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TALK SHOW AS AN ALTERNATIVE SOLUTION  
TO INCREASE STUDENTS' ENGLISH SPEAKING ACHIEVEMENT  
AT STATE INSTITUTE FOR ISLAMIC STUDIES

RESEARCH REPORT



BY:  
MUHAMMAD DALIMUNTE

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FAKULTAS TARBIYAH  
INSTITUT AGAMA ISLAM NEGERI  
SUMATERA UTARA  
2012

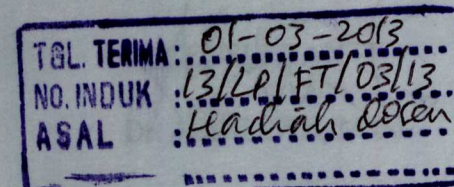


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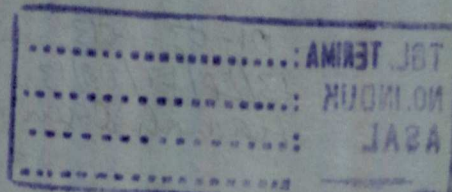
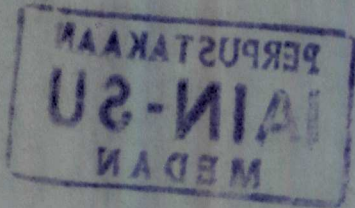
**RESEARCH REPORT**



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2012**





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Finally I wish this research is fruitful for the readers specially for the next researchers who are interested in the same field of this research.

Wassalam,

Medan, March 2012

Muhammad. Dalimunte



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# CHAPTER I

## INTRODUCTION

### 1.1. Research Background

Nowadays, language teaching has been focused on the learning process rather than the teaching of the language. The emphasis is not only on linguistic competence of language learners but also on the development of the communicative ability . Learners need to learn how to use the target language in “ real life “ situations and *not the artificial* “ situation of the classroom where often drills and structured dialogues are taught, or ask them to speak in front of the class with a prepared speech.

In terms of the language use, the reality denotes that there are many undergraduate students are still weak at speaking English and also a few of them who have finished their study still have the same problem, this phenomenon drives the researcher to find out the alternative solution. This problem might be able to overcome by applying good technique of language teaching. Talk show technique



can bring students to be active in classroom interaction as if they were in real life situation.

In teaching conversation, Talk show is one alternative way to arise students' critical thinking. It gives students opportunity to explore ideas by using target language (L2). The teacher's role is a controller during the activity is taking place. In this activity will occur "learners - centered activity", so the students take part in teaching-learning process. There is a research finding in USA 1999 denoted that the common problem of language learners is "speaking", the phenomenon also faced by language learners in Indonesia. The phenomenon drives the writer to find out an alternative technique and investigate the effectiveness of the technique in teaching conversation at State Institute for Islamic studies of North Sumatera (IAIN - SU ). This research finding will be at alternative way for the teachers of English in terms of developing students' speaking achievement.



## 1.2. The research problem

The background of the research formulates the following items that will further discussed in research: (1) Does Talk show technique do significantly effective work in teaching Conversation? (2) How does the technique take place in conversation class ? (3) What is the result of the technique in teaching conversation ?

## 1.3. The research objective

The primary objective of this research is to answer the problem mentioned in the research problems : i.e. (1) To see effectiveness of talk show technique in teaching conversation. (2) The description of Talk show technique in teaching conversation. (3) The roles of Talk show technique in increasing students' speaking proficiency.

## 1.4. The research scope

This research focuses on Talk show technique as a kind of simulation techniques in teaching conversation. The writer



describes how the technique were carried out and the result of the technique in teaching conversation for the second year students of English department at Institute for Islamic Studies of North Sumatera (IAIN - SU).

### 1.5. The research significance

The research finding is expected to be useful not only for English teachers in terms of increasing students communicative competence but for the next related research as well.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1. Theoretical framework

One of teaching technique in simulation is Talk show. It offers attractive class activity and the language learners can be maximally controlled using the target language (L2) during the class takes place.

##### 2.1.1. Talk show as a kind of simulation

In language teaching, a technique needs to be considered to create a class room atmosphere alive. One of the techniques is Talk show as a kind of simulation. Simulation can be defined as a structured set of circumstances that mirrors real life and participants act as instructed (Dougill:1987). In simulation the classroom atmosphere is design such away so all the students take part and have the same occasion to express their ideas during teaching-learning process takes place. By having much occasion to express

