

**THE EFFECTIVENESS OF TALK SHOW TECHNIQUE IN
INCREASING THE STUDENTS SPEAKING SKILL AT
THE ELEVENTH GRADE OF SMAN 4 PALOPO**

A Thesis

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



IAIN PALOPO

Written By:

NURMIATI

18 0202 0118

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2024**

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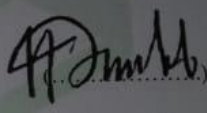
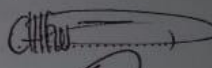
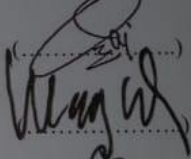
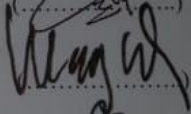
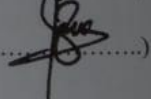
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THESIS APPROVAL

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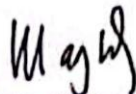
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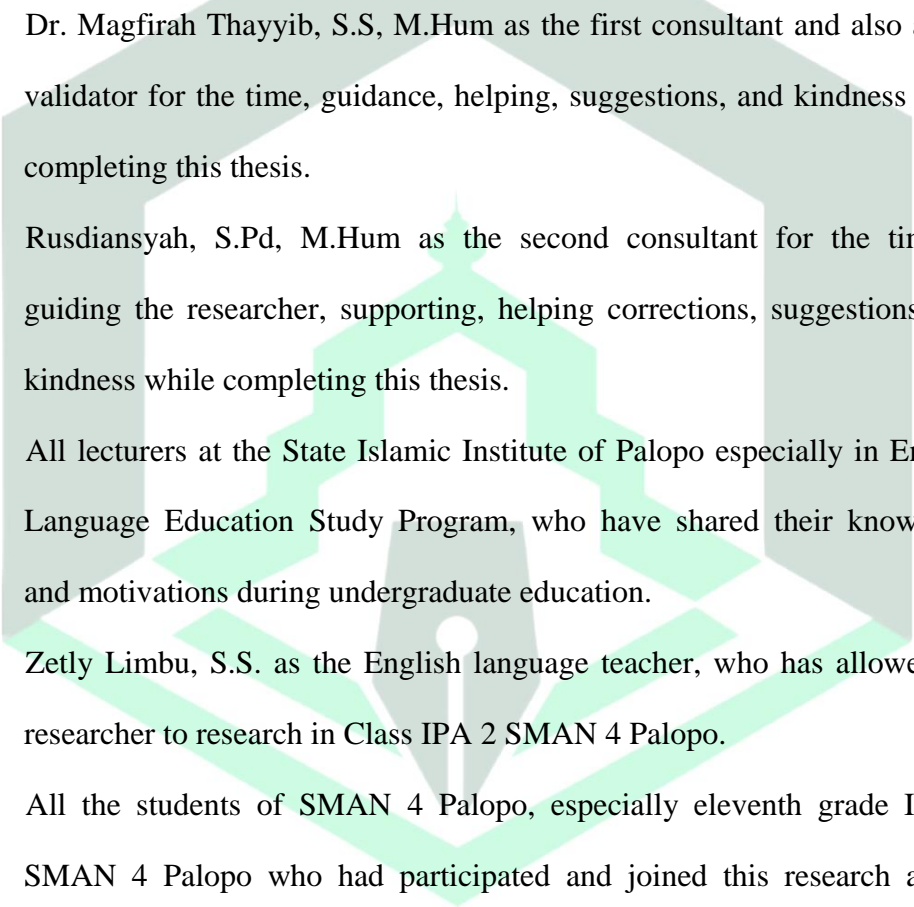
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Finally, the researcher prays to Allah SWT, and to thank everyone who has helped complete this thesis. The researcher also hopes that the readers and others will find this thesis useful.

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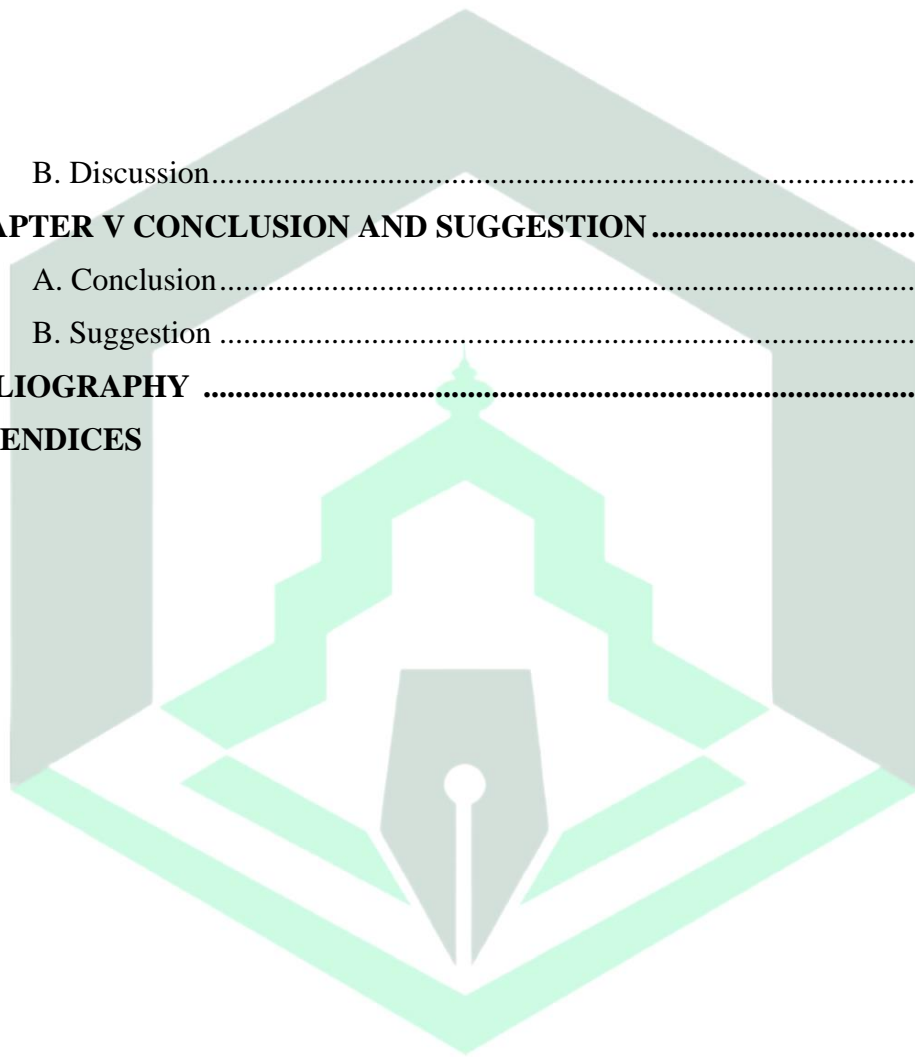
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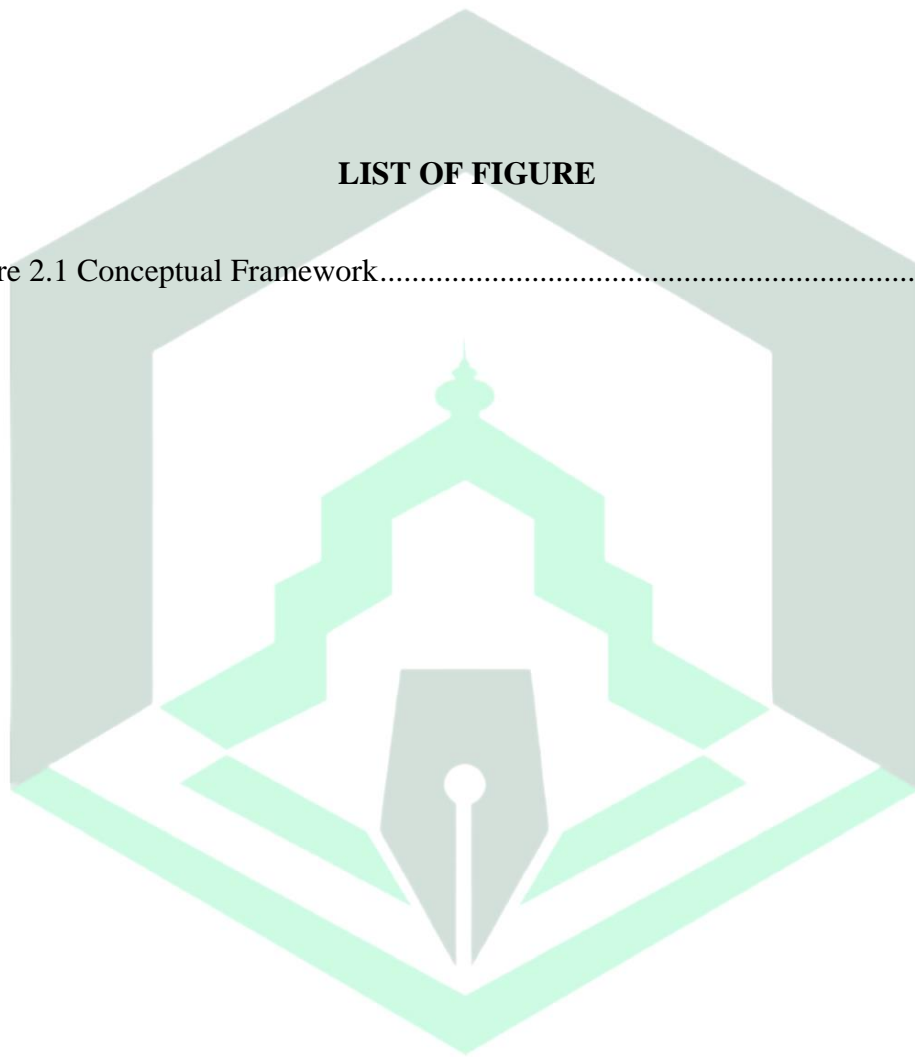
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ABSTRACT

