some of them demonstrate the consistent mastery of almost no structure, while others only use simple structures, such as the use of a single form. It is possible to condense the various exercises that emphasize fluency and accuracy. Although grammatical accuracy is relatively high, Hughes (1989) notes that some errors that do not impair communication.

Based on the kind of aspect of speaking, the researcher focus on three aspects those are Accuracy, Fluency, and Comprehensibility in this research.

c. How to be a good speaker ?

A good speaker is a person who can hold an audience's attention with their style of delivery.[27] Another opinion characteristic of a good speaker are good organization, preparation, confidence, responsiveness, clarity and enthusiasm.[28]

2. Teaching Speaking

According to Nunan (2003) in Kayi (2006), what is meant by teaching speaking is to teach English language learners to:

a) Produce the English speech sounds and sound patterns.

b) Use words and sentences, tress, intonation patterns, and the rhythm of the second language.

c)Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.

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[27] Eva Strangert, Joakim Gustafson. What Makes a Good Speaker? Subject Ratings, Acoustic Measurements and Perceptual Evaluations. (2014), accessed on November 4, 2022 https://www.researchgate.net/publication/221485164.

[28] Wilfred, characteristics of a good speaker, (2007) accessed on November 4, 2022 https://www.grenfell.mun.ca/current.

d) Organize their thoughts in a meaningful and logical sequence.

e) Use language as a means of expressing values and judgments.

f) Use the language quickly and confidently with few unnatural pauses, called fluency.[29]

While according to Spratt et al. in Dwinesa (2013), Teaching Speaking develops learners' speaking skills by regularly focusing on particular aspects of speaking (fluency, pronunciation, grammatical accuracy, and body language).[30] According to Hughes (2003: 113), the objective of teaching spoken language is Developing the ability to interact successfully with the target language involves comprehension and production.[31] In addition, the objective of speaking is for the students to express their feelings, such as greetings, apologizing, and introduction.[32]

3. Technique in Teaching Speaking

There are many techniques that can be used to teach speaking. Here are some speaking teaching techniques that can be applied by teachers[33] :

a.) Role Play

One of the suggested methods for developing speaking skills is role-playing, creating dramatic situations in the classroom, or part, only act out the

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[29] Matius Ganna, Haryanto, Kisman Salija. Teachers' Strategies In Teaching Speaking (A Case Study Of An English Teacher In Sma Negeri 1 Toraja Utara) P.3-4.

[30] Dwinesa Anggraini, "*Improving Vocabulary in Students' English Speaking Skill by Using Talk Show,*" 2013.

[31] Arthur Hughes. *Testing for language teachers*. Cambridge university press (2003)

[32] Brown H Douglas, D. A. N., & Frazier, S. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2001).

[33] http://eprints.ums.ac.id/21168/15/02._Publication_Article.pdf [accessed 4 October 2022]

dialogue, but also partially re-label the objects and people in the room for preparing imaginative role plays.

b.) Problem solving

Problem-solving-focused materials offer further opportunities for students to work in pairs or small groups, to share information and opinion on a given topic.

c.) Discussion

The discussion consists of three to five students. If such a group then work is used regularly and introduced with careful explanation of suggested, the class would readily accept it as a natural activity.

4. Talk Show

This section consists of (1) the definition of talk-show, (2) Talk Show Roles, (3) Advantages of Talk Show technique, and (4) Weaknesses of using Talk shows.

1). Definition of talk–show

The talk show is a television program which nowadays attracts the young generation. Talk-show has become a trend on TV, radio, and the internet, frequented by younger people. Following demographic trends attracting young viewers to reality TV series, real-life talk-show topics most interest young audiences (Heath, 1998).

According to Eisner (2004) journal, a talk show is a teaching instrument that appears to provide a high-performance, high-engagement, and stress-free forum that supports the realization in a real-life talk show as mentioned in her journal (2004). Peer learning and real-world examples from peers provide the

immediacy, complexity, and diverse views that peer learning and real-world examples may provide. All students prepare, panellists, and audience members follow up on their oral, interview, listening, group, leadership, and critical thinking abilities.[34]

According to McBride et al. (2009), a talk show dramatises the investigation of literature a. It is a particularly engaging type of minimalist classroom theatre in which students compose and perform plays based on the literature they are studying for a live audience in a classroom "stage." Talk shows, it may be argued, can increase student collaboration and encourage them to participate actively in the learning process. Moreover, according to Hanum (2005) in Wulandari, "A talk show is a fun way to have a conversation about current events. The topics addressed range from social, cultural, political, economic, educational, and sporting issues, among others". Educators may find the class talk show particularly valuable, given concerns about engaging young people as active learners (Paul, 2001) and its ability affords to respond to significant public issues that arise in real-life situations. Today's school students tend to be less responsive to traditional teaching methods, do not unquestionably look up to authority, public figures, or the media, and are less likely to believe that there is any one right answer (Eisner, 2004). They are harsher on ethical behavior than the broader public and have the highest regard for individuals they know. They've grown up with diverse global perspectives and atypical households, recognizing the need for political reform. The growing popularity of talk show-reality programs in the

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[34] Will Eisner. *The class talk show: A pedagogical tool. SAM Advanced Management Journal* (2004), 69(1),p.34.

media has given them a populist idea that everyone can be heard and become a celebrity. Having a voice and becoming well-known appears natural to them (Paul, 2001).

2.) Talk Show Roles

In the Talk Show technique, all the students will participate in this technique. Each student plays a role. (Klippel 1985) divided the roles into three: hosts, guests, and audiences. The host will then Talk about the show process and ask the guest based on the topic. The guest answer all the question that the host and audience ask. The audience has a chance to ask a question to the guest.

3.) The Advantages of Talk show technique

There is some reason the Talk show technique is appropriate in teaching speaking: First, the Talk show is an exciting program. This technique is appropriate to help the students speak in front of the public, and it helps students to increase their confidence to speak in public in the future. The success of a Talk show is based on the student's participation.

The benefit of the talk show is making students generally find this creative, motivating, and memorable. Drawing upon their interpretations and imaginations, the students can demonstrate their understanding, synthesise information, and make sophisticated connections between texts and their lives.

4). Weakness of using Talk show

a. Talk-show may consume more time because each group will show their performance in front of the class.

b. The issues and events used in talk-show may have little meaning or

low interest for students.

c. A tendency of some students to be extroverted in class while others
   remain self-contained.

d. When topics are controversial, those who see themselves as in the minority
   mainly appear to opt-out

C. Conceptual Framework

To determine the students' speaking skills in Madrasah Aliyah Negeri Palopo, especially class XII PK I, the researcher observed the students before conducting the research. After that, they will be pre-tested and given some treatment as a process of learning to speak using grouping. The researcher will apply the talk show method to teach news item text. Then, the students will be post-tested. The researcher will assess some aspects: accuracy, fluency, and comprehension. The process is expected to give development to the student's skills.

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┌─────────────────────┐
│  Observing the      │
│  students' skill on │
│  speaking           │
└─────────────────────┘
          ↓
┌─────────────────────┐
│  Giving Pre-test    │
└─────────────────────┘
          ↓
┌─────────────────────┐        ┌──────────────────────┐
│  Treatment          │  →     │ Promoting 'talk show'│
└─────────────────────┘        └──────────────────────┘
          ↓
┌─────────────────────┐
│  Giving Post test   │
└─────────────────────┘
          ↓
┌─────────────────────┐
│  Students' speaking │
│  improvement        │
└─────────────────────┘
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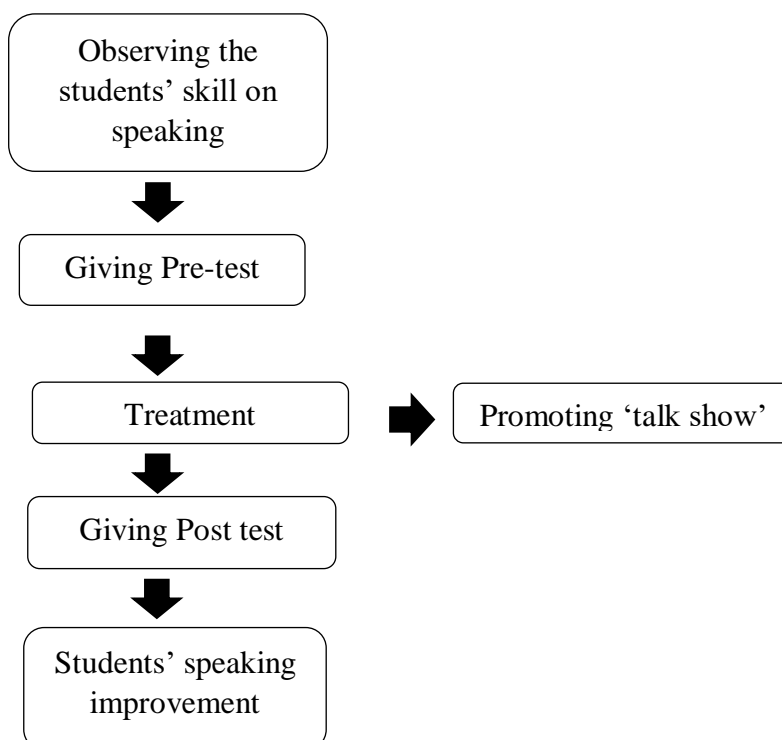
D. Hypothesis