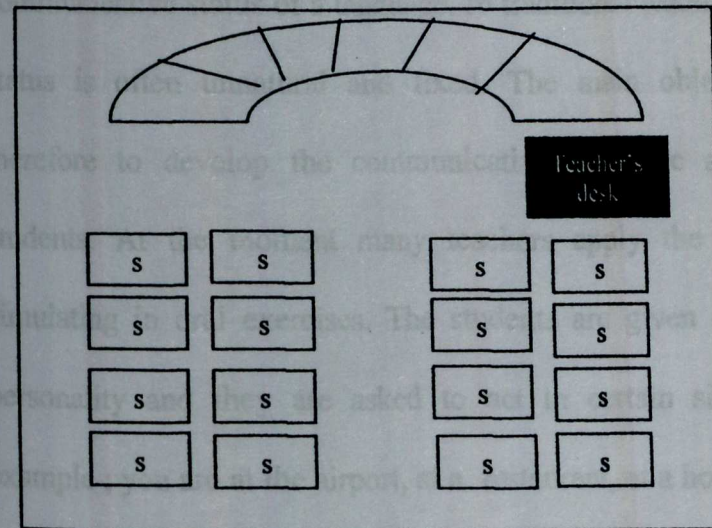


their view, students will dare to speak naturally based on their own experiences, knowledge dealing with the topic. Talk show is a kind of teaching technique where the students put into some group and given different topic for each one. The topic is discussed by each group, then they present it in front of the class. The topic is a real life events such as: *A famous artist in Indonesia, The famous politician in Indonesia, The famous Indonesian entrepreneur, The famous Indonesian motivator, Illegal logging in Indonesia etc.* The group members acted as if they were the actors, for instance; one as host of their performance (talk show), as The famous person, as a parent, as a son or daughter, as a manager or *as a closed friend* etc. Every group member will do different work, so they are freely express their point of view based their life experience or the information sources they got.

In Talk show , when a group has performance the rest students are as the audiences, they can ask questions or constructive



criticism on the performance. The following is the seats formation of Talk Show,



In simulation with Talk show the students perform an open dialogue in front of the class with a current topics. In terms of this, Livingstone stated that Simulation is often a problem-solving activity to which the student brings own personally, experience and opinion (1983), This also deals with the definition of Jones, He



defined that simulation is as reality of function in a simulated and structured environment (1982).

Simulation in language learning aims at restoring the natural communicative status of a language. In traditional teaching, teaching status is often unnatural and fixed. The main objective is the therefore to develop the communicative language skills of the students. At the moment many teachers apply the principle of simulating in oral exercises. The students are given e.g. a fictive personality and they are asked to act in certain situation. for example ; you are at the airport, at a restaurant, at a hotel, in a shop, etc. These role plays or dialogue exercises have the same principles and objectives as simulation but they can not, however, be called simulations since in relation to teaching as a whole, they create only separate and limited communications.

Simulation actually does not simulate only individual situation but create a whole communication environment, based on manuscript , in the classroom, e.g. the teacher gives the students a



case study, they find out the solution in group work, Exposing something in some different perspectives, or exposing the current issues. In this environment the students learn the language by using it according to the rule and structure set by environment.

The communicative language skills could be attained by training the students to use the language naturally. The students and the teacher create together a realistic environment within the classroom on the basis of reality. They consider their environment playfully as their own reality.

The use of simulation in language teaching is a technique for the teachers driving the students use the target language naturally, In simulation the students feel that they are in an English language community because all the participants have to use the language even they may make mistakes in their utterances.

### 2.1.2. How simulations relate to current teaching techniques

Simulations fit well with the recent emphasis on action learning and "task" as both a communicative instructional technique



and a concept of curriculum planning (Candlin:1987). This is because they provide a means of integrating various tasks into a coherent and believable whole. Essentially, it is cited that “ a task is a complete communicative activity that involves learners in comprehending and using language while their attention is focused on meaning rather than form “ Nunan (1989:12).

Tasks have a particular objectives, appropriate contents, a specified procedure, and a range of outcomes. They are seen as a compelling and effective means for realizing fundamental principles of communicative language learning, such as those discussed by Canale and Swain ( 1980 ), and others who stress the importance of pragmatic aspect of communicative competence. In these terms, a situation provide an optimal environment for communicative language learning.

### 2.1.3. How a simulation is organized

Simulations have a four-part structure : preparation, introduction, activity, and debriefing.



#### a. Preparation

- ensuring students familiarity and confidence with interactive learning.
- Assessing students' need, interests, and abilities
- selecting or writing the simulation.
- Organizing the room and gathering resources.

#### b. Introduction

- Information input: tasks, roles, background
- Learners engage in information collection tasks
- Language input: useful lexis, structures, genres, discussion strategies, research skills etc.

#### c. Activity

- group discussion and work on task
- solution of problem or completion of task
- work arising from discussion, e.g., report writing or oral presentation.

#### d. Debriefing ( optional )



- Behavior: task review, discussion of tactics employed, assessment of performances, possible discussion of cultural aspects.

2.1.4. How a - Language: analysis of language used, discussion of errors, genre, further linguistics input.

Preparation involves the teacher in assessing both students' needs and abilities to ensure a suitable scenario and organizing materials to provide authenticity. *The second stage* consists of information input. The students are told what the task is, their roles, the nature of the situation, and any constraints. *The third stage* is the activity it self. The key activities are decision-making, problem solving, and interacting, and these are the students responsibility. During the activity is taking place, the teacher observes students performances and manage the activity as a "controller." *Stage four*, optional when working with elementary learners, consists of a debriefing where the activity is evaluated and the interaction



discussed. The teacher helps students understand the exercise, review the language used.