Nurmiati, 2024. *“The Effectiveness of Talkshow Technique in Increasing English the student speaking skill At the eleventh Grade Of SMAN 4 Palopo.”* A thesis of English Language Education Study Program at Education and Teachers Training Faculty, State Islamic Institute of Palopo (IAIN Palopo) Under supervision of Magfirah Thayyib and Rusdiansyah.

This research aimed to know whether or not the use of talk show can improve speaking skill of the twelfth grade in SMAN 4 Palopo. The researcher used a pre-experimental study in eleventh grade in XI IPA 2 class. The population was 38 students for all the eleventh students. The researcher used a purposive sampling technique which the students consisted of 20 students. The instrument in this research was test. The researcher collects the data through pre- test, treatment, and post-test. The data were analyzed 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 ($56,50 > 21,70$). Besides, $t_c (t_{count}) = 7,255$ and df (degree of freedom) = 19. While the $t_t (t_{table}) = 3,174$, the degree of freedom (df) = 19, with standard significant = 0,05 (5%). It means the value of the t-count is higher than the value of the t-table. That proved that the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_0) was rejected. It means there was a significant difference before and after implementing talk show as a technique 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 Technique*

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 that, the primary goal of students who learn a foreign language is to speak the target language.²

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 Someone identified problem in teaching speaking comes from internal problem and external problem, in internal problem that the mother tongue of students become a problem 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

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

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

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

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

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. 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

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 a second grade studies are lazy in learning to speak English and lack of vocabulary. The students of IPA 2 eleventh grade at SMAN 4 Palopo was lack of intention to learn English was at moderate stage in the lack of intent to learn English.⁶ Moreover the researcher wants to give students a supportive technique to improve their speaking skills using the talk show technique.

The technique is activities realised in the classroom. The technique must be specific and have a rhythm that is consistent with the method and approach.⁷ So, it can be said that this technique implements assumptions and plans. 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

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

⁶Senata Adi Prasetya, "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]

⁷Edward M. Anthony, "Approach, Method, and Technique," (1963) *English Learning* 17:p.63-67.

examination than the talk show, particularly the television talk show.⁸ Based on the above explanation the researcher wants to research *"The Effectiveness of Talkshow Technique in Increasing English the student speaking skill At the eleventh Grade Of SMAN 4 Palopo."*

B. Research Question

Based on the background above, the research question is: does talkshow technique effectively increase students' speaking skills of the eleventh grade students at SMA Negeri 4 Palopo?

C. The Objective of the Research

The research objective is to determine whether or not the use of talk show technique effectively increase the speaking skill of the eleventh-grade students at SMA Negeri 4 Palopo.

D. Significance of the 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.

⁸Edward M. Anthony, "Approach, Method, and Technique," (1963) English Learning 17:p.63-67.

- 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 Research

The researcher focuses on using Talk Show technique to increase student speaking skill. The speaking skill here consist of accuracy, fluency, and comprehensibility, and components. The Talkshow is emphasize on health talk, and the topic of the speaking is “The Danger of Drugs”.

F. Definition of Terms

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.

1. 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. Talkshow

Talkshow/podcast is a technique that we can find in every TV channel, social media and we can use in class to increase students speaking skill technique.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

There are some previous researches related to this research. These are:

1. Syariifah Faradiba Alattas, Nurdevi Bte Abdul, Muh. Arief Muhsin (2021), from their research entitled *"The Use Of Talkshow Technique To Improve The Students' Speaking Skill"* Class Eleventh Grade Students Of SMA Muhammadiyah Limbung." This research aimed to determine the improvement of using the talkshow technique in speaking class eleventh-grade students of SMA Muhammadiyah Limbung. In this research, the researcher applied a pre-experimental design to enhance the students speaking ability through the talkshow technique in the second-grade SMA Muhammadiyah Limbung. The population is 120 students. The researcher used a pre-test, treatment, and post-test test to collect data. The result of the research stated that the Talkshow Technique to improve the student's pronunciation skill of the eleventh grade Student of SMA Muhammadiyah Limbung in academic 2020 was proved by the t-test value that is 15.53, which was greater than the t-table value (2.074). Therefore, the Eleventh Grade Students of SMA Muhammadiyah Limbung tended to use The Talkshow Technique in improve student's speaking skill. The mean score proved it.⁹ From the research of Syariifah Faradiba Alattas et al., they stated that the application of the Talkshow Technique is very effective in improving speaking skills in students.
2. Rahmadya Kusuma Putri (2020), with the title *"Implementation of Talkshow Method to Develop Communication Skill of Students in Biology"* Students at SMP

⁹ Syariifah Faradiba Alattas, Nurdevi Bte Abdul, and Muh. Arief Muhsin, "The Use of Talk Show Technique to Improve the Students' Speaking Skill" 1, no. 2 (2021): 99–109.

Junior high school Shafiyyatul Amaliyyah." This research aims to determine the effectiveness of the talkshow method in developing the communication skill of students at SMP Shafiyyatul Amaliyah Medan Academic year 2019/2020. This research is a classroom action research model of Kemmis & Mc. Taggart is conducted in two cycles from August 2019 to March 2020. Each cycle consists of four-stage, namely: 1) planning, 2) action, 3) observation, and 4) reflection. The developed communication skill are oral communication, receptive communication, discerning intent, using communication strategies, communicating clearly for a purpose, and presentation skill. Data collection techniques using observation sheets and field notes. The result shows that the talkshow method effectively develops six communication skills. It is proved by the achievement of indicators of action in classroom action research, in which as many as 50% of total students have communication skills at the exemplary level.¹⁰

3. Dewi Satria Elmiana (2019), "*Improving Students' Speaking Ability Using Radio Talkshow Programmer.*" *Queen's University Belfast* media provide students and teachers with creative and practical ideas, enabling them to meet various interests and needs. Hence, this study analyzed the implementation of media, particularly radio programs to improve students' speaking ability. This study employed a descriptive qualitative approach, and there were 42 students of senior high school involved in this study. The result indicates that the implementation of media (radio talkshow program) could encourage and motivate students to pull out their

¹⁰Rahmadyah Kusuma Putri, "Penerapan Metode Talkshow Untuk Mengembangkan Keterampilan Komunikasi Siswa Dalam Pembelajaran Biologi," *Simbiosis* 9, no. 1 (2020): 29, <https://doi.org/10.33373/sim-bio.v9i1.2379>.

best communication skills, particularly in using English.¹¹ From the difference between previous research by Rahmadya Kusuma Putri and Dewi Satria Elmiana, the talk show method is effective in bringing out six communication skills. Dewi Satria Elmiana can encourage and motivate students to bring out their best communication skills, especially in using English.