The hypothesis controls all the research activities ranging from sample selection, preparation of instruments, and data management to the statistic that should have predictive value and be consistent.[35]

H_0: The talk Show technique can not improve the students' speaking skills.

H_a: Talk Show technique can improve the students' speaking skill significantly.

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[35] Subana dan Sudrajat, *Dasar-dasar Penelitian Ilmiah*, (Cet. II; Bandung:Pustaka Setia, 2005), P.74.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The research design in this research was a pre-experimental design with one pre-test and post-test design. This chapter deals with research design, research variable, operational definition, sample instrument of the research, procedure collecting data, and data analysis technique. This design is presented as follows:

Table 3.1 The design of the Pre-Experimental

Experimental	Pre-Test	Treatment	Post-Test
Group	O_1	X	O_2

Where :

O_1 = Pre Test

X   = Treatment

O_2 = Post Test

The observation before treatment was called pre-test (O_1), and the second was after a treatment called post-test (O_2). If the post-test result is better than the pre-test, the program is significant. If the post-test result is similar to the pre-test, its mean gram is insignificant.

B. Population and Sample

   1. Population

The population is a generalisation area consisting of objects/subjects with specific qualities and characteristics determined by the researcher to be studied and then concluded.[36] In this research, the population is twelfth-grade students of MAN Palopo academic year 2022/2023. The total number of twelfth graders is 269 students. XII PK class consists of three classes, namely XII PK1 (32), XII PK 2 (33), and XII PK 3 (30).

2. Sample

The sample is part of the number in the population. Based on the population above in this research for the sample, the researcher took a class to be the sample. The researcher used purposive sampling for it. In this research, all the students of XII PK I in MAN Palopo academic year 2022/2023 consist of 32 students and 16 students become a sample for this research. The students' ages ranged from 16 to 18 years old, and the students had the same English teacher in class.

Table 3.2 Sample of class XII PK I

No	Class	Male	Female	Total
1	XII PK 1	10	22	32

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[36] Uhar Suharsaputra, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan*, 2012. P.80.

C. Variable

There are two variables in this research, the variable is:

1. Independent Variable

The independent variable is using talk shows as the technique of this research.

2. Dependent variable

The dependent variable is the students' speaking skills in the twelfth grade of Madrasayah Aliyah Negeri Palopo.

D.   Instrument of this Research

The researcher used interesting topics in the talk show activity, such as the speaking Test. The researcher also used instrument to collect all the information and data as long as the research was held. The instrument of this research is the Test to know the level of students speaking skills. This research applied two kinds of tests consists of pre-test and post-test. Before beginning the treatment, the student gave a pre-test to determined the student's ability in speaking skills. After the treatment, a post-test used to assess the student's ability significantly. It took 45 minutes to finish it.

E. Procedure of Collecting Data

The data were collected using the procedures below :

1. Giving pre-test

The pre-test was conducted before treatment. The researcher had the pre-test to know the students' ability in speaking skills. This pre-test occur for one day. The researcher applied oral test to ascertain students' ability to speak the researcher gave students the paper of news item text about covid-19 and then students retell the news by their own word.

2. Treatment

The next step after done the pre-test for students was treatment. In this stage, the researcher has done the treatment to sample in 5 meetings. For each meeting with the researcher, the steps are as follows :

a. in the first meeting, teacher came to the class and opened class by saying basmallah and class leader started the class. the researcher gave material about how to start speaking in public, such as introducing how to start to speak, and the teacher explained it to the students. after telling the students how to speak well, the researcher told the material is news item text. The researcher gave the student some questions in general about news item text. The teacher explained news item text to students, such as what is news item text, the purpose of news item text, the kind of news item text, and the structure of news item text.after explained all about the material in the first meeting, the researcher gave the students some kinds of news item text. After that, the researcher divided the students into several groups and then they showed the topic of news item on a talk show.

b. The second meeting, for first group determined the member of their group who be the host, the audience, and the guest star. After that, students demonstrated the talk show through their creativity. second group demonstrated based on the theme of the news item text about people who people really love their hobby.

c. The third meeting, continued for the third group determined the member of their group who acted as the host, the audience, and the guest star. After that, students demonstrated the talk show through their creativity. third group demonstrated based on the theme of the news item text about goals.

d. The forth meeting, continued for the second group determined the member of their group who acted as the host, the audience, and the guest star. After that, students demonstrated the talk show through their creativity. Second group demonstrated based on the theme of the news item text about pesulap merah.

e. The fifth meeting, continued for the second group determined the member of their group who will be the host, the audience, and the guest star. After that, students demonstrated the talk show through their creativity. Fifth group demonstrated based on the theme of the news item text about online class.

3. Giving post-test

The students have the same activity in the pre-test after the treatment. The researcher gave a topic of news item text that is citayem fashion week, and the retell the news by their own word. The realization of their speaking has been identified, classified, tabulated, and analyzed.

F. Data Analysis Technique

To analyse of data, the researcher used the following steps :

1. Scoring the students in speaking

The data from the speaking Test are the score on the scoring classification. They are fluency, accuracy, and comprehensibility. According to J.B Heaton in Muh. Saefullah detailed elaboration as follow.[37]

(1.) Fluency

Table 3.3 Scoring of Fluency[38]

Classification	Score	Criteria
Excellent	9-10	Speaks without too excellent an effort with a relatively wide range of expression. Searches for words on occasion-however most compelling one or two unnatural pauses.
Very Good	7-8	Speaker has to make an effort at the time and search for words; nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	5-6	All through has to make any efforts and search words. Three are not too many unnatural pauses. Relatively smooth delivery, mostly.
Average	3-4	It has to mark what was already said. e an effort for much of the time. Often repeat the word which has already been said. Rather halting delivery and range of expression are often limited.
Poor	1-2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making an effort at

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[37] Muh Fauzan, *"Improving Student's Speaking Ability Through Mobile Social Networking (Pre-Experiment Researh At The Tenth Grade Of Sma Negeri 8 Makassar,* 2019), 1–108.

[38] Heaton J.B , *Writing English Language Test*, 1ˢᵗ edition (New York: Longman Group Limited, 1988), p.100.

		times. Limited range of expression.

(2.) Accuracy

Table 3.4 Scoring of Accuracy[39]

Classification	Score	Criteria
Excellent	9-10	Pronunciation is only slightly inspired via the mom tongue or three minor grammatical and lexical mistakes.
Very Good	7-8	The mother tongue has a minor influence on pronunciation. Some of the statements are correct.
Good	5-6	The mother tongue still has a moderate influence on pronunciation. There are no significant phonological faults. There are a few grammatical and lexical problems, but they add to the bewilderment.
Average	3-4	The mother tongue has an impact on pronunciation. There are only a few severe phonological issues, some of which are confusing.
Poor	1-2	The mother tongue significantly impacts pronunciation, with errors generating a pause in communication. There are numerous grammatical and lexical errors.

(3.) Comprehensibility

Table 3.5 Scoring of Comprehensibility[40]

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[39] Heaton J.B, *Writing English Language Test*, 1st edition (New York: Longman Group Limited, 1988), p.100.