#### **2.1.4. How a simulation works in the classroom**

Teachers are often more anxious about running a simulation for the first time than students are about participating. We may be worried about the reactions of our students. It is true, that simulation, like any other interactive learning method, need careful planning and classroom management.

The most important point in running a simulation is to believe that it is going to work. A number of suggestions to assist these are given below.

##### **1. Setting up.**

Much of the preceding discussion has covered this area. The simulation should be carefully planned and chosen on the basis of issues that are likely to maximize motivation and language use. The emphasis is on creating a believable situation that emphasize reality



of context over language and this way means using resources not specifically designed for language work (Crookall:1984 ). We have to remember that the simulation should be enjoyable in order students take part and feel relaxed, they do not get much intervention from teacher during the activity.

## 2. Getting going.

Once the simulation has been selected or written , the students can be introduced to the central ideas of the activity and encouraged to discuss them. Participants must understand the nature of the task, their roles, and the constraint of environment. Often roles involved particular students working together, and current opinion suggests that these groups should generally reflect a well-balanced mixed ability organization (Bryne:1987).

## 3. Managing the activity.

Fluency work demands that the teacher disengage from the governing role and allow learners to produce and interpret language on their own. Once the simulation is underway, the teacher becomes



an activity manager, advising and monitoring the learning environment ( Hyland:1991 ). A part of the vital organizational function of time- management, and ensuring that those finishing early have something to do, organizing during the activity should be handled by the students themselves. During the simulation the teacher becomes a *roving observer*, The error correction should be avoided and mistakes noted for discussion later.

#### 4. Winding down.

The observer role puts the teacher in a good position to provide a systematic review of events at the end of the simulation. While this is an essential part of L1 simulation, it may inhibit L2 participants or beyond their linguistic abilities and can be dispensed with if the teacher feels this is the best.

#### 5. Assessing students.

Students can be assessed in a variety of ways, depending on the purpose of the activity. Generally, however, assessment will be based on how students have performed on an individual task and on



their participation and contribution to the group effort. Where the simulation result in a product, such as a diary, report, oral presentation, news bulletin, etc., students can be allocated marks for this. If this product is a joint effort, a group mark can be allocated to each member, or the group it self can be asked to fairly share in allocated mark among its members. In another case the quality of the student's work on task, the effectiveness of communication, the degree of participation, and the appropriacy of the group solution to the activity can provide a basis for assessment.

### 2.1.5. Approach , Method, Technique

These terms are the procedures for teaching language, they are proposed by the American applied linguistic, Edward Anthony. In order the readers do not misunderstand about these terms, the writer gives description of each term.

According to Edward Anthony in the book of Richard and Rogers ( 1986 ) clarifies : An approach is a set of correlative



assumptions dealing with the nature of language teaching and learning, an approach is axiomatic. It describes the nature of the subject matter to be thought, Method is a over all plan for the orderly presentation of language material, no part of which contradicts, and all of it which is based upon , the selected approach, an approach s axiomatic, a method is procedural. Within one approach, there can be many methods. A technique is implementation- that which actually takes place in a class room. It is particular, trick strategy used accomplish and immediate objective. This description may help readers to understand the term used in this article.

## 2.2. Theory of Speaking

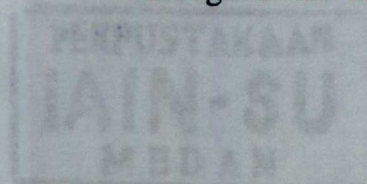
To make clear understanding the term used in this study, the writer conveys some theories of speaking. Pollard and Liebeck (1994:770) defined speak as (1) utter words in an ordinary voice (not singing), hold a conversation, make a speech ; express in words,



(2) use or be able to use (a special language) in speaking, (3) make a polite or friendly remarks.

From the above definitions, the writer defines speaking proficiency as a skill possessed by someone to utter remarks by applying linguistics features, so the addressee can understand what the speaker means. Below there are three major differences between conversation and public speaking :

1. Public speaking is more highly structured. It usually imposes strict time limitation on the speaker. In most cases, the situation does not allow the listeners to interrupt with questions or commentary. The speaker must accomplish his or her purpose in the speech itself. In preparing the speech , the speaker must anticipate questions that might arise in the minds of listeners and answer them. Consequently, public speaking demands much more detailed planning and preparation than ordinary conversation.
2. Public speaking requires more formal language. Slang, jargon, and bad grammar have little place in public speeches.
3. Public speaking requires a different method of delivery. When conversing informally, most people talk quietly, interject stock phrases as " you know " and " I mean " adopt a casual posture, and use what are called vocalized pauses ( " uh," "er," "um). Effective public speakers, however adjust their voices to be heard clearly throughout the audiences. They assume a more erect



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posture. They avoid distracting mannerisms and practice. Lucas ( 1992:9 )

In public speaking, the speaker will do some factors above, and the way around in daily conversation speakers might use different way of speaking. However there are many similarities between daily conversation and public speaking. For instance, A baby cries to inform its parents that diaper need changing, a five year old tells a little story to entertain grandma, and these deal with speech but delivering in different way. We may not realize it, but we already employ a wide range of skills when talking to people, these skills include the following as stated by Lucas (1992);

1. Organizing your thought logically. Suppose you were giving some one direction to get your house. You would take your listener systematically, step by step, from his or her house to your house then you would organize your message.
2. Telling a story for maximum impact. Suppose you are talking a friend about a funny incident at last week's football game for





instance. When you are talking the story, you carefully build up your story, adjusting your words and tone of voice to get the best effect.