4. Ninik Setyawati (2019) in her research entitled *Improving Confidence And English Language Speaking Skills Using Role Play Technique With Talk Show For 8th Grade Students; A Case Study SMPN 1 Karanggeneng Lamongan*. She stated 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.¹² In his next statement, he said that the improvement in students' speaking skills was very significant. Students are eager to try again with other, more interesting themes. In addition, he said that the talk show technique increased student participation in speaking. At the time of the discussion, some students in his group were still chatting with their classmates and paying less attention. There are even some of them who still play with others, but only briefly.

¹¹ 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.v5i2.2019.a8>.

¹² Ninik Setyawati, "Improving Confidence And English Language Speaking Skills Using Role Play Technique With Talk Show For 8th Grade Students; A Case Study SMPN 1 Karanggeneng Lamongan," *Edulitics (Education, Literature, and Linguistic) Journal* 4, no. 1 (2019): 38–45.

5. Fippi Aprila (2017), in her research entitled *Improving Students' Participation In Speaking English Using Talk Show Technique*, she stated that Talk Show improved student's participation in speaking. During their discussion, some students in their groups were still chit-chatting with their classmates and did not fully pay attention. Some of them even were still playing with others, but only for a brief time. Despite the mischief behaviors of some students, the other students showed good attitude and participated actively in the activity. They asked and gave opinions within groups, asked friends from other groups about things they didn't know, looked up for examples of Talk Show as their references, looked up e-dictionary (Google Translate) to help them making their talk shows dialogues.¹³

Based on previous research described above, it can be seen that previous researchers with this study both used talk show techniques and the focus of the research was the same, namely researching speaking skills. While the difference is the object under study.

B. Theoretical Review

1. The Concept of Speaking

a. The definition of speaking skills

Many definitions of speaking have been proposed by language. Speaking derives from the word "speak. 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.¹⁴ Speaking is interactive and

¹³ F Aprila, "Improving Students' Participation in Speaking English Using Talk Show Technique," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 2017.

¹⁴ Gleen Fulcher. *Testing Language Second Language Speaking*. Sydney: Longman.(2003) p.79.

accomplishes pragmatic goals through interactive discourse with other language speakers.¹⁵

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.¹⁶

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.¹⁷

b. The purpose of speaking

The main goal of speaking is to communicate. Communication is the delivery and receipt of messages or news between two or more people so that the

¹⁵ Dewi Hughes. Public Speaking. Jakarta: Gramedia Widiasarana.(2003) p.57

¹⁶David Nunan, , *Practical English Language Teaching*, (New York: McGraw- HillCompanies, Inc. (2003), p.48.

¹⁷Maharani 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.

message is intended. Therefore, the speaker must understand what will be delivered or communicated to convey a message effectively. Taringan also suggests that speaking has three general purposes: 1) To inform and report (to inform), 2) to entertain and entertain (to entertain), and 3) To persuade, invite, urge, and convince (to persuade).¹⁸

c. Aspect of Speaking

There are four aspects of speaking skills, that is:

- 1) Social skills are the ability to participate effectively in community relationships.
- 2) Semantic skill is the ability to use words correctly and understandingly. To acquire semantics skills, we must then have a broad knowledge of the meanings contained in words and statutes and practicality in the use of words. Only then can words enter quickly and easily into the mind.
- 3) Phonetic skill is the ability to form the specific phonemic elements of our language. Such skills are necessary because they contribute to an agreement or social decline. This skill is an element within individual relationships that determines whether a person is accepted as a group member or an outsider.
- 4) Vocal skills are the ability to create the desired emotional effects with our voice. For example, a clear, round, resonating voice signifies being well-built and secure, whereas a shrill, or rasp voice blemishes a less appealing and persuasive personality.¹⁹

¹⁸Muchlisin Riadi, "Pengertian, Tujuan dan Tes Kemampuan Berbicara," *Kajian pustaka.com*, (juni 03, 2013). <https://www.kajianpustaka.com/2013/06/pengertian-tujuan-dan-tes-kemampuan.html?m=1>

¹⁹Ari Ermawan, "Keterampilan Berbahasa Aspek Berbicara," *Pendidikan Umum*, (September 30, 2012). <https://ariermawan.blogspot.com/2012/09/keterampilanberbicara.html?m=1>

d. The Main Aspect of Assessing Speaking Skill

There are three main factors in assessing ability. They are fluency, intelligibility (accuracy), and appropriateness (comprehensible). They will be explained as follows:

1) Fluency

Fluency includes considering how sentences pattern in word order and omit the element of structure and certain aspects of the prosody of discourse. Fluency refers to how well a learner communicates meaning rather than how many mistakes they make in grammar, pronunciation, and vocabulary. Fluency is often compared with accuracy, which concerns mistakes' type, amount, and seriousness.

2) Intelligibility (Accuracy)

Accuracy refers to how to correct learners' use of the language system, including their use of grammar, pronunciation, and vocabulary. System accuracy is often compared to fluency when discussing a learner's speaking or writing.

Control practice, drills, and studying grammar rules and activities can help develop accuracy. In addition, these can help students to 'notice' their own mistakes.

3) Appropriateness (Comprehensible)

Appropriateness refers to the suitability of language to the situation. It is also about how informally expressed by choice of vocabulary, idioms, and system. Comprehensible input is language input that can be understood by

listeners despite them not understanding all the words and structures in it. It is described as one level about the learners if it can only be understood.²⁰

e. Teaching Speaking

Teaching speaking is to teach English language learners to:

- 1) Produce the English speech sounds and sound patterns.
- 2) Use words and sentences, stress, intonation patterns, and the rhythm of the second language.
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.²¹

f. Explicit knowledge of teaching vocabulary

The researcher selected a variety of familiar real-life topics for the students. This idea is based on the notion that students should learn speaking skills from real-life topics because they provide many vocabularies that satisfy their needs for using the most necessary, relevant, and frequently used daily life.

The topic is the subject of speech; many students can easily participate in conversations, discussions, and presentations with whom they get familiar. On the contrary, some students find it hard to engage in conversations, discussions, and presentations due to their unfamiliarity with the topic. In addition, the topics' selection is aimed at restricting the scope of vocabulary to be learned. For example, if the topic is daily routines, all vocabulary concerning daily activities will be chosen, such as waking up, using the toilet, and others. After selecting several vocabularies, the researcher teaches the students by providing some

²⁰ Jusrawati, "Using Talking Sticks Strategy To Improve The Students ' Speaking Ability Faculty Of Teacher Training And Education," 2014.

²¹ David Nunan, "Language Teaching Methodology: A Textbook for Teachers" (Sydney: Macquarie University, 1991).

information concerning the vocabulary, such as the pronunciation, the word class, the meaning, and the use in context.²²

All activities undertaken in the communicative classroom need to prioritize vocabulary mastery in terms of syntactical (word class), phonological (pronunciation), semantical (meaning), as well as pragmatical (context) rules.²³ Native speakers of English can easily understand those languages spoken with correct vocabulary, but not so proper in the rules of grammar, rather than those with correct rules of grammar, but not so proper in the use of vocabulary. Therefore, applying these rules for teaching vocabulary is essential to make the students able to use vocabulary properly because proper use of vocabulary is one key to opening the door to successful communication.²⁴

g. Explicit knowledge of teaching pronunciation

Pronunciation is one of the micro-skills in speaking. It contains interaction between the sounds of consonants and vowels, the stress in words and sentences, and intonation. Those things raise complexities for students. Therefore, the English teacher must seriously help their students improve their pronunciation. Once their pronunciation shows improvement, it will boost self-esteem and facilitate communication with native speakers of English.