Classification	Score	Criteria
Excellent	9-10	Easy for the listener to understand and speaker's intention and general meaning. Very view interruption clarification required.
Very good	7-8	The speaker's intention and general meaning are reasonably straightforward. A few interruptions by the listener for the sake of clarification are necessary.
Good	5-6	Most of what the speaker says is easy to follow. His intention is always clear, but several interruptions are necessary to help him convey the message or to seek clarification.
Average	3-4	The listener can understand much of what is said but must constantly seek clarification. I cannot understand many of the speaker's more complex, longer sentences.
Poor	1-2	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker cannot clarify anything he seems to have said.[41]

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[40] Heaton J.B, *Writing English Language Test,* 1st edition (New York: Longman Group Limited, 1988), 100

[41] Yusuf, " *Improving Students' Speaking Skill In Retelling Story The Through Picture At Third Semester Students Of Stain Palopo*" (An unpublished thesis). p. 27.

2. Categorize the students' speaking skill

In simple terms, the Test explained as a method used to measure pronunciation and fluency in students' speaking skills before and after treatment, where are the researcher used pre-test and post-test. The treatment, where are the researcher use pre-test and post-test.

$$\textit{Range of Score} = \frac{\textit{Students' score}}{\textit{Score of aspect (3)}}$$

3. Mean Score

The formula used to determine the significance and average value of students in Madrasah Aliyah Negeri Palopo, namely:

$$\overline{x} = \frac{\sum x_i}{n}$$

Description :

- $\overline{x}$: average score
- x_i : data score to-i
- n : the amount of data

4. Deviation Standard

The standard deviation, s, is a statistical measure of the precision for a series of repeated measurements. The advantages of suing s to quote uncertainity in a result is that it has the same units as the experimental data. Under a normal distribution, (± one standard deviaton) encompasses 68% of the measurements and (± two standard deviations) contains 96%. Standard deviation is calculated from:

$$S = \sqrt{\sum_{i=0}^{n} (x_i - x)^2}$$

Where N is the number of measurements, x_i is each measurements, and $\overline{X}$ is the mean of all sizes. The quantity $(x_i - \overline{X})$ is called the " residual" ot the "deviation from the mean" for each measurement. The amount (N − 1) is called the "degrees of freedom" for the size.

5. T-test

The hypothesis in the t-test of two independent samples is the null hypothesis (H0) and alternative hypothesis (Ha), which can be stated in two different but equivalent ways :

$H_0 : 1 = 2$ (the mean of two group is the same)

$H_a : 1 = 2$ (means of two group are not equal)

a) Significance Level

The value is the probability of making a type I error. Type I error is the error rejecting Ho, even though Ho is correct. Determination of this significance level varies according to the wishes of the researcher. The commonly used values of are 0.05 (5%) and 0.01 (1%). The value of is a limitation in determining the decision-making of the hyphothesis test.

b) Test statistics (t)

The statistical test used is following the assumption of variance. The null and the alternative hypotheses are the same in both statistical tests according to the variance assumption.

d) Decision making

The basis for decision making a two-sample t-test free measure whether or not the difference in the mean of the two groups tested is based on :

Comparing t count and t table .

     1. Value of t count > value of t table then Ho is rejected.

     2. Value of t count < value of t table then Ho is accepted.

6. Researcher found the reliability in the use of tests which will later be calculated using SPSS 22.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research intends to describe the data by analysing it statistically. The data evaluated the students' scores before and after treatment. The researcher calculates the students' pre-test and post-test scores to find out the students' speaking improvement. The score in the test stage came out with a statistic score, representing the mean score and the standard deviation during the pre-test and post-test. The researcher conducted three assessment to collect students data: accuracy, fluency and comprehensibility.

1. The score of Accuracy pre-test and post-test

Table 4.1 The Score of Accuracy pre-test and post-test

Students	Pre-test	Post-test
S1	2	5
S2	3	5
S3	3	6
S4	2	7
S5	3	5
S6	2	5
S7	1	6
S8	3	7
S9	2	7

S10	2	8
S11	2	5
S12	1	5
S13	1	4
S14	2	4
S15	2	4
S16	2	5

Table 4.1 shows the result of students' accuracy in pre-test and post-test. 3 students got the lowest score (1), and 9 got 2 and 4 got 3. It indicated that students's fluency speaking was low in the pre-test. Meanwhile, after giving the post-test, the students's fluency significantly increased. The data above proved that each student increased one point in the post-test.

2. The score of Fluency pre-test and post-test

Table 4.2 The score of Fluency pre-test and post-test

Students	Pre-test	Post-test
S1	1	6
S2	2	7
S3	1	8
S4	3	5
S5	1	5

S6	1	7
S7	2	6
S8	1	6
S9	3	5
S10	1	5
S11	1	6
S12	3	5
S13	1	6
S14	1	5
S15	2	6
S16	1	5

The table above illustrates the result of students' fluency in pre-test and post-test 10 students got the lowest score (1), and 3 got 2 and 3 got 3. It indicated that the students' fluency in speaking was low in the pre-test. Meanwhile, after giving the post-test, the students' fluency significantly increased. The data above that each students increased in the post-test.

3. The Score of Comprehensibility pre-test and post-test

Table 4.3 The score of comprehensibility pre-test and post-test

Students	Pre-test	Post-test
S1	2	6
S2	1	6
S3	3	6
S4	1	7
S5	1	7
S6	3	7
S7	1	5
S8	1	8
S9	3	5
S10	2	6
S11	1	6
S12	2	5
S13	1	6
S14	3	6
S15	1	7
S16	3	8

Table 4.3 shows the result of students comprehensibility in pre-test and post-test. 8 students got low score (1), 4 got 2 and 4 got 3. It indicated that the

students' comprehensibility was low in the pre-test. Meanwhile, after giving the post-test, students comprehensibility significantly increased. The data above proved that incresead in post-test.

The research findings describe the result of the data analyzed statistically and tabulating data. It comprised the students' scores in pre-tets and post-test, the classification percentage of students' score in pre-test and post-test, and the mean score and t-test of the students' pre-test and post-test.

4. The score of students' speaking skills in pre-test

In this part, the researcher shows the students' speaking test results. The researcher calculated the data by using SPSS 22. The researcher estimated the mean score, t-test scores, and the percentage level of students'speaking score in the class In addition, the researcher showed the students' scores in the aspects of speaking, and those are; Accuracy (A), Fluency (F), and Comprehensibility (C) entirely during the pre-test stage. The students' speaking skill score in the pre-test is shown as follows.

Table 4.1 The Score of Students' Speaking Skill In Pre- Test

Students	The score of students' speaking skills in pre-test			Total	Score of Test
	Accuracy	Fluency	Comprehensibility		
S1	2	1	2	5	1
S2	3	2	1	6	2
S3	3	1	3	7	2
S4	2	3	1	6	2
S5	3	1	1	4	1
S6	2	1	3	6	2
S7	1	2	1	4	1
S8	3	1	1	4	1
S9	2	3	1	6	2
S10	2	1	2	5	1

S11	2	1	1	4	1
S12	1	3	2	6	2
S13	1	1	1	3	1
S14	2	1	3	6	2
S15	2	2	1	5	1
S16	2	1	2	4	1
Mean Score					1

Based on the result in table 4.1, there are with points based on the classification of assessment (accuracy, fluency, and comprehensibility). Where the accuracy, 3 students got 1 point, 9 students got 2 points, and 4 students got 3 points. In fluency 10 students got 1 points, 3 students got 2 points, and 3 students got 3 points. And on comprehensibility, 8 students got 1 points, 4 students got 2 points and 3 students got 3 points. So there are 1 students with a total of 1 points 3 (10) as well as the lowest score in the pre-test assessment, 5 students with a total of 4 (13), 3 students with a total of 5 (17), 4 students with a total of 6 (20), 2 students with a total of 7 (23), 1 student with a total of 8 (27) as well as the higher score in the pre-test.