3. Adapting to listener feedback, Whenever you talk with some one, you are aware of that person's reactions verbal, facial and physical, for example : You are explaining an interesting point that came up in ESP class, your listener begins to look confused, puts up a hand as though to stop you, and says "Hub?" you go back and explain more clearly. Each day, in casual conversation we actually do all these things many times . We don't realize that we possess these communication skills, and these are among the most important skills that we will need for public speaking.

Language learning conveys macro skills of language, one of them is speaking skills (communication skills). Namara (2000:16) cited "the communication competence is covered by an understanding of language and ability to use language in context, particularly in term of the social demands performances".



In learning teaching process, the speaking achievement is attained through classroom interaction or out doors. The Instructor uses English while teaching, so that the students are able to apply the language in daily activities.

In teaching Conversation, the instructor drives the students to be talkative in learning teaching process, It is expected that the learners take part in classroom interaction. Richard (1985:134) stated:

conversational competence in language involved the use in different speech styles according to who the speaker is addressing and the circumstances under which the act of communication is taking place, the range of linguistics a speaker has at his or he disposal may be referred to as a verbal repertoire...

The interaction between Instructor and students as bridge of attaining the aims of conversation material should be considered by the instructor. Ordinarily, the students who are learning English, find difficulty when they are asked to speak rather than to read or write.. They find it hard to express their view. In this case, the teacher should convince his students to speak even they make mistakes. We



course material for functional language in communication rather than the pattern of the language itself.

### 2.2.1 Characteristics of Communicative Competence.

What does that one need to know and able to do in order to speak in another language? Of course, students need to know how to articulate sounds in a comprehensible manner, one needs an adequate vocabulary, and one needs to have mastery syntax. These various elements add up to linguistic competence. However, while linguistic competence is necessary, it is not sufficient for someone who wants to communicate competently in another language.

Sociologist proposed the notion of communicative competence as an alternative to Chomsky's linguistic competence. Communicative competence includes not only linguistic competence, but also a range of other sociolinguistic skills and conversational skills that enable the speaker to know how to say what to whom, in expressing utterances sociolinguistics guide us to communicate well



by having some consideration to define the sorts of conversation in perspective of sociology (Nunan:1999). Further he defined that communicative competence as “the ability to function in a truly communicative setting-that is, a dynamic exchange in which linguistic competence must adjust itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors”.

In addition to being dynamic, rather than static, and it involves the negotiation of meaning (1999). Actually, communicative competence is not restricted to spoken language, but involves writing as well. It is also context specific, which means that a competent communicator knows how to make choices specific to the situation. Finally, it is distinct from performance. According to Savignon, competence is what one knows, while performance is what one does, Richard, Platt and Weber cited in Nunan (1999:226), communicative competence includes:



- a. Knowledge of grammar and vocabulary of the language. In Speaking grammar leads us to arrange an utterances dealing with concord ( certain grammatical items agree with each other ).
- b. Knowledge of rules of speaking (e.g. knowing how to begin and end conversations, knowing what topic can be talked about in different types of speech events, knowing which address forms should be used with different person one speaks to and in different situations,
- c. Knowing how to use and responds to different types of speech acts such as request, apologies, thanks, and invitations
- d. Knowing how to use language appropriately.

These four points denote that to possess a good achievement of speaking need to comprehend some aspects of language. The language learners should practice their knowledge of language, in this case an English instructor needs to motivate them to speak by applying an interesting teaching performance interaction between teacher and learners .



Communication is transferring ideas from one with another, one can carry out communication orally or by writing to express their point of view, a good speaker will give comprehensible information to the addressee. Language learners sometimes find that expressing ideas systematically is a hard work. That's why they are reluctant to speak. Nunan stated in his research findings that "reluctant to speak on the part of students was seen as their biggest challenge" (1999:231), while Burns and Joyce identified that there are three sets of factors that may cause a reluctance on the part of students to take part in classroom tasks involving speaking. They suggest that this reluctance due to cultural factor, linguistic factors, and psychological / affective factors. Cultural factor derive from the learners experience when they were studying English and the expectations created by this experience.