Many students of English can improve their pronunciation by listening and repeating something from the recording of native English speakers' voices and trying to study the use of stress and intonation movement of the speakers' words or sentences. Referring to the theory, I teach my students pronunciation skills by getting them to study the phonetic transcriptions of each vocabulary while

²² Kaharuddin, Language Linguistics, second edition (yogyakarta, 2020), 220.

²³ Kaharuddin, Language Linguistics, second edition (yogyakarta, 2020), 220.

²⁴ Yassi, A. H et al., Language Linguistics, second edition (yogyakarta, 2020), 219.

listening to the audio recordings of the vocabulary and repeating what they hear to learn how to pronounce it correctly.²⁵

Practicing listening while learning pronunciation is important because students can easily produce a sequence of sounds when they listen to the sounds carefully. Besides, providing phonetic transcriptions can help students increase their awareness of subtle sound differences.²⁶

h. 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:

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

2) 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.

²⁵ Kaharuddin, Language Linguistics, second edition (yogyakarta, 2020), 220.

²⁶ Kaharuddin, Language Linguistics, second edition (yogyakarta, 2020), 220.

3) 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.²⁷

2. Talk Show

a. The History of Talk Show

Talk shows are one of the popular television shows, not only in Indonesia but also in various other countries. As the name suggests, a talk show is a talk show or conversation with a person or several people, hosted by the host of the show. In Indonesia, we know Mata Najwa as one of the popular talk shows.

Some talk shows are attended by audiences, while others have no audience. Talk shows attended by the audience also usually involve the audience in the event, from just asking questions to dancing with guest stars. What is the history and origin of talk shows on television?

The talk show was originally made only with the format of setting up a studio room in the form of guest star sofas, tables, and chairs for the show readers. However, Phil Donahue, presenter of the Phil Donahue Show, included the audience for the first time on his show in Ohio in November 1967. Bernard M. Timberg, in *Television Talk: a History of The TV Talk Show* (2002), mentions Phil creating a new format in talk shows. Phil's ratings continued to rise, and the format inspired other talk show producers, including Oprah Winfrey. Phil is known as one of the pioneers of talk shows. Phil's breakthrough can be regarded as a coincidence. At that time he was only filming on other shows, which had an

²⁷ Lia Rusdiningsih, *"A Study on the Techniques for teaching Speaking to the Second year students of SMPN 1 Trangkil"* Muhammadiyah University of Surakarta (2012)

audience base. The idea of involving the audience in a talk show was obtained during commercial breaks. At that time, some of them asked questions about Phil and the source. According to Phil, the audience's questions are more interesting than his list of questions. This incident eventually inspired him to create an interactive talk show that involved the audience in the studio.

Phil's talk show style is not only popular in the United States. Until now, talk shows and several other in-house shows in Indonesia still involve indoor audiences. The interaction remains, although it is different from what Phil applied. Now the audience is more cheering, dancing, and applause when responding to the host or guest star's answer. Very few of them are given a portion to ask critical questions, as Phil's time was.²⁸

b. The definition of Talk Show

Understanding a talkshow is a type of television or radio program that discussions between a host (host) and a group of guests discussing a particular topic. Talkshow presents entertainment to the public and knowledge and understanding of information for them of the truth of current issues discussed.

Everything on the subject of a source must be concerned through character, diction, intonation, and the source's tone. It is so to be able to choose to word when speaking so that audiences or listeners will not misinterpret the meaning of the conversation.²⁹

c. Talk Show Roles

²⁸ Will Eisner. *The class talk show: A pedagogical tool*. *SAM Advanced Management Journal* (2004), 69(1),p.34.

²⁹Manis, "Pengertian Talkshow Ciri, Tujuan, Konsep dan Contoh Talkshow," *Pelajaran*, (september7, 2022), <https://www.pelajaran.co.id/pengertian-talkshow/>.

In the Talk Show technique, all the students will participate in this technique. Each student plays a role. The roles divided 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.³⁰

d. 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.

e. Weakness of using Talk show

- 1) Talk-show may consume more time because each group will show their performance in front of the class.
- 2) The issues and events used in talk-show may have little meaning or low interest for student.
- 3) A tendency of some students to be extroverted in class while others remain self-contained.
- 4) When topics are controversial, those who see themselves as in the minority

³⁰ Klippel, F, "Keep talking," *communicative fluency activities for language teaching*, (1985).

mainly appear to opt-out.

f. Talk Show Description

As for a talkshow feature or characteristic:

- 1) Using simple conversation with the universal language.
- 2) Topics, issues, or themes raised are important or deemed important to the public or at least interesting to the viewer.
- 3) The narrative is a hot topic developing in the community.

g. Talk Show Objectives

As for the talkshow's objectives:

- 1) To ascertain the facts of what is being discussed in the community through questions the host gives to the source.
- 2) To get a representative opinion or opinion from a source who is an expert on the topic.
- 3) The perspective of the source on the issues being discussed.

4) Teaching Speaking Using Talk Show

Talk shows are conducted on three levels, that is:

- 1) The opening and introduction of the source by the hosts.
- 2) Discussion and question and answer according to the theme guided by the master of ceremony.
- 3) A conclusion by the master of ceremonies.³¹

³¹Putri, "Simbosa," *Penerapan Metode Talkshow Untuk Mengembangkan Keterampilan Komunikasi Siswa Dalam Pembelajaran Biologi* 9, no. 1 (juli 2020) <https://dx.doi.org/10.33373sim-bio.v9i1.2379>.

C. Conceptual Framework

The researcher's conceptual framework described as follows:

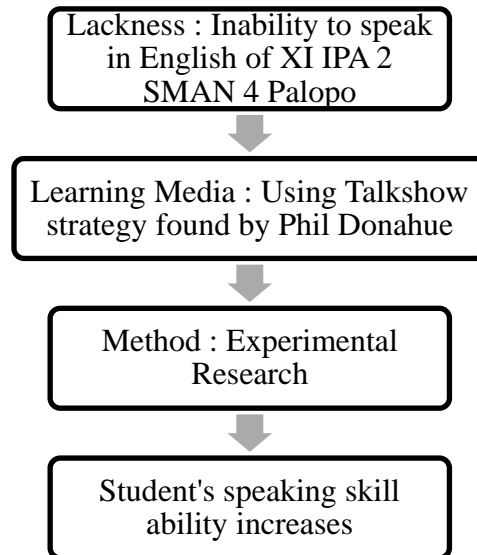


Figure 2.1 Conceptual Framework

In the figure above, input, process, and output were briefly clarified in the lackness refers inability to student's problem in speaking English. The researcher applied the learning media with using a Talkshow strategy found by Phil Donahue in the experimental research until the researcher found the student's speaking skill ability increases after applied the talk show strategy.

D. The Hypothesis of The Research

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.³²

H₀: The talk Show technique does not effectively increase the students' speaking skills.

H₁: Talk Show technique effectively increases the students' speaking skill significantly.

³² Subana dan Sudrajat, *Dasar-dasar Penelitian Ilmiah*, (Cet. II; Bandung:Pustaka Setia,2005).74.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research can be classified as a pre-experimental method. The pre-experimental design is a design that includes only one group or class that gave pre-post and test. The one-group pre-test and post-test design are done against one group without any control or comparison group, pre-test, and post-test design to know the increase in speaking English for eleventh grade student SMAN 4 Palopo.