Table 4.2 Minimum and Maximum Score of Pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	16	10	27	17.44	4.718
Valid N (listwise)	16				

Table 4.6 states that the minimum pre-test result are 10 and the maximum 27. Where the students means is 17.44 with a standard deviation of 4.718.

a) Mean score

Speaking skill consist of three aspect; accuracy, fluency, and comprehensibility. So in this section, the researcher presents and tabulates the students' speaking ability mean score. In the pre-test table, there are 16 samples of students from 32 popolations students in class XI PK 1 in Madrasah Aliyah Negeri Palopo.

Table 4.7 Case Prossesing Summary

Cases					
Included		Excluded		Total	
N	Percent	N	Percent	N	Percent
16	100.0%	0	0.0%	16	100.0%

The case processing summary table for students' score in cases included 100%, excluded 0.0%, and the total of both is 100%.

b) T-test

The following are the result of the t-test from the students' pre-test using SPSS 22:

Table 4.8 One -Sample Statistic

	N	Mean	Std. Deviation	Std. Error Mean
Pretest	16	17.44	4.718	1.180

The one-sample statistic table shows that the total data is 16 with a standard error of the mean equal to 1.180

Table 4.9 One Sample Test

Test Value = 0					
t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper
14.783	15	.000	17.438	14.92	19.95

The table illustrated that df equals 15 with t (14.783). It means the difference is 17.438. In addition, the 95% confidence interval of the difference is lower (14.92) and upper 19.95.

5. The score of students' speaking skill in post-test

In this part, the researcher shows the students' speaking test results. The researcher calculated the data by using SPSS 22. The researcher estimated the mean score, t-test scores, and the percentage level of students'speaking score in the class In addition, the researcher showed the students' scores in the aspects of speaking, and those are; Accuracy (A), Fluency (F), and Comprehensibility (C) entirely during the pre-test stage. The students' speaking skill score in the post-test is shown as follows.

Table 4.10 The score of students' speaking skills in post- Test.

Students	The score of students'speaking skills in post-test			Total	Score of Test
	Accuracy	Fluency	Comprehensibility		
S1	5	6	6	17	5
S2	5	7	6	18	6
S3	6	8	6	20	6
S4	7	5	7	19	6
S5	5	5	7	17	5
S6	5	7	7	19	6

S7	6	6	5	17	5
S8	7	6	8	21	7
S9	7	5	5	17	5
S10	8	5	6	19	6
S11	5	6	6	17	5
S12	5	5	5	15	5
S13	4	6	6	16	5
S14	4	5	6	15	5
S15	4	6	7	17	5
S16	5	5	8	18	6
		Mean			5

The result in table 4.11, show that there are 16 students with points based on the classification of assessment (accuracy, fluency, and comprehensibility). Regarding accuracy, 3 students got 4 points, 7 students got 5 points, 2 students got 6 points, 3 students got 7 points, 1 student got 8 points. In fluency 7 students got 5 points, 6 students got 6 points, 2 students got 7 points, and 1 student got 8 point. And on comprehensibility, 3 students got 5 points, 7 students got 6 points, 4 students got 7 points, and 2 students got 8 points. So there are 2 students with a total of 15 (50) as well as the lowest score in the post-test assessment, 1 student with a total of 16 (53), 1 student with a total of 17 (56), 5 students with a total of 17 (57), 2 students with a total of 18 (60), 3 students with a total of 19 (63), and 2 students with a total of 21 (70) as well as the highest score in the post-test assessment.

The table 4.12 explains that from the total data (N) of 16, there are 13 (81.25) students in the good category with score range of 71-85, and 3 students in the average category with score range of 41-55. And 0% od students are in the

excellent, poor and very poor category. The highest score in the post-test is good and the lowest is average.

Table 4.12 Minimum and maximum score of post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Post test	16	50	70	58.94	5.882
Valid N (listwise)	16				

Based on table 4.12, it can be summarized that minimum post-test results are 50 and the maximum 70. Where the student means is 58.94 with a standard deviation of 5.882.

a) Mean Score

Table 4.13 Case Processing Summary

Cases					
Included		Excluded		Total	
N	Percent	N	Percent	N	Percent
16	100.0%	0	0.0%	16	100.0%

This table 4.13 discusses the case processing summary where it is known that the total sample N is 16. In each case, 100% included and 0.0% excluded for assessment accuracy, fluency, and comprehensibility.

b) T-test

Table 4.14 One Sample Statistics

N	Mean	Std. Deviation	Std. Error Mean
16	58.94	5.882	1.470

The one-sample statistic table 4.14, shows that the total data 16 with a standard error of the mean equal to 1.470.

Table 4.15 One Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Posttest	40.081	15	.000	58.938	55.80	62.07

In table 4.15. it is illustrated that df is equal to 15 with t (40.081). it is also known that the mean difference is 58.983. In addition, the 95% confidence interval of the difference is lower (55.80) and upper (62.07).

6. Pre-test and Post-test comparison

After showing the analysis data of descriptive statistics and the percentage of students' scores based on pre-test and post-test in speaking, the researcher measured the descriptive statistic data pre-test and post-test using SPSS 22. The data analysis is presented in the descriptive statistic table below.

Table 4.16 Minimum and Maximum score

	N	Min	Max	Mean	Std. Deviation
PRE-TEST	16	10	27	17,44	4,718
POST-TEST	16	50	70	58,94	5,882
Valid N (Listwise)	16				

The table above sample statistics revealed that the standard deviation in pre- Test is 4,718 and post- Test is 5,882. It also presented that the mean score of students in pre-test is 17,44 and the mean score for post-test is 58,94. The table above showed that the mean score of students in the pre-test and post-test was higher than that of students in the pre-test.

Table 4.17 Case processing summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Pretest	16	100.0%	0	0.0%	16	100.0%
Posttest	16	100.0%	0	0.0%	16	100.0%

The table 4.17 discusses the case processing summary where it is known that the total sample or N is 16, in each case, 100% included and 0.0% excluded for assessment accuracy,fluency, and comprehensibility.

Table 4.18 One sample statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pretest	16	17.44	4.718	1.180
Posttest	16	58.94	5.882	1.470

The one sample statistics table 4.18 shows that the total data is 16 with standard error of the mean equal to 1.180 in pre-test and 1.470 in post-test.

4.19 One Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pretest	14.783	15	.000	17.438	14.92	19.95
Posttest	40.081	15	.000	58.938	55.80	62.07

The table 4.19, illustrated that df is equal to 15 with t (14.783) in pre-test and (40.081) in post-test. It also known that the mean difference is 17.438 in pre-test and 58.938 in post-test. In addition, the 95% confidence interval of the difference are lower pre-test (14.92) in pre-test and upper (19.95) and lower post-test (55.80) and upper (62.07).

Table 4.20 Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	17,44	16	4,718	1,180
	POST-TEST	58,94	16	5,882	1,470

Table 4.20 paired sample statistics of pre-test and post-test above revealed that the standard deviation score in pre-test is 4,718 and post-test is 5,882. In addition, the standard deviation error in the pre-test is 1,180, and the post-test is 1,470. And the table above shows that the mean score in the pre-test is 17,44 and in the post-test is 58,94. It can be summarised that the student's scores improved from 17,44 to 58,94.

Table 4.21 The paired sample correlation of pre-test and post-test

	N	Correlation	Sig.
Pair 1 PRE-TEST & POST-TEST	16	,119	,661

The hypothesis was tested by using paired sample statistics on SPSS 22 application. This table paired sample correlation of pre-test and post-test showed that the correlation of students' ability before and after treatment is 0,119. There was a significant correlation between students' ability to speak before and after treatment.

Table 4.22 The paired sample Test of Pre-test and Post-test

| | Paired Differences | | | | | | | |
| | | | | 95% Confidence Interval of the Difference | | | | |
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pre-Test – Post-Test	-41,500	7,090	1,772	-45,278	-37,722	-23,414	15	,000

Testing Requisite Hyphotesis:

- If Sig. (2-tailed) < 0.005, then H_0 rejected, H_1 accepted

- If Sig. (2-tailed) > 0.05, then H_0 accepted, and H_1 rejected

From the table above, the researcher found that t_c (t_{count}) = 23,414 and df (degree of freedom) = 15. While the t_t (t_{table}) = 2,131, the degree of freedom (df) = 15, with standard significant = 0,05 (5%). Based on the table above, the significant 2-tailed value is 0,000, which is smaller than the significant value of 0,005.

$$23, 414 > 2,131$$

This result shows that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. It means that is a significant difference before and after implementing Talk Sho w as a technique in teaching speaking.