The possible mismatches that can occur between teachers and learners from different cultural backgrounds, if learners come into the classroom believing that learning a language involves listening



to the teacher or the tape, and doing written exercises. This perception take them to be reluctant to become actively involved in speaking (Burns and Joyce: 1997). In this condition, It will be necessary to engage in a certain a mount of leaner training to encourage them to participate in speaking, besides that psychological factor include culture shock, lack of motivation, shyness in class, especially if their experience of learning language is negative. An instructor who understand these problems will be easier to lead the learners to practice their ability. He can apply suitable methods and the learners believe learning English is enjoyable.

### 2.2.2. Models of communicative ability

The macro four skills of language ( reading, writing, listening and speaking ) are the targets of language teaching. A language instructor should define the appropriate ways of teaching his students to reach the teaching target, for example teaching conversation. In teaching conversation students should use the target



language so they are accustomed to applying the language in daily conversation as well as formal communication etc. Communicative competence not only covers the ability to speak in the class room but also cover the ability to use the language in context, particularly in terms of the social demands of performances. We know that knowing a language is more than knowing its rules of grammar. There are culturally specific rules of use which related the language used to features of the communication context. For example ways of speaking appropriate to communication with close friends may not be the same as those used in communicating with strangers or in a professional context.

Communicative competence really deals with the students' achievement using the language in daily communication. The writer can say that most students have more difficulty in speaking ability than others. Speaking skill needs knowledge of grammar, vocabulary ,pronunciation of the language and the capability of applying them in speaking.



The communicative ability can be specified into four components such as Mc Namara cited ;

*grammatical* or formal competence, which covered the kind of knowledge ( of systematic of grammar, lexis, and phonology) familiar from the discrete point tradition of testing;

*sociolinguistic competence*, or knowledge o rules of language use in term of what is a appropriate to different types of interlocutors, in different setting , and on different topics:

*strategic competence*, or the ability to compensate in performances for incomplete to imperfect linguistic resources in a second language; and

*discourse competence*, or the ability to deal with extended use of language in context. (2000:18)

The four components show that the communicative competencies need a large insight in addition to mastering the rules of language.



## CHAPTER III

### RESEARCH METHOD

#### 3.1. Research design

This research is action research which is purposed to know whether Talk show as teaching technique is effective in teaching conversation. In this research, there are three study cycles were carried out. The following is the descriptions of them:

##### 1. Study Cycle I

This stage is described as below:

- a. Planning: The researcher will make planning on Talk show.
- b. Action : The lesson plans in stage " a " were performed .  
The students were taught conversation subject by applying Talk show for one months. The students divided into six group with five person for each group .



3.1. Research design

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group with five person for each group.

- c. Observation : This was done to gain the result of the learning teaching process by administrating some question orally and the following item were analyzed :

The components of speaking were analyzed as follows:

1. Pronunciation ( including the segmental features vowel and consonants and the stress and the intonation patterns )
2. Grammar
3. Vocabulary
4. Fluency ( the case and the speed of the flow speech )
5. Comprehension. These component are stated by Harris ( 1977:81)

- d. Reflection : This analysis of the students score by using SPSS 10.5 to know average point of the students then later will be compared with the scores in cycle two.

2. Study Cycle II

This stage is described as below:



- a. Planning: The researcher made further planning on the previous technique dealing with teaching material.
- b. Action : The lesson plans on this stage “ a “ were applied at this stage. The students had activity through the direction of Talk show performance. Where the researcher divided the students into six groups within five persons for each group, then the researcher gave them different topic , then they discuss the topic in their group work. The teacher ask them to perform in front of the class.
- c. Observation : This was done to gain the result of the Talk show by administrating some questions orally and the following items were analyzed :  
The components of speaking will be analyzed as follows:
  1. Pronunciation ( including the segmental features vowel and consonants and the stress and the intonation patterns ), (2) .Grammar (3).Vocabulary



(4). Fluency ( the ease and the speed of the flow speech ) (5).

Comprehension. These component are stated by Harris ( 1977:81)

- d. Reflection : This stage is general evaluation to attain whether the students get progress in scores and it was drawn in statistic to know the average scores .

### 3. Study Cycle III

This stage is described as below:

- a. Planning: The researcher made further planning on the previous techniques.
- b. Action : The lesson plans on this stage “ a “ were applied at this stage. The students also taught conversation for one month by applying the same technique but has been modified. As the addition of the cycle three, the researcher help the students to understand the difficult word, then ask them giving their point of view by turns through his direction.



c. Observation : This was done to gain the result of the Talk show technique by administrating some questions orally and the following items were analyzed :

The components of speaking will be analyzed as follows:

- (1).Pronunciation ( including the segmental features vowel and consonants and the stress and the intonation patterns ),
- (2). Grammar (3)Vocabulary, (4). Fluency ( the case and the speed of the flow speech ), (5). Comprehension. These component are stated by Harris ( 1977:81)

d. Reflection : This stage is general evaluation to attain whether the students get progress in scores and it was drawn in statistics.

### 3.2. Population and sample

This research was carried out at IAIN- Sumatera Utara. The research population is four classes of second year students of English Education Department of Tarbiyah Faculty. There are 127



students. The research sample are defined by using cluster sampling, then one of those classes took as the research sample, there are 30 students ( Students of English department – Class 1). The following is the distribution of research population of second year students (third semester).