Table 3.1 Research Design³³

Pre-Test	Treatment	Post-Test
Y1	X	Y2

Where:

- Y1 : pretest for experimental class
- Y2 : post-test for experimental class
- X : treatment

B. Research Variables

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

³³ Sugiyono, "Metode Penelitian Pendidikan. Bandung," *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, Dan R&D)*, 2015, 308.

The dependent variable is the students' speaking skills in the eleventh grade of SMA Negeri 4 Palopo.

C. Population and Sample

1. Population

In this research, the population is eleventh grade students of SMA Negeri 4 Palopo academic year 2023/2024. The total number of eleventh grade is 38 students. XI IPA class consists of two classes, 20 students from XI IPA 1 and 18 students from XI IPA 2.

2. Sample

The sample is part of the number in the population. The researcher used purposive sampling for it. In this research, the students of XI IPA 2 in SMA Negeri 4 Palopo academic year 2023/2024 consist of 20 students and 20 students become a sample for this research because the English teacher from SMAN 4 Palopo recommended to take XI IPA 2.

D. Research Instrument

The researcher used a speaking test. The test divided into two, namely pre-tests and post-test. The pre-test gave to determine the student's speaking ability before being given. The post-test gave to find out the student's speaking ability to use the language after given treatment. The test was about the *unforgettable experience*, so the researcher asked the students told about their unforgettable experiences, and the researcher recorded their sound with smartphone.

E. The Procedure of Collection Data

The researcher used pre-test, treatment, and post-test for data collection.

The procedure for collecting data is as follows:

1. Pre-test

Pre-test allows students to measure previous knowledge of improving English speaking skills from two class IPA 2 SMAN 4 Palopo. The researcher asked to tell their experiences during the holidays. After that, the researcher shared an essay about “experience” to the students. The researcher asked to write down about their experience and presented in front of their friends.

2. Treatment

After giving the pre-test, the researcher gave the treatment to the students in four meetings. It was in the form of teaching and learning process by Talkshow.

a. Opening Class:

- 1) The researcher greeted the students and invited students to pray
- 2) The researcher motivated the students

b. Main activity:

- 1) The researcher explained about Talkshow
- 2) The researcher divided students into four groups
- 3) Each group gave a theme by researcher on “The Danger of Drugs”
- 4) Then students explained the given material
- 5) The researcher checked the students understanding and gave the chance to the student to ask some question if they have problem

c. Closing Class:

The teacher conclude the material, then closes the lesson by praying and greeting.

3. Post-test

A post-test conducted after the treatment has been finished. The form of the post-test is the same as the pre-test. After giving treatment, the researcher gave a post-test, namely a speaking test, to find out their improvement of speaking skills and the effectiveness of this strategy.

F. The Technique of Data Analysis

To analyze data, the researcher used the following steps:

1. Scoring classification
 - a. Accuracy

Table 3.2 The Accuracy Criteria

Score	Criteria
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical or lexical errors.
5	The mother tongue slightly influences pronunciation. A few Minor grammatical and lexical errors, but most utterances are correct.
4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical Errors, but only one or two major errors confuse.
3	The mother tongue influences pronunciation but only a few serious phonological and lexical errors, some of which cause Confusion.
2	Pronunciation is seriously influenced by the mother tongue, with errors. Causing a breakdown in communication. Many basic and grammatical errors.
1	Serious pronunciation errors, as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

b. Fluency

Table 3.3 The Fluency Criteria

Score	Criteria
6	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but not only one or two unnatural pauses.
5	Has to make an effort at times to search for words. Nevertheless, there was smooth delivery and only a few unnatural pauses.
4	Although he has tried to search for words, they are not too many unnatural pauses. Fairly smooth delivery, mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair Range expression.
3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. The range of expression is often limited.
2	Long paused while he researched for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making an effort at the time—limited range of expression.
1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making an effort to use a very limited range of expression.

c. Comprehensibility

Table 3.4 The Comprehensibility Criteria

Score	Criteria
6	It makes it easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications are required.
5	The speaker's intention and general meaning are fairly clear. A few Interruptions by the listener for the sake of clarification are necessary.
4	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 and seek clarification.
3	The listener can understand much of what is said but must constantly seek clarification. I cannot understand many of the speaker's more complex or longer sentences.
2	Only small bits (usually short sentences and phrases) can be understood with considerable effort by someone who is used to listening to the speaker
1	Hardly anything of what is said can be understood. Even when the listeners greatly try to interrupt, the speaker cannot clarify anything he seems to have said.

$$\text{score} = \frac{\text{students' score}}{\text{maximum score}} \times 100$$

2. Classifying the score of the student's answer³⁴

Table 3.5 The classification score of a student's answer

<i>Classification</i>	<i>Scale</i>	<i>Rating</i>
<i>Excellent</i>	86-100	<i>6</i>
<i>Very good</i>	71-85	<i>5</i>
<i>Good</i>	56-70	<i>4</i>
<i>Fair</i>	41-55	<i>3</i>
<i>Poor</i>	26-40	<i>2</i>
<i>Very poor</i>	0-25	<i>1</i>

3. Calculating the mean score of a student's answer

The SPSS 22 program would calculate the percentage of students' scores on the speaking test, both pre-and post-test

4. Criteria of hypothesis acceptability

If $H_0 > H_1$ = Reject null hypothesis

If $H_0 < H_1$ = Receive null hypothesis.

³⁴ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (Longman : California, 2004).

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This research intends to describe the data analyze 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 assessments to collect student's data: accuracy, fluency and comprehensibility.

1) Pre-Test

Table 4.1 The score of students, speaking skills in the pre-test

No	Students	The Score of Students' Speaking Skills in Pre—Test			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	R1	1	1	2	22
2	R2	2	1	1	22
3	R3	1	1	1	16
4	R4	1	1	1	16
5	R5	1	2	3	33
6	R6	2	1	2	22
7	R7	2	1	2	27
8	R8	1	1	1	16
9	R9	1	1	1	16
10	R10	1	1	1	16
11	R11	1	1	2	22
12	R12	1	2	2	27
13	R13	1	2	1	22
14	R14	1	1	1	16
15	R15	1	2	3	33
16	R16	1	1	1	16
17	R17	1	2	3	33

18	R18	1	1	1	16
19	R19	1	1	1	16
20	R20	2	1	2	27
Total		24	25	32	434
		Mean Score			21,70

Table 4.1 shows the speaking skill consists of three aspects: accuracy, fluency, and comprehensibility. So in the section, the researcher would present and tabulates the mean score of the students' speaking ability one by one in the following table.

Table 4.2 Descriptive Statistics of Pre-Test

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	20	16	33	21,70	6,325
Valid N (listwise)	20				

Table 4.2 shows the descriptive statistics of students' pre-test scores. It explains that the highest student score is 33, and the lowest is 16. It also stated that the mean score of the students' pre-test is 21,70 with a standard deviation is 6,325.

2) Post-Test

Table 4.3 The score of students, speaking skills in the post-test

No	Students	The Score of Students' Speaking Skills in Post—Test			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	R1	4	3	3	55
2	R2	4	3	3	55
3	R3	3	4	4	61
4	R4	3	4	4	61
5	R5	3	4	4	61
6	R6	6	5	5	88
7	R7	2	2	2	33

8	R8	2	2	2	33
9	R9	4	4	4	66
10	R10	6	5	5	88
11	R11	5	5	5	83
12	R12	3	2	2	38
13	R13	5	5	5	83
14	R14	2	2	2	33
15	R15	2	3	3	44
16	R16	2	1	1	22
17	R17	3	3	3	50
18	R18	2	3	3	44
19	R19	2	3	3	44
20	R20	6	5	5	88
Total		69	68	68	1130
		Mean Score			56,50

Table 4.3 shows the speaking skill consists of three aspects: accuracy, fluency, and comprehensibility. So in the section, the researcher would present and tabulates the mean score of the students' speaking ability one by one in the following table.

Table 4.4 Descriptive Statistics of Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
PostTest	20	22	88	56,50	20,821
Valid N (listwise)	20				

Table 4.4 shows the descriptive statistics of students' post-test scores. It explains that the highest student score is 88, and the lowest is 22. It also stated that the mean score of the students' post-test is 56,50 with a standard deviation is 20,821.