B. Discussion

Before giving treatments a student's learning activities are still low because of many students who refuse to speak in front of the class. Students are still shy, In addition, students are also not able to answer and retell the content of the story or the material that has been conveyed by the teacher. so students embarrassed, afraid, and nervous when appearing in front of their friends. And also students lack confidence in speaking. Low self-confidence This student is caused by a lack of preparation and a lack of student understanding of linguistic and non-linguistic elements that influence learning speaking skills. As for In addition, learning strategies can affect the results of students' speaking skills in the classroom (selawati 2016)[42]. Meanwhile In the final test students got an increase in speaking skills because the researcher used a technique in teaching speaking. The technique of teaching speaking skills is very important for encourage students to improve their skills speak. Inaccuracy of selection and the use of teaching techniques can result in decreased student learning motivation (Perdana 2015).[43]

Palupi and pusparini (nd), According to Livingston and lunt(1994) a talk show is generally defined as a program that provides entertainment through conversation. As a result, the primary purpose of talk show is to facilitate conversation. A talk show is one that has a public premiere. Everyone can watch

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[42] Tria Siam Selawati, "*Identifikasi Faktor Penyebab Kesulitan Belajar Keterampilan BerbicaraSiswa*",2016>http://triasiamselawati.blogs.uny.ac.id/wpcontent/uploads/sites/15372/2017/10/Identifikasi-Faktor-Penyebab-Kesulitan-Belajar-Keterampilan-Berbicara-Siswa.Pdf

[43] Iwan Perdana, "*Teknik Pengajaran Keterampilan Berbicara Bahasa Inggris Di Smp Islam Terpadu Ukhuwah Banjarmasin Tahun Ajaran 2014 / 2015*", 2015 > https://scholar.google.co.id/citations?user=59JpbRIAAAAJ&hl=id.

the implementation of discussion shows. There are three sections to a talkshow program host, audience, and guest. It is not a talkshow if one of them is missing.[44]

There are some reasons why talk show is an appropriate technique for teaching English speaking. According to Rahmadyah (2020) et al, revealed that the talkshow method involved students to create meaningful interactions that were displayed in front of the class and fostered the skill of asking, answering questions, responding to a problem, opening and closing events and foster self confidence, corage in public, develop creativity of all students to connect learning with problems that exist in society.[45] Another opinion comes from palupi and pusparini there are some reason why talkshow become appropriate for engslih teaching speaking first, talk show is an interesting program, which more than one students can follow teacher's instruction easily. Second, the implementation is appropriate to make students talk in front of public. Prompted by some students will speak naturally and spontaneously when asked questions. It motivates some recitent or shy students to muster up more bravery and participate more actively in speaking class.[46]

The talk show technique can help the students to perform well and speak fluently. In line with wisudawaty,sudarsono and wardah (nd) founded talk show is more effective to teach speaking dialog to year - 8 student.[47] Nafisa (2017)

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[44] Dayinta Kadya Palupi, Ririn Pusparini, " *The Implementation Of Talkshow Technique In Teaching Speaking A Narrative Text In Sma Ulul Albab Sidoarjo.*" P.2.

[45] Rahmadyah Kusuma Putri, " *Implementation Of Talkshow Method To Develop Communication Skill Of Students In Biology*", Simbiosa (20 July 2020). Http://Journal.Unrika.Ac.Id/Index.Php/Simbiosajpournal.

[46] Dayinta Kadya Palupi, Ririn Pusparini, "*The Implementation Of Talkshow Technique In Teaching Speaking A Narrative Text In Sma Ulul Albab Sidoarjo*". P.2.

[47] Umi wisudawaty, sudarsono, wardah, "*Class Talk Show To Teach Speaking Dialogue*".

founded must of student agreed that talk show 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. Nafisa (2017) stated that students learn how to maintain thorough communication between speakers and audiences through talk shows. Students must decide how to persuade audiences of their understanding in order to successfully interpret texts. and Students learn to empathize with people from different cultural backgrounds through the role-playing exercise used in talk shows. This implies that by acting out a specific character, students will gain knowledge of that character's history, including habits, cultural background, profession, personality, and so forth. Students can act their best because they are fully aware of the image they portray.[48] However, the students could be motivated and enthusiastic and increase their confidence to speak in front of the class using Talk Show. However, the researcher finds out that the talk show technique improves students' speaking skills.

Furthermore, the researcher's treatment process began with a pre-test before carrying out the learning process for four meetings using talk Show. Then, the students took a post-test to see the learning outcome from the previous treatment. In this research, the researcher had sixteen 16 students who joined the pre-test, treatment, and post-test. Students were given topics of talk shows covid-19, citayem fashion week, about yourself, goals, pesulap merah and online classes. Students performed in front of the class by using the talk show technique.

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[48] Amira Nafisa, *The Use Of Talk Show Learning Strategy To Improve Students' Speaking Ability,* (2017)`

This activity increases the students' confidence and improves students speaking skills. During the treatment, the researcher found several problems in the class, such as the students are still shy and nervous about standing up or speaking in the class. In the treatment, the researcher introduces several expressions (*Beginning phrases to start the Talk show, to tell the purpose, to introduce someone and topic, and to close the Talk show*) that the students use to retell the news and perform the talk show. The researcher gave them 5-10 minutes to start the talk show in front of the class, and the researcher divided students into four groups. They gave them talk show programs of their creativity, and they are the ones being a guest, host, and other audiences. In treatment, the important thing was doing much practice for students to improve their accuracy, fluency, and comprehensibility in speaking and also their self-confidence of the students. Because of those three components and self-confidence, performing the talk show well is difficult.

After students were given treatment, the students were taught speaking by using the talk show technique. It can help motivate students to speak English as much as possible because by using a talk show, the students can express their idea about the topic and grow their confidence by speaking and performing in front of the class. The students also can build their creativity, collaboration, and communication with the students in class.

While after doing treatment, a post-test was conducted to see the development of students' speaking skills. The researcher gave news about citayem

fashion week, and they retell the news with the expression that the researcher gave them during the treatment. The researcher gave them 10 minutes to read the news, and the students retell the story. When carrying out the post-test, the researcher found the significant student development from before, as follows:

1. The students' weaknesses had decreased. Many students performed well in front of the class, increasing their point accuracy, fluency, and comprehensibility.

2. Students have more confidence to perform in front of the class, and students look more relaxed even though their pronunciation is still lacking, but this is better than before.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanation and the result of the data analysis, the researcher concludes the research that the use of the Talk Show technique can improve students' speaking skills. The produce of the research stages shows a significant difference between before and after giving a treat using the Talk Show technique. The students' pre-test and post-test results showed that the mean score in the post-test stage was higher than the pre-test score (17<59). In addition, the value of t_o (t_{count}) is 23, 414 with a degree of freedom (df) value is 15, while the t_{table} (t_t) for the standard of significant level 0,05 (5%) on df=15 is 2.131. It means that the value of the t-count is higher than the value of the t-table. As a result, the students improve their speaking skills. So, it can be summarised that the Talk Show technique can be approved as a learning technique to improve the student's speaking skills.

B. Suggestion

Based on this research, the result of data analysis, and conclusion, the researcher composes several suggestions, as follow.

1. For the teacher

The English teacher has to choose the Talk Show technique when teaching. This technique effectively builds an excellent ambience to attain the

students' attention. Besides, the students can express their ideas or opinion and present excellent performance in class.

2. For the students

The students should consider that the Talk Show technique will help them be confident in front of the class. In addition, the students have to notice that English is an essential language nowadays.

3. For the further researcher

The researcher suggests that further research should allow the students to analyse the Talk Show technique by themselves based on the educators' guidelines. In addition, the researcher hopes that the further researcher will limit the lesson topic before teaching in class.