### STUDENTS DISTRIBUTION

Students Class	Students Class	Students class	Students class
1	2	3	4
30	32	33	32

### 3.3. Instrument for data collection

The following instrument for data collection items were applied in this research:

1. Scenario , The scenario and question were used to find out the data for this study. The scenario and the Test were administered to the sample.



2. Tape recorder. This tool was used to record the test conducted orally.
3. Field notes. The observation was done and field notes were used to write down the activity done in the classroom.

### 3.4 . Technique for data collection

Learning-teaching process were carried out by applying Talk show technique. This activity was conducted in three stages, each stage was evaluated by giving oral test to the students (Spoken Language Test). The students were tested one by one. The test results were evaluated to know the score changes in each stage., besides the test, the researcher also used field notes to know the process of talk show (classroom activity).

### 3.5 . The Data analysis

To draw the result of the research, the writer analyzed the data gathered from the field research which are in form of test scores of speaking ability.



The data are quantitatively analyzed by using SPSS 10.5 to gain Frequency distribution of students' scores then put into histograms, through this method, we can see whether the Talk show technique is effective in teaching conversation. The students scores from every cycle were drawn in statistics. The students scores were counted in percentage, how many percent of the students get scores from; 0 to 59, 60 to 69, 70 to 79, and 80 to 100. This percentage was completed with descriptions.

The following table will give an illustration of the students in each cycle.

Table 1

		X1	X2	X3
N	Valid	30	30	30
	Missing	0	0	0

Processed by using SPSS



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### 4.1 Research findings

##### 4.1.1. Evidence for the application of Talk show

The Talk show technique was applied in teaching conversation within three months in 12 meetings. The test were administrated once after four meetings. This test carried out to investigate the students' achievement of speaking after teaching them by applying Talk show technique. The test processes are categorized in three cycles. Cycle one , Cycle two and Cycle three. The following table will give an illustration of the students in each cycle.

**Table 1**

		X1	X2	X3
N	Valid	30	30	30
	Missing	0	0	0

*Processed by using SPSS*



The table above shows the number of students as sample of this study, they are 30 students. The students are taught by applying Talk show technique. The following table is the students' score in cycle one.

**STUDENTS' TEST SCORES IN CYCLE ONE**

NO.	INITIAL'S NAME	SCORES
1	AH	76
2	AJ	70
3	DN	70
4	DH	80
5	FAF	80
6	FH	75
7	HC	70
8	KRJ	75
9	LN	68



10	MHR	76
11	MI	75
12	AM	65
13	NUS	85
14	NA	72
15	NH	75
16	PKR	64
17	PRA	68
18	RS	70
19	RR	72
20	RS	85
21	RSS	80
22	S	68
23	SAP	72
24	SA	65
25	SKH	75



10	MHR	10
11	MI	11
12	MA	12
13	MUS	13
14	WA	14
15	NH	15
16	TKR	16
17	ARA	17
18	RS	18
19	RR	19
20	RS	20
21	RSR	21
22	S	22
23	SAR	23
24	SA	24
25	SKH	25

26	SN	76
27	SS	72
28	TA	70
29	WW	70
30	YSA	64

The scores in the table above can be analyzed to reach out the scores frequency. It can be seen the following frequency table

(Mahidinayah, 2004)

**Table 3**

**FREQUENCY DISTRIBUTION OF SCORES IN CYCLE ONE**

CYCLE ONE	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64	2	67	67
	65	2	67	133
	68	3	100	233
	70	6	200	433
	72	4	133	567
	75	5	167	733
	76	3	100	833
	80	3	100	933
	85	2	67	1000
	Total	30	1000	1000



64	1	1,6
70	7	9,3
76	1	1,3
78	1	1,3
79	1	1,3
80	1	1,3

The scores in the table above can be analyzed to teach out the scores frequency. It can be seen the following frequency table

Table 3

FREQUENCY DISTRIBUTION OF SCORES IN CYCLE ONE

Grade/Item	Whitaker	Howe	Henry	CYCLE ONE
64	1	1	1	3
66	1	1	1	3
68	1	1	1	3
70	1	1	1	3
72	1	1	1	3
74	1	1	1	3
76	1	1	1	3
78	1	1	1	3
80	1	1	1	3
Total	7	7	7	21