3) Comparison of Pre-Test and Post-Test Score

Table 4.5 Comparison Table of Pre-Test and Post-Test Score

Classification	Score	Pre-Test		Post-Test	
		<i>Frequency</i>	<i>Percentage</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Excellent</i>	86-100	0	0%	3	15%
<i>Very good</i>	71-85	0	0%	2	10%
<i>Good</i>	56-70	0	0%	4	20%
<i>Fair</i>	41-55	0	0%	6	30%
<i>Poor</i>	26-40	6	30%	4	20%
<i>Very poor</i>	0-25	14	70%	1	5%
Total		20	100%	20	100%

The comparison of the pre-test and post-test results are shown in Table 4.5. 6 students (30%) received a poor score on the pretest, and 14 students (70%) received very poor score. 1 student (5%) received very poor score on the post-test, 4 students (20%) received a poor score, 6 students (30%) received fair scores, 4 students (20%), 2 students (10%) received very good score, and 3 students (15%) received excellent score.

Table 4.6 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	21,70	20	6,325	1,414
	PostTest	56,50	20	20,821	4,656

Table 4.6 sample statistics of the pre-test and post-test above indicates that the value of standard deviation in the pre-test are 6,325 and 20,821 in post-test. Besides, the standard deviation error in the pre-test was 1,414, and in the post-test was 4,656. The table above also shows that the mean score on the pre-test was 21,70 (poor), and on the post-test was 56,50 (good).

Table 4.7 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PreTest & PostTest	20	,051	,832

Table 4.7 paired samples correlation of pre-test and post-test above presented the correlation of the student's ability before and after treatment was 0.051. it means that there was a significant correlation between students' ability to teach Speaking by using talkshow technique before and after treatment.

Table 4.8 Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest - PostTest	-34,800	21,452	4,797	-44,840	-24,760	-7,255	19	,000

From the table 4.8, the researcher got the data (concluded) = 7,255 and df (degree of freedom) = 19. Based on the result, the researcher concluded that t_0/count is higher than t_t/table ($7,255 > 3,174$). They were related to the result that ($t_0 > t_t$) the t_{count} is higher than t_{table} . It is concluded that there is a significant difference in teaching speaking before and after through Talkshow strategy. Because of that, the researcher believes that Talkshow technique can improve students speaking skills of SMAN 4 Palopo.

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.

In this research, the researcher had 20 students who joined the pre-test, treatment, and post-test. Students were given topics of talk show with the theme “The Danger of Drugs” and divided into 4 groups such as: group 1 as the Meth, group 2 as the Cannabis, group 3 as the Alcohol, and group 4 as the Heroin. Students performed in front of the class by using the talk show technique with expound the given material. From the group one student would give a question to the other student, so there was discussion between the other student. And then, the researcher check the students understanding and give the chance to the student to ask some question if they have problem 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.³⁵

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.³⁶

³⁵ Alattas, Bte Abdul, and Muhsin, "The use of talk show technique to improve the students’ speaking skill”, (2021).

³⁶ Setyawati, “Improving Confidence And English Language Speaking Skills Using Role Play Technique With Talk Show For 8th Grade Students; A Case Study SMPN 1 Karanggeneng Lamongan.”, (2019).

The talk show technique can help the students to perform well and speak fluently. In line with the previous study found talkshow method effectively develops six communication skills. It is proved by the achievement of indicators of action in classroom action research, in which as many as 50% of total students have communication skills at the exemplary level.³⁷ Another research found that the implementation of media (radio talkshow program) could encourage and motivate students to pull out their best communication skills, particularly in using English.³⁸ Moreover, all of the students agree that talk show learning strategy could improve their speaking ability. And another researcher found that the Talkshow Technique to improve the student's pronunciation skill of the eleventh grade Student of SMA Muhammadiyah Limbung in academic 2020 was proved by the t-test value that is 15.53, which was greater than the t-table value (2.074). Therefore, the Eleventh Grade Students of SMA Muhammadiyah Limbung tended to use The Talkshow Technique in improve student's speaking skill. The mean score proved it.³⁹

The researcher also have a difficult in conducted this research such as the 2nd grade IPA 2 students was very difficult to manage the students to not make a noise in class in order the learning process is going better. The researcher did not have an assistant, so that the researcher asked to the another student that no have an activity outside to take a picture that would be documented. And also the

³⁷ Putri, "Penerapan Metode Talkshow Untuk Mengembangkan Keterampilan Komunikasi Siswa Dalam Pembelajaran Biologi", (2020).

³⁸ Elmiana, "Improving Students' Speaking Ability Using Radio Talk Show Programme", (2019).

³⁹ Alattas, Bte Abdul, and Muhsin, "The Use of Talk Show Technique to Improve the Students' Speaking Skill", (2021).

researcher have a lack in teaching such as the researcher did not use the guidebook or teaching source that been given to the 2nd grade IPA 2 students.

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 result 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 ($56,50 > 21,70$). And also, the researcher got the data (concluded) = 7,255 and df (degree of freedom) = 19. Based on the result, the researcher concluded that t_0/count is higher than t_t/table ($7,255 > 3,174$). 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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A P P E N D I C E S

APPENDIX I

SURAT KETERANGAN VALIDASI INSTRUMEN

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini :

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

Jabatan/Pekerjaan : Dosen

Instansi Asal : IAIN (Insititut Agama Islam Negeri) Palopo

Menyatakan bahwa pre-test dan post-test dengan judul:

The Effectiveness of Talk Show Technique in Increasing the Students Speaking Skill at the Eleventh Grade of SMAN 4 Palopo dari mahasiswa :

Nama : Nurmiati

Program Studi : Pendidikan Bahasa Inggris

Nim : 18 0202 0118

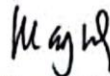
(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

- Perbaiki kalimat soal pre test
- Pastikan speakingnya direkan dengan baik dan di dokumentasikan.

Demikian surat keterangan dibuat untuk dapat digunakan sebagaimana semestinya.

Palopo, 09 September 2023

Validator,






Dr. Magfirah Thayyib, S.S., M.Hum

NIP. 19850719 201801 2 001

APPENDIX II

SURAT IZIN MENELITI


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

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : K.H.M. Hasyim No 5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 316048

ASLI

IZIN PENELITIAN
NOMOR : 1311/IP/DPMPTSP/X/2023

DASAR HUKUM :

- Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
- Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
- Peraturan Menteri Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
- Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
- Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Penyalangan Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Merupakan Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Merupakan Urusan Pemerintah Yang Diberikan Pelempahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: NURMIATI
Jenis Kelamin	: Perempuan
Alamat	: Jl. Dr. Ratulangi Kota Palopo
Pekerjaan	: Pelajar/Mahasiswa
NIM	: 18 0202 0118

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

THE EFFECTIVENESS OF TALK SHOW TECHNIQUE IN INCREASING THE STUDENTS SPEAKING SKILL AT THE ELEVENTH GRADE OF SMA N 4 PALOPO


Lokasi Penelitian	: SMA NEGERI 4 PALOPO
Lamanya Penelitian	: 04 Oktober 2023 s.d. 04 November 2023

DENGAN KETENTUAN SEBAGAI BERIKUT :

- Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
- Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
- Penelitian tidak menyimpang dari maksud izin yang diberikan.
- Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
- 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 05 Oktober 2023
Kepada Dinas



SYAMSURIADINUR S.STP
Pangkat : Pembina
NIP. 19850211 20031 1 002

Tembusan :

- Kepala Badan Kesbang Prov. Sul-Sel,
- Walikota Palopo
- Danrem 1428 SUG
- Kelurahan Palopo
- Kepala Badan Penelitian dan Pengembangan Kota Palopo
- Kepala Badan Kesbang Kota Palopo
- Instansi terkait tempat dilaksanakan penelitian

APPENDIX III

SURAT KETERANGAN SELESAI MENELITI



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINASPENDIDIKAN
SMA NEGERI 4 PALOPO**

Jalan Bakau Balandi No. Telp (0471) 21475 Email: sman04pip@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor : 421.3/1436-UPT-SMA.04/PLP/DISDIK

Yang bertanda tangan dibawah ini, Kepala UPT SMA Negeri 4 Palopo,
menerangkan bahwa :

N a m a	: NURMIATI
NIM	: 18 0202 0118
tempat/tanggal lahir	: Palopo, 19 Desember 1999
Jenis Kelamin	: Perempuan
Program Studi	: Bahasa Inggris
Alamat	: Jl. Dr. Ratulangi

Yang bersangkutan telah melakukan Kegiatan penelitian di **SMA Negeri 4 palopo**, terhitung mulai tanggal 04 Oktober s/d 04 November 2023, guna melengkapi Skripsi yang berjudul :

"The Effectiveness Of Talk Show Technique In Increasing The Students Speaking Skill At The Eleventh Grade Of SMAN 4 Palopo"

Demikian Surat Keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya atas perhatian dan kerjasamanya saya ucapkan banyak terima kasih.