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APPENDICES

APPENDIX 1:

SURAT IZIN MENELITI

ASLI

IZIN PENELITIAN
NOMOR : 882/IP/DPMPTSP/VII/2022

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	:	NURUL RAHMAWATI S
Jenis Kelamin	:	Perempuan
Alamat	:	Jl. Cempaka Balandai Kota Palopo
Pekerjaan	:	Mahasiswa
NIM	:	18 0202 0115

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE USE OF TALK SHOW IN IMPROVING SPEAKING SKILL THE TWELFTH GRADES AT MAN PALOPO

Lokasi Penelitian : MADRASAH ALIYAH NEGERI (MAN) PALOPO

Lamanya Penelitian : 25 Juli 2022 s.d. 25 Oktober 2022

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 26 Juli 2022
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ERICK. K. SIGA, S.Sos
Pangkat : Penata Tk.I
NIP : 19830414 200701 1 005

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel.
2. Walikota Palopo
3. Danden 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kusbang Kota Palopo
7. Instasi terkait tempat dilaksanakan penelitian

APPENDIX 2:

SURAT KETERANGAN

SELESAI MENELITI

SURAT KETERANGAN PENELITIAN
Nomor : 167 /Ma.21.14.01/TL.00/VIII/2022

Yang bertanda tangan dibawah ini :

N a m a	:	Dra. Hj. Jumrah, M.Pd.I
NIP.	:	196612311994032009
Pangkat/Gol.	:	Pembina IV/a
Jabatan	:	Kepala MAN Kota Palopo

Dengan ini menerangkan bahwa :

N a m a	:	NURUL RAHMAWATI S
Jenis Kelamin	:	Perempuan
Alamat	:	Jln. Cempaka Balandai Kota Palopo
Pekerjaan	:	Mahasiswa
NIM.	:	18 0202 0115

Bahwa yang bersangkutan benar-benar telah selesai mengadakan penelitian di instansi kami sehubungan dengan penulisan Skripsi yang berjudul *"The Use Of Talk Show In Improving Speaking Skill The Twelfth Grade At MAN Palopo "*

Demikian Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 30 Agustus 2022
Kepala Madrasah,

Dra. Hj. Jumrah, M.Pd.I
NIP. 196612311994032009

APPENDIX 3 :

RPP

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Mata Pelajaran : Bahasa Inggris
Sekolah : MAN Kota Palopo
Kelas/Semester : XII / Ganjil

Materi : Speaking
Alokasi Waktu : 1 pertemuan (1 x 45 menit)

Tujuan Pembelajaran

Agar siswa dapat mengetahui pengertian speaking dan jenis jenis speaking

Kegiatan Pembelajaran

Kegiatan Pendahuluan

- Menyampaikan tujuan pembelajaran pertemuan hari ini
- Membuat apersepsi mengenai Speaking.

Kegiatan Inti

Pertemuan 1
Warmer: What is speaking ?
- Guru membuka kelas dengan mengucapkan salam
- Guru menanyakan kabar kepada siswa.
- Guru memberikan ice breaking kepada siswa
Speaking
- Guru menjelaskan what is speking

Refleksi dan konfirmasi

- Guru meminta siswa untuk melakukan refleksi. Guru memberi tanya-jawab singkat untuk mengukur pemahaman siswa terhadap materi yang diajarkan.

Penilaian

Pengetahuan	Keterampilan	Sikap
1. Do you know definition of speaking ?	Unjuk kerja berupa: - Melakukan percakapan. - Mempraktekkan	1. Menggunakan bahasa yang baik dan benar.

Palopo, 11 Maret 2022

Mengetahui,
Kepala MAN Kota Palopo

Guru Mata Pelajaran Bahasa Inggris

Dra. Hj. Jumrah, M.Pd.I.
NIP 19661231 199403 2 009

Bebet Rusmasari Kundolini, S.Pd.
NIP 19790218 200502 2 002

Mata Pelajaran : Bahasa Inggris
Sekolah : MAN Kota Palopo
Kelas/Semester : XII / Ganjil

Materi : Speaking
Alokasi Waktu : 1 pertemuan (1 x 45 menit)

Tujuan Pembelajaran

Agar siswa dapat mengetahui pengertian speaking dan jenis jenis speaking

Kegiatan Pembelajaran

Kegiatan Pendahuluan

- Menyampaikan tujuan pembelajaran pertemuan hari ini
- Membuat apersepsi mengenai Speaking.

Kegiatan Inti

Pertemuan 2
Warmer: types of speaking

- Guru membuka kelas dengan mengucapkan salam
- Guru menanyakan kabar kepada siswa.
- Guru memberikan ice breaking kepada siswa

Speaking

- Guru menjelaskan types of speaking

Refleksi dan konfirmasi

- Guru meminta siswa untuk melakukan refleksi. Guru memberi tanya-jawab singkat untuk mengukur pemahaman siswa terhadap materi yang diajarkan.

Penilaian

Pengetahuan	Keterampilan	Sikap
1. Do you know types of speaking ?	Unjuk kerja berupa: - Melakukan percakapan. - Mempraktekkan	1. Menggunakan bahasa yang baik dan benar.

Palopo, 11 Maret 2022

Mengetahui,
Kepala MAN Kota Palopo

Guru Mata Pelajaran Bahasa Inggris

Dra. Hj. Jumrah, M.Pd.I.
NIP 19661231 199403 2 009

Bebet Rusmasari Kundolini, S.Pd.
NIP 19790218 200502 2 002

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Mata Pelajaran : Bahasa Inggris
Sekolah : MAN Kota Palopo
Kelas/Semester : XII / Ganjil

Materi : News Item
Alokasi Waktu : 1 pertemuan (1 x 45 menit)

Tujuan Pembelajaran
Agar siswa dapat mengetahui pengertian news item dan tujuan news item

Kegiatan Pembelajaran

Kegiatan Pendahuluan
- Menyampaikan tujuan pembelajaran pertemuan hari ini
- Membuat apersepsi mengenai Speaking.

Kegiatan Inti
Pertemuan 3
Warmer: News item
- Guru membuka kelas dengan mengucapkan salam
- Guru menanyakan kabar kepada siswa.
- Guru memberikan ice breaking kepada siswa
News item
- Guru menjelaskan definition, aim of news item

Refleksi dan konfirmasi
- Guru meminta siswa untuk melakukan refleksi. Guru memberi tanya-jawab singkat untuk mengukur pemahaman siswa terhadap materi yang diajarkan.

Penilaian

Pengetahuan	Keterampilan	Sikap
1. Do you know definition of speaking ? 2. Do you know aim of news item ?	Unjuk kerja berupa: - Melakukan percakapan. - Mempraktekkan	1. Menggunakan bahasa yang baik dan benar.

Palopo, 11 Maret 2022

Mengetahui,
Kepala MAN Kota Palopo

Guru Mata Pelajaran Bahasa Inggris

Dra. Hj. Jumrah, M.Pd.I.
NIP 19661231 199403 2 009

Bebet Rusmasari Kundolini, S.Pd.
NIP 19790218 200502 2 002

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Mata Pelajaran : Bahasa Inggris　　　　　　　　Materi　　　　: News Item
Sekolah　　　　: MAN Kota Palopo　　　　　　Alokasi Waktu : 1 pertemuan (1 x 45 menit)
Kelas/Semester : XII / Ganjil

Tujuan Pembelajaran

Agar siswa dapat mengetahui struktur dan contoh dari news item

Kegiatan Pembelajaran

Kegiatan Pendahuluan

- Menyampaikan tujuan pembelajaran pertemuan hari ini
- Membuat apersepsi mengenai Speaking.

Kegiatan Inti

Pertemuan 4
Warmer: News item

- Guru membuka kelas dengan mengucapkan salam
- Guru menanyakan kabar kepada siswa.
- Guru memberikan ice breaking kepada siswa

News Item

- Guru menjelaska tentang structure and example of news item

Refleksi dan konfirmasi

- Guru meminta siswa untuk melakukan refleksi. Guru memberi tanya-jawab singkat untuk mengukur pemahaman siswa terhadap materi yang diajarkan.

Penilaian

Pengetahuan	Keterampilan	Sikap
1. Do you know structure of news item ? 2. Do you know example of news item ?	Unjuk kerja berupa: - Melakukan percakapan. - Mempraktekkan	1. Menggunakan bahasa yang baik dan benar.