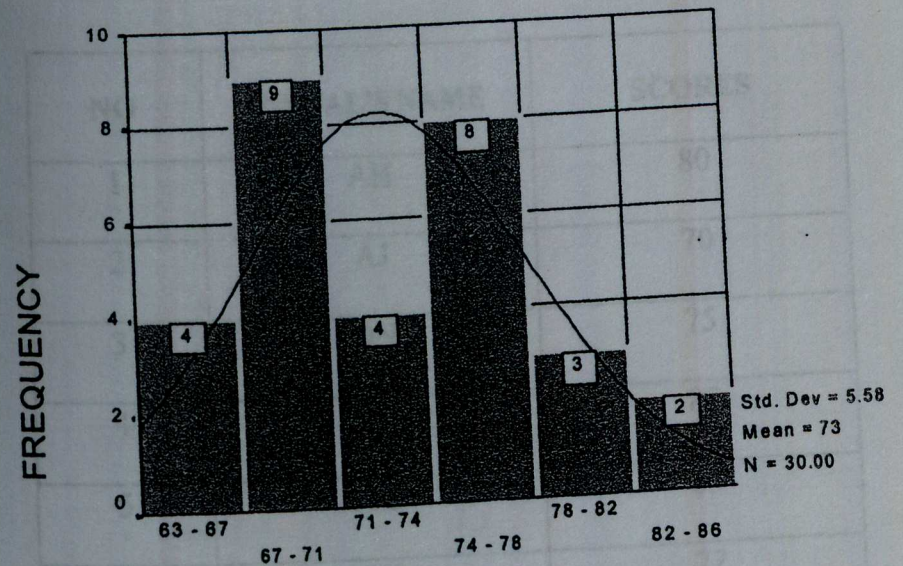
With reference to the students scores frequency notices that the highest frequency of the scores is 70 with 20 % from the students, the lowest score is 64 with 6,7 % and the scores from 64 to 68 are only seven students. The others are 70 up ( 76,6 % ) from the whole students, a theory stated that when 75% of the students can master the teaching material, the learning teaching process is successful ( Mulyasa:2004 ), and The category of good scores is 70 – 79 ( Muhibinsyah : 2004).

Based on the theory of Muhibinsyah denotes that the result of the language teaching process by using Talk show technique in cycle one is good category, further we can see the following illustration of the scores on a graph.



Figure 1

HISTOGRAM OF STUDENTS' TEST SCORE IN CYCLE ONE



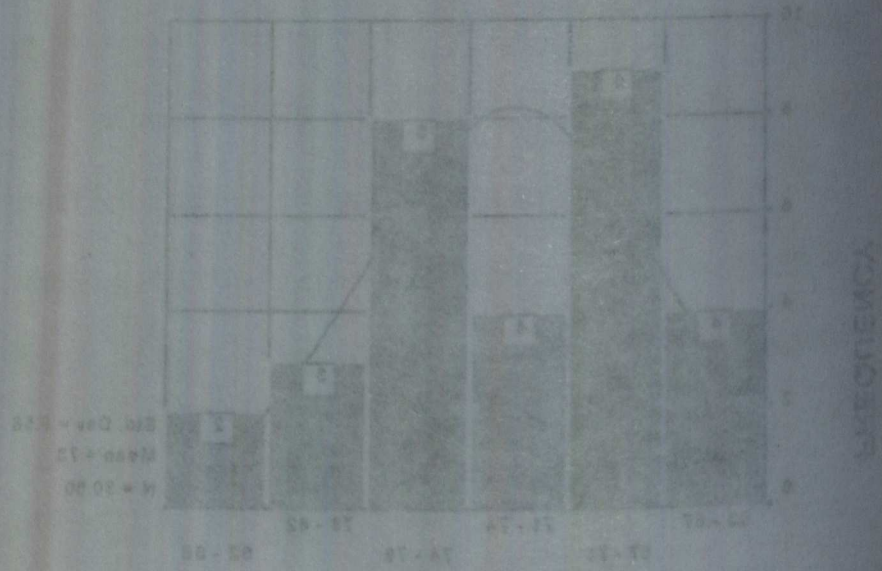
STUDENTS' TEST SCORES IN CYCLE ONE

Processed by using SPSS

The illustration above pictures out a normal curve, it denotes that the technique applied the learning teaching process is effective.



HISTOGRAM OF STUDENTS' TEST SCORE IN CYCLE ONE



STUDENTS' TEST SCORES IN CYCLE ONE

The histogram above pictures out a normal curve, it denotes that the techniques applied the learning teaching process is effective

Table 4

STUDENTS' TEST SCORES IN CYCLE TWO

NO	INITIAL'S NAME	SCORES
1	AH	80
2	AJ	70
3	DN	75
4	DH	85
5	FAF	85
6	FH	72
7	HC	70
8	KRJ	76
9	LN	70
10	MHR	75
11	MI	70
12	AM	64
13	NUS	87



STUDENTS' TEST SCORES IN CYCLE TWO

NO	STUDENT'S NAME	SCORES
1	AD	80
2	AL	70
3	AN	75
4	AO	82
5	AP	88
6	AQ	75
7	AR	70
8	AS	78
9	AT	70
10	AV	73
11	AW	70
12	AX	80
13	AY	87

14	NA	76
15	NH	76
16	PKR	65
17	PRA	70
18	RS	80
19	RR	76
20	RS	87
21	RSS	72
22	S	64
23	SAP	75
24	SA	65
25	SKH	76
26	SN	80
27	SS	72
28	TA	80
29	WW	72



30	YSA	64
----	-----	----

The scores above are attained after having four meetings of learning teaching process then the available test were administrated to the students with the same scoring system with the previous test. The following is the frequency distribution of scores, See the table 5.