Palopo, 23 Oktober 2023

Kepala UPT,



MUZAKKIR, S.Pd.

Pangkat : Pembina TK 1,

NIP 19730407 200012 1 004

BerAKHLAK

**#bangga
melayani
bangsa**

Sipakatau

Disdik

SETULUS HATI - SEGENAP JIWA - SERUAT RAGA MENCERDASKAN SULAWESI SELATAN | #CERDASKI

APPENDIX IV

**RENCANA PELAKSANAAN PEMBELAJARAN
EXPERIMENTAL CLASS**

RENCANA PELAKSANAAN PEMBELAJARAN

EXPERIMENTAL CLASS

Satuan Pendidikan : SMAN 4 Palopo
Kelas/Semester : XI/1
Mata Pelajaran : Bahasa Inggris
Topik : Meth
Alokasi Waktu : 1 x 45 menit

A. Kompetensi Dasar

1. Menunjukkan perilaku jujur dan percaya diri dalam berkomunikasi dengan lingkungan sosial sekitar rumah dan sekolah
2. Mengenal berbagai cara berbeda dalam membuka percakapan (menyapa, memperkenalkan diri, menginisiasi topik percakapan)
3. Membuka dan menutup percakapan *interpersonal* dengan ungkapan bervariasi melalui kegiatan menyimak dan berbicara

B. Indikator Pencapaian Kompetensi

1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.
2. Mengidentifikasi ungkapan yang digunakan untuk menyapa dalam bahasa Inggris(*Greeting*)
3. Melakukan tindak tutur menyapa dalam bahasa Inggris dengan percaya diri
4. Melakukan tindak tutur memperkenalkan diri dalam bahasa Inggris
5. Melakukan percakapan *interpersonal* dengan menggunakan ungkapan sapaan melalui kegiatan terintegrasi menyimak dan berbicara bahasa Inggris.
6. Melakukan percakapan *interpersonal* dengan menggunakan ungkapan perkenalan diri melalui kegiatan terintegrasi menyimak-berbicara bahasa Inggris dengan percaya diri.

C. Tujuan Pembelajaran

1. Melalui contoh, peserta didik dapat menggunakan ungkapan sapaan ke dalam praktik berbicara bahasa Inggris.

Model/Metode Pembelajaran

1. Pendekatan: *scientific Approach*
2. Strategi: *observe – practice*.
3. Metode: *Inquiry/Experimental learning*.

D. Kegiatan Pembelajaran

Pertemuan pertama

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Guru memberi salam dan menanyakan kehadiran siswa• Guru memperkenalkan dirinya• Guru menyampaikan tujuan pembelajaran pertemuan hari ini	5 menit
Inti	<ul style="list-style-type: none">• Guru meminta siswa untuk memperhatikan materi tentang drugs• Guru menyampaikan materi tentang drugs• Guru menjelaskan tentang talkshow• Guru membagi siswa menjadi empat kelompok• Guru memberikan tema di setiap masing masing kelompok tentang narkoba• Guru meminta siswa menguraikan materi yang sudah diberikan• Guru meminta dari salah satu siswa kelompok yang akan memberikan pertanyaan kepada siswa, jadi ada diskusi antara siswa lain.• Guru memberikan apresiasi kepada siswa yang sudah memaparkan materinya.• Guru memeriksa pemahaman siswa dan memberikan kesempatan kepada siswa untuk mengajukan beberapa pertanyaan jika mempunyai masalah.	30 menit
Penutup	<ul style="list-style-type: none">• Setelah mengikuti kegiatan pembelajaran pada	10 menit

	<p>pertemuan</p> <p>ini, siswa ditanya bagaimana perasaannya (REFLEKSI)</p> <ul style="list-style-type: none"> • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang “drugs” • Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya • Guru menutup dengan doa bersama dan mengucapkan salam 	
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E. Sumber/Media Pembelajaran

Buku Paket Siswa, Handphone, *White board*, *board marker*

RENCANA PELAKSANAAN PEMBELAJARAN EXPERIMENTAL CLASS

Satuan Pendidikan : SMAN 4 Palopo
Mata Pelajaran : Bahasa Inggris
Kelas/semester : XI/1
Materi Pokok : Cannabis
Alokasi Waktu : 1 x 45 menit

A. Kompetensi Dasar

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur dan percaya diri dalam berkomunikasi dengan lingkungan sosial sekitar rumah dan sekolah
3. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Indikator Pencapaian Kompetensi

1. Siswa dapat mengikuti pelajaran dengan baik.
2. Siswa dapat bertanggung jawab selama proses pembelajaran. Siswa dapat mengidentifikasi terkait jati diri, hubungan keluarga, dan *pronoun*.
3. Siswa dapat mengemukakan fungsi sosial, struktur teks, dan unsur kebahasaan terkait jati diri, hubungan keluarga, dan *pronoun*, sesuai dengan konteks penggunaannya.
4. Siswa mampu melatih kelancaran unsur kebahasaan terkait jati diri, hubungan keluarga, dan *pronoun*, sesuai dengan konteks penggunaannya.

C. Tujuan Pembelajaran

1. Melalui contoh, peserta didik dapat menggunakan *pronoun* ke dalam praktik menggunakan bahasa Inggris.

D. Metode Pembelajaran

1. Pendekatan : *Scientific Approach*
2. Strategi : *Inquiry/Experimental learning*
3. Metode : *Observing, Asking-Question, Practicing*

E. Kegiatan Pembelajaran

Pertemuan kedua

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Guru memberi salam dan tegur sapa• Guru menanyakan kehadiran siswa• Guru meminta salah satu siswa untuk memimpin doa• Guru menyampaikan tujuan pembelajaran pertemuan hari ini.	5 menit
Inti	<ul style="list-style-type: none">• Guru meminta siswa untuk memperhatikan materi tentang meth• Guru menyampaikan materi tentang meth• Guru menjelaskan tentang talkshow• Guru membagi siswa menjadi empat kelompok• Guru memberikan tema di setiap masing masing kelompok tentang narkoba• Guru meminta siswa menguraikan materi yang sudah diberikan• Guru meminta dari salah satu siswa kelompok yang akan memberikan pertanyaan kepada siswa, jadi ada diskusi antara siswa lain.• Guru memberikan apresiasi kepada siswa yang sudah memaparkan materinya.• Guru memeriksa pemahaman siswa dan memberikan kesempatan kepada siswa untuk mengajukan beberapa pertanyaan jika mempunyai masalah.	30 menit
Penutup	<ul style="list-style-type: none">• Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya (REFLEKSI)• Guru memberikan pertanyaan untuk mengetahui apakah	10 menit

	<p>siswa sudah memahami topik tentang “meth”</p> <ul style="list-style-type: none"> • Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya • Guru menutup dengan doa bersama dan mengucapkan salam 	
--	--	--

F. Sumber/Media Pembelajaran

Buku Paket Siswa, Handphone, *White board*, *board marker*

RENCANA PELAKSANAAN PEMBELAJARAN EXPERIMENTAL CLASS

Satuan Pendidikan : SMAN 4 Palopo
Mata Pelajaran : Bahasa Inggris
Kelas/semester : XI/1
Materi Pokok : Alcohol
Alokasi Waktu : 1 x 45 menit

A. Kompetensi Dasar

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur dan percaya diri dalam berkomunikasi dengan lingkungan sosial sekitar rumah dan sekolah
3. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Indikator Pencapaian Kompetensi

1. Siswa dapat mengikuti pelajaran dengan baik.
2. Siswa dapat bertanggung jawab selama proses pembelajaran.
3. Siswa dapat mengidentifikasi terkait angka ordinal dan waktu.
4. Siswa dapat mengemukakan fungsi sosial, struktur teks, dan unsur kebahasaan terkait angka ordinal dan waktu sesuai dengan konteks penggunaannya.
5. Siswa mampu melatih kelancaran unsur kebahasaan terkait angka ordinal dan waktu sesuai dengan konteks penggunaannya.