Palopo, 11 Maret 2022

Mengetahui,
Kepala MAN Kota Palopo

Guru Mata Pelajaran Bahasa Inggris

<u>Dra. Hj. Jumrah, M.Pd.I.</u>
NIP 19661231 199403 2 009

<u>Bebet Rusmasari Kundolini, S.Pd.</u>
NIP 19790218 200502 2 002

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Mata Pelajaran : Bahasa Inggris
Sekolah : MAN Kota Palopo
Kelas/Semester : XII / Ganjil

Materi : Talk Show
Alokasi Waktu : 1 pertemuan (1 x 45 menit)

Tujuan Pembelajaran
Agar siswa dapat mengetahui pengertian dan ciri ciri dari talkshow

Kegiatan Pembelajaran

Kegiatan Pendahuluan
- Menyampaikan tujuan pembelajaran pertemuan hari ini
- Membuat apersepsi mengenai Speaking.

Kegiatan Inti
Pertemuan 5
Warmer: Talk show
- Guru membuka kelas dengan mengucapkan salam
- Guru menanyakan kabar kepada siswa.
- Guru memberikan ice breaking kepada siswa
Talk show
- Guru menjelaskan definition and characteristic of talk show

Refleksi dan konfirmasi
- Guru meminta siswa untuk melakukan refleksi. Guru memberi tanya-jawab singkat untuk mengukur pemahaman siswa terhadap materi yang diajarkan.

Penilaian		
Pengetahuan	Keterampilan	Sikap
1. Do you know definition of talk show ? 2. Do you know characteristic of talk show ?	Unjuk kerja berupa: - Melakukan percakapan. - Mempraktekkan	1. Menggunakan bahasa yang baik dan benar.

Palopo, 11 Maret 2022

Mengetahui,
Kepala MAN Kota Palopo

Guru Mata Pelajaran Bahasa Inggris

Dra. Hj. Jumrah, M.Pd.I.
NIP 19661231 199403 2 009

Bebet Rusmasari Kundolini, S.Pd.
NIP 19790218 200502 2 002

APPENDIX 4:

SURAT VALIDASI

PRE- TEST AND POST- TEST

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

    Nama   : Dr. Magfirah Thayyib, s.s. M .Hum

    Jabatan/Pekerjaan : Dosen Prodi Pendidikan Bahasa Inggris

    Instansi Asal   : Institut Agama Islam Negeri Palopo

Menyatakan bahwa soal *post-test* dengan judul:

The Use Of Talk Show In Improving Speaking Skill The Twelfth Grades At Madrasah Aliyah Negeri Palopo
dari mahasiswa:

    Nama   : Nurul Rahmawati S

    Program Studi   : Pendidikan Bahasa Inggris

    NIM   : 18 0202 0115

(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

Pertimbangkan u/ memberikan detil waktu membaca teks

Perbaiki pilihan kata di rubrik soal

Tuliskan sumber teks

Sesuaikan /samakan kualitas dan kuantitas bacaan yg diberikan di pretest & post-test

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 3 Agustus 2022
Validator,

Magfirah Thayyib, M.Hum

NIP 19850719 201801 2 001

*coret yang tidak perlu

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. Magfirah Thayyib, S.s.M.Hum

Jabatan/Pekerjaan : Dosen Pendidikan Bahasa Inggris

Instansi Asal : Institut Agama Islam Negeri Palopo

Menyatakan bahwa soal *pre-test* dengan judul:

The Use Of Talk Show In Improving Speaking Skill The Twelfth Grades At Madrasah Aliyah Negeri Palopo
dari mahasiswa:

Nama : Nurul Rahmawati S

Program Studi : Pendidikan Bahasa Inggris

NIM : 18 0202 0115

(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

Pertimbangkan untuk memberikan detail waktu membaca teks.
Perbaiki pilihan kata di rubrik soal
Tuliskan sumber teks
Sesuaikan / samakan kualitas dan kuantitas bacaan yg diberikan diprefest dan postest

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 3 Agustus 2022
Validator,

Magfirah Thayyib, M.Hum
NIP 19850719 201801 2 001

*coret yang tidak perlu

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. Masruddin, S.S, M.Hum

Jabatan/Pekerjaan : Lektor Kepala

Instansi Asal : Institute Agama Islam Negeri Palopo

Menyatakan bahwa soal *pre-test* dengan judul:

The Use Of Talk Show In Improving Speaking Skill The Twelfth Grades At Madrasah Aliyah Negeri Palopo
dari mahasiswa:

Nama : Nurul Rahmawati S

Program Studi : Pendidikan Bahasa Inggris

NIM : 18 0202 0115

(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

....

....

....

....

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo,

Validator,

DR. MASRUDDIN, SS, M.HM

NIP 19800613 200501 1 005

*coret yang tidak perlu

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. Masruddin, S-s .M.Hum

Jabatan/Pekerjaan : Lektor Kepala

Instansi Asal : Institut Agama Islam Negeri Palopo

Menyatakan bahwa soal *post-test* dengan judul:

The Use Of Talk Show In Improving Speaking Skill The Twelfth Grades At Madrasah Aliyah Negeri Palopo
dari mahasiswa:

Nama : Nurul Rahmawati S

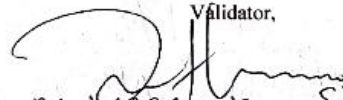Program Studi : Pendidikan Bahasa Inggris
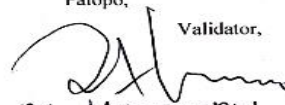
NIM : 18 0202 0115

(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

....

....

....

....

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo,

Validator,

DR. MASRUDDIN., M.HUM

NIP 19800613 200501 1005

*coret yang tidak perlu

APPENDIX 5

SCORE

PRE TEST AND POST TEST

PRE- TEST

The score of students' speaking skills in pre-test		
Accuracy	Fluency	Comprehensibility
2	1	2
3	2	1
3	1	3
2	3	1
3	1	1
2	1	3
1	2	1
3	1	1
2	3	3
2	1	2
2	1	1
1	3	2
1	1	1
2	1	3
2	2	1
2	1	2

POST-TEST

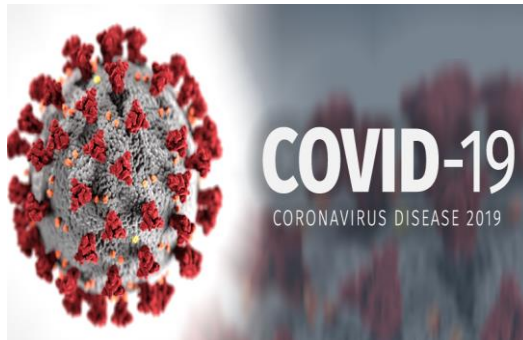| The score of students'speaking skills in post-test		
Accuracy	Fluency	Comprehensibility
5	6	6
5	7	6
6	8	6
7	5	7
5	5	7
5	7	7
6	6	5
7	6	8
7	5	5
8	5	6
5	6	6
5	5	5
4	6	6
4	5	6
4	6	7
5	5	8

APPENDIX 5:

INSTRUMENT

PRE- TEST AND POST- TEST

NEWS ITEM TEXT

Direction :

1. Read the news carefully in 10 minutes !
2. Retell the news with your own words!

Covid-19

 Most people infected with the virus will experience mild to moderate respiratory illness and recover without requiring special treatment. However, some will become seriously ill and require medical attention. Older people and those with underlying medical conditions like cardiovascular disease, diabetes, chronic respiratory disease, or cancer are more likely to develop serious illness. Anyone can get sick with COVID-19 and become seriously ill or die at any age.

The best way to prevent and slow down transmission is to be well informed about the COVID-19, the disease it causes and how the virus spreads. Protect yourself and others from infection by staying at least 1 meter apart from others, wearing a properly fitted mask, and washing your hands or using an alcohol-based rub frequently. Get vaccinated when it's your turn and follow local guidance.

At this time, there are no specific vaccines or treatments for covid-19. However, there are many ongoing clinical trials evaluating potential treatments. WHO(World Health Organization) will continue to provide updated information as soon as clinical findings become available.

NEWS ITEM TEXT

Direction :

1. Read the story carefully in 10 minutes !
2. Retell story with your own words!

Citayam Fashion   **Week**

The Origin of The Citayam Fashion Week, Start from Hanging Out become a Fashion Showcase. The origin of Citayam Fashion Week is interesting to be discuss. As is known, Citayam Fashion Week is being widely discussed by the public. Teenagers from Citayam, Bojonggede, Depok, and surrounding areas, hang out at BNI Jakarta's Dukuh Atas Station.

They usually gather around the sidewalks, tunnels, around the station and take pictures with 'quirky' clothes. So, how did the Citayam Fashion Week start? The Origin of Citayam Fashion Week, Starting from activities that were just hanging out and relaxing, they turned into a means of showing off a unique outfit. Like a fashion show, recently the teenagers held a fashion show by doing a catwalk on the zebra cross as their fashion runway.They flocked to SCBD just to compete with the outfit styles.

Starting from the appearance of wearing crop tees, hoodies, plaid pants, flannel shirts, knitted cardigans, harajuku, formal clothes, to Muslim clothes. Although crowded with visitors, the Citayam Fashion Week event took place in a busy and quite orderly manner. There are also those who create content on

TikTok. It was these creator content on TikTok that introduced the phenomenon of 'Citayam Fashion Week' for the first time so that it was booming and widely discussed.

https://batam.tribunnews.com/2022/07/27/the-origin-of-the-citayam-fashion-week-start-from-hanging-out-become-a-fashion-showcase.

Penulis: Lia Sisvita Dinatri | Editor: Rimna Sari Bangun

APPENDIX 6:

TRANSCRIPTIONS

FOR PRE- TEST

PRE – TEST TRANSCRIPTIONS OF STUDENTS

SPEAKING TEST

1. T   : Please retell the news about covid-19 with your own word !

   S1 : covid- 19 is a virus

2. T   : Please retell the news about covid-19 with your own word !

   S2 : Covid 19 is a…. dangerous who killed people.

3. T   : Please retell the news about covid-19 with your own word !

   S3 : In my opinion covid 19 is dangerous virus and easy to get infect, because we have to maintain health.

4. T   : Please retell the news about covid-19 with your own word !

   S4 : Covid 19 is very dangerous the way, the way(students repeat the way twice)…. to avoid by giving your distance, washing your hands and wearing a mask.

5. T   : Please retell the news about covid-19 with your own word !

   S5 : Covid 19 trasmission virus that a young people can be infected.

6. T   : Please retell the news about covid-19 with your own word !

   S6 : I think covid 19 is a virus that in dangerous human healthy

7. T   : Please retell the news about covid-19 with your own word !

   S7 : in my opinion we should take care our health will to avoid covid 19 and continue to complete the protocol.

8. T   : Please retell the news about covid-19 with your own word !

   S8 : covid 19 is a family of virus, corona virus found in wuhan china and kill many people.

9. T   : Please retell the news about covid-19 with your own word !

   S9 : this virus is very dangerous, it can be avoid by washing hand and wearing a mask.

10. T   : Please retell the news about covid-19 with your own word !

S10   : many people infected with the virus will experience mild to moderate respiratory illness and recover without requiring special treatment.

11. T   : Please retell the news about covid-19 with your own word !

   S11   : the virus that can be infected to anyone.

12. T   : Please retell the news about covid-19 with your own word !

   S12   : Covid 19 is a virus that can be transmitted and we must pay attention so cleaness so it is not reachable.

13. T   : Please retell the news about covid-19 with your own word !

   S13   : Covid 19 is a virus that can be infected quickly and can be deadly.

14. T   : Please retell the news about covid-19 with your own word !

   S14   : Most people e….. infected with the virus will e……experience mild to moderate respiratory illness.

15. T   : Please retell the news about covid-19 with your own word !

   S15   : Covid 19 can be deadly, but you can e….. protect your self by wearing a mask and washing your hands.

16. T   : Please retell the news about covid-19 with your own word !

   S16   : Covid 19 can make people die and get disease cardiovascular disease, diabetes and respiratory illness.

APPENDIX 7 :

TRANSCRIPTIONS

FOR POST- TEST

1. T : Please retell the news about citayem fashion week with your own word !

 S1 : I will retell the news about citayem fashion week, " citayem fashion week is located in…. the Dukuh street atas MRT station are central Jakarta, fashion week is event for fashion designer, fashion brands and industry to showcase the product or collection, citayem fashion week is also become a viral place in jakarta."

2. T : Please retell the news about citayem fashion week with your own word !

 S2 : I will retell the news about citayem fashion week, " the gathering of young people who are showing the great style, citayem are commonly known as citayem fashion week, this phenomenon is widely discuss in social media.

3. T : Please retell the news about citayem fashion week with your own word !

 S3 : Here, I will read about citayem fashion week, it can be seen that citayem fashion week introduces various unique and latest scoring models, and it can be seen that ciyatem fashion week develop the ordinary to extraordinary.

4. T : Please retell the news about citayem fashion week with your own word !

 S4 : I would like to story about citayem fashion week, the origin of citayem fashion week start from hangout become a fashion showcase, the origin of citayem fashion week starting for activities, hangout and relaxing, they turn it into a meant of showing of unique outfit, creator content on tiktok that interested the phenomenon of citayem fashion week for the first time so that it was booming and widely discuss. I think that's all thankyou for your attention.

5. T : Please retell the news about citayem fashion week with your own word !

 S5 : I would like to explain about citayem fashion week, citayem fashion week start with hangout and become fashion week like model, most of young

people who follow citayem fashion week to create tiktok content, ciyatem fashion week is at zebra cross in Depok citayem and other areas.

6. T   : Please retell the news about citayem fashion week with your own word !

    S6   : I will retell about citayem fashion week, ciyatem fashion week is extraordinary.

7. T   : Please retell the news about citayem fashion week with your own word !

    S7   : I would like to retell about citayem fashion week, the origin is interesting to be discuss. As is known, citayem fashion week is being widely discussed by the public. Especially, tiktok, instagram and etc.

8. T   : Please retell the news about citayem fashion week with your own word !

    S8   : I would like to present the news about citayem fashion week, citayem fashion week is know to be a hot topic of discussion among the public, citayem fashion week started is an activity is just to hangout and relax, and turned it into a place to show off any people and others. Thankyou, I think that's all about it.

9. T   : Please retell the news about citayem fashion week with your own word !

    S9   : citayem fashion week are people who show outfit like model, citayem fashion week is also known people by looked into a tiktok application and very popular in teenagers to other.

10. T   : Please retell the news about citayem fashion week with your own word !

    S10 : Citayem fashion week started with idea to spent time and the young people want to look fashionable in citayem fashion week.

11. T   : Please retell the news about citayem fashion week with your own word !

    S11   : I would like to present the news about citayem fashion week, citayem fashion week start from hanging out become a fashion showcase. The origin of

citayem fashion week is interesting to be discuss as know citayem fashion week is booming in social media.

12. T   : Please retell the news about citayem fashion week with your own word !

    S12 : Citayem fashion week is being widely discussed by the public, there are also those who create content on TikTok. It was these creator content on TikTok that introduced the phenomenon of citayem fashion week and it was booming.

13. T   : Please retell the news about citayem fashion week with your own word !

    S13 : I would to retell about citayem fashion week, where the origin citayem fashion week start from hanging out become a fashion showcase.

14. T   : Please retell the news about citayem fashion week with your own word !

    S14 : The Origin of The Citayam Fashion Week, Start from Hanging Out become a Fashion Showcase. The origin of Citayam Fashion Week is interesting to be discuss. As is known, Citayam Fashion Week is being widely discussed by the public.

15. T   : Please retell the news about citayem fashion week with your own word !

    S15   : The Origin of Citayam Fashion Week, Starting from activities that were just hanging out and relaxing, they turned into a means of showing off a unique outfit. Like a fashion show, recently the teenagers held a fashion show by doing a catwalk on the zebra cross as their fashion runway.

16. T   : Please retell the news about citayem fashion week with your own word !

    S16   : The Origin of The Citayam Fashion Week, Start from Hanging Out become a Fashion Showcase. There are also those who create content on TikTok. It was these creator content on TikTok that introduced the phenomenon of 'Citayam Fashion Week' for the first time so that it was booming.

APPENDIX 8 :

DOCUMENTATIONS

PRE- TEST

TREATMENT

POST – TEST