C. Tujuan Pembelajaran

Melalui contoh, peserta didik dapat menggunakan angka ordinal dan waktu ke dalam praktik menggunakan bahasa Inggris.

D. Metode Pembelajaran

- a. Pendekatan : *Scientific Approach*
- b. Metode : *Inquiry/Experimental learning*
- c. Teknik : *Observing, Asking-Question, Practicing*

E. Kegiatan Pembelajaran

Pertemuan ketiga

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Guru memberi salam dan tegur sapa• Guru menanyakan kehadiran siswa• Guru meminta salah satu siswa untuk memimpin doa• Guru menyampaikan tujuan pembelajaran pertemuan hari ini.	5 menit
Inti	<ul style="list-style-type: none">• Guru meminta siswa untuk memperhatikan materi tentang cannabis• Guru menyampaikan materi tentang cannabis• Guru menjelaskan tentang talkshow• Guru membagi siswa menjadi empat kelompok• Guru memberikan tema di setiap masing masing kelompok tentang narkoba• Guru meminta siswa menguraikan materi yang sudah diberikan• Guru meminta dari salah satu siswa kelompok yang akan memberikan pertanyaan kepada siswa, jadi ada diskusi antara siswa lain.• Guru memberikan apresiasi kepada siswa yang sudah memaparkan materinya.• Guru memeriksa pemahaman siswa dan memberikan kesempatan kepada siswa untuk	30 menit

	mengajukan beberapa pertanyaan jika mempunyai masalah.	
Penutup	<ul style="list-style-type: none"> • Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya (REFLEKSI) • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang “ Tanggal dan Waktu” • Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya • Guru menutup dengan doa bersama dan mengucapkan salam 	10 menit

F. Sumber/Media Pembelajaran

Buku Paket Siswa, Handphone, *White board*, *board marker*

RENCANA PELAKSANAAN PEMBELAJARAN EXPERIMENTAL CLASS

Satuan Pendidikan : SMAN 4 Palopo
Kelas/Semester : XI/1
Mata Pelajaran : Bahasa Inggris
Topik : Heroin
Alokasi Waktu : 1 x 45 menit

A. Kompetensi Dasar

1. Menunjukkan perilaku jujur dan percaya diri dalam berkomunikasi dengan lingkungan sosial sekitar rumah dan sekolah
2. Mengenal berbagai cara berbeda dalam membuka percakapan (menyapa, memperkenalkan diri, menginisiasi topik percakapan)
3. Membuka dan menutup percakapan *interpersonal* dengan ungkapan bervariasi melalui kegiatan menyimak dan berbicara

B. Indikator Pencapaian Kompetensi

1. Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa Inggris.
2. Mengidentifikasi ungkapan yang digunakan untuk menyapa dalam bahasa Inggris(*Greeting*)
3. Melakukan tindak tutur menyapa dalam bahasa Inggris dengan percaya diri
4. Melakukan tindak tutur memperkenalkan diri dalam bahasa Inggris
5. Melakukan percakapan *interpersonal* dengan menggunakan ungkapan sapaan melalui kegiatan terintegrasi menyimak dan berbicara bahasa Inggris.
6. Melakukan percakapan *interpersonal* dengan menggunakan ungkapan perkenalan diri melalui kegiatan terintegrasi menyimak-berbicara bahasa Inggris dengan percaya diri.

C. Tujuan Pembelajaran

Melalui contoh, peserta didik dapat menggunakan ungkapan sapaan ke dalam praktik berbicara bahasa Inggris.

Model/Metode Pembelajaran

1. Pendekatan: *scientific Approach*
2. Strategi: *observe – practice*.
3. Metode: *Inquiry/Experimental learning*.

2. Kegiatan Pembelajaran

Pertemuan keempat

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Guru memberi salam dan menanyakan kehadiran siswa • Guru memperkenalkan dirinya • Guru menyampaikan tujuan pembelajaran pertemuan hari ini 	5 menit
Inti	<ul style="list-style-type: none"> • Guru meminta siswa untuk memperhatikan materi tentang drugs • Guru menyampaikan materi tentang drugs • Guru menjelaskan tentang talkshow • Guru membagi siswa menjadi empat kelompok • Guru memberikan tema di setiap masing masing kelompok tentang narkoba • Guru meminta siswa menguraikan materi yang sudah diberikan • Guru meminta dari salah satu siswa kelompok 	30 menit

	<p>yang akan memberikan pertanyaan kepada siswa, jadi ada diskusi antara siswa lain.</p> <ul style="list-style-type: none"> • Guru memberikan apresiasi kepada siswa yang sudah memaparkan materinya. • Guru memeriksa pemahaman siswa dan memberikan kesempatan kepada siswa untuk mengajukan beberapa pertanyaan jika mempunyai masalah. 	
Penutup	<ul style="list-style-type: none"> • Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya (REFLEKSI) • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang “drugs” • Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya • Guru menutup dengan doa bersama dan mengucapkan salam 	10 menit

3. Sumber/Media Pembelajaran

Buku Paket Siswa, Handphone, *White board*, *board marker*

DOCUMENTATION



Figure 1. The researcher gave the pre-test to students

Speaking Transcription:

Pre-test

Student 1 : *I spent all my holidays just relaxing and catching up on some much needed sleep. I also spend a lot of time with my family which was nice because we don't always get to spend so much time together as we would like.*

Student 2 : *During the last holiday, I was just at home, because during the holidays, this year there was no occasion to go outside the house. This is different from my friends who go out of town or just for recreation.*

Student 3 : *On Sunday, my family and I went to a recreation area. My sister and I went to play in the water after fishing and played in the water. We went home together.*



Figure 2. The researcher gave the treatment to students



Figure 3. The researcher gave the post-test to students

Speaking Transcription:

Post-test

Student 1 : *When Eid Al-Fitr, I got a lot of thanks from my mother, my brother, my uncle, my aunty, and my extended family. I would be very happy if I had a lot of money. Hahahahahahaha.*

Student 2 : *Yesterday, I saw Lilis and Putri stealing mangoes next to Mr. Kadir's house.*

Student 3 : *Yesterday, I went on recreation with old friends. I was very happy to finally be able to get together like before.*



Figure 4. The researcher took pictures together with students after research

AUTOBIOGRAPHY



Nurmiati was born in Palopo on 19th December 1999. The author is the fifth of seven siblings from her father, Masahu, and her mother, Almh. Rohana. The author addressed on Palopo city. The author completed her education in 2011 at SDN 89 Salobulo. Then, the same year, she continued her education at SMPN 7 Palopo. In 2015, she continued her education at SMAN 4 Palopo. After graduating from SMAN 4 Palopo in 2018, the author continued her education in the English Language Education Study Program of the Education and Teacher Training Faculty at the State Islamic Institute of Palopo (IAIN Palopo).