**Table 5**  
**FREQUENCY DISTRIBUTION OF SCORES IN CYCLE TWO**

CYCLE TWO		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64.00	3	10.0	10.0	10.0
	65.00	2	6.7	6.7	16.7
	70.00	5	16.7	16.7	33.3
	72.00	4	13.3	13.3	46.7
	75.00	3	10.0	10.0	56.7
	76.00	5	16.7	16.7	73.3
	80.00	4	13.3	13.3	86.7
	85.00	2	6.7	6.7	93.3
	87.00	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Processed by using SPSS



64	ABY	3E
----	-----	----

The scores above are attained after having four meetings of learning teaching process then the available test were administered to the students with the same scoring system with the previous test. The following is the frequency distribution of scores.

Table 2

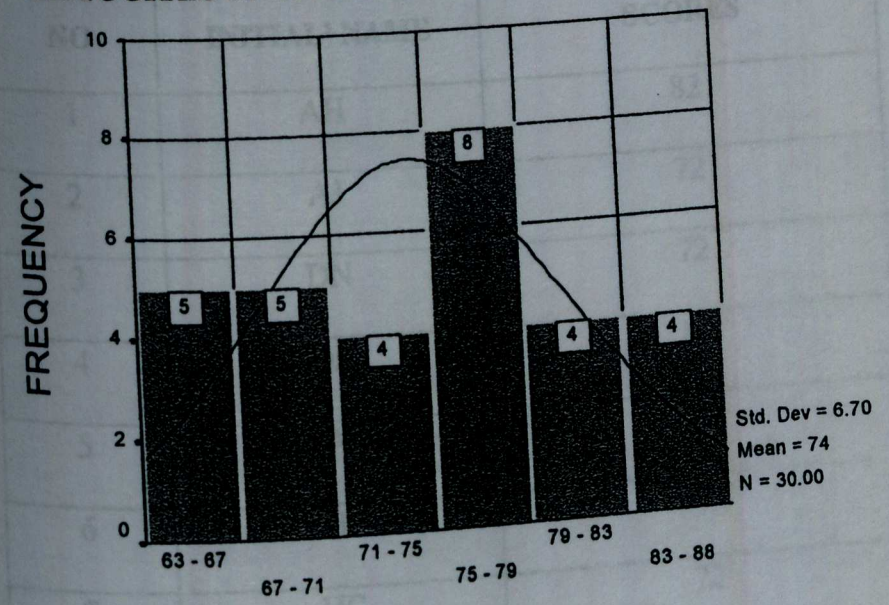
Frequency	Percent	Valid Percent	Cumulative Percent
1	3.3	10.0	10.0
2	6.7	20.0	30.0
3	10.0	30.0	60.0
4	13.3	40.0	73.3
5	16.7	50.0	86.7
6	20.0	60.0	100.0
7	23.3	70.0	100.0
8	26.7	80.0	100.0
9	30.0	90.0	100.0
10	33.3	100.0	100.0

The table pictures out that the students who got scores 64 to 65 are only five students ( 16,7 %) and 25 students ( 83,3 %) got 70 up. It means that this result is better than cycle one test scores. It can be categorized that the applied technique in cycle two is still effective, because it gives an increasing on students' test scores.

The following is an illustration of the scores on a graph.

Figure 2

HISTOGRAM OF STUDENTS' TEST SCORES IN CYCLE TWO



STUDENTS' TEST SCORES IN CYCLE TWO

Processed by using SPSS



The histogram above reflects the effectiveness of the applied technique in learning teaching process, whereas the students scores are in progress even they have slightly different in numbers, and the curve of scores is a normal curve like in cycle one

**Table 6**  
**STUDENTS' TEST SCORES IN CYCLE THREE**

NO	INITIAL' NAME	SCORES
1	AH	82
2	AJ	72
3	DN	72
4	DH	84
5	FAF	87
6	FH	76
7	HC	72
8	KRJ	76



9	LN	76
10	MHR	76
11	MI	72
12	AM	68
13	NUS	96
14	NA	84
15	NH	80
16	PKR	62
17	PRA	75
18	RS	80
19	RR	80
20	RS	96
21	RSS	75
22	S	64
23	SAP	72
24	SA	70



25	SKH	76
26	SN	80
27	SS	70
28	TA	82
29	WW	68
30	YSA	64

The frequency of scores can be seen in the following table.

Table 7  
FREQUENCY DISTRIBUTION OF SCORES IN CYCLE THREE

CYCLE THREE		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	62.00	1	3.3	3.3	3.3
	64.00	2	6.7	6.7	10.0
	68.00	2	6.7	6.7	16.7
	70.00	2	6.7	6.7	23.3
	72.00	5	16.7	16.7	40.0
	75.00	2	6.7	6.7	46.7
	76.00	5	16.7	16.7	63.3
	80.00	4	13.3	13.3	76.7
	82.00	2	6.7	6.7	83.3
	84.00	2	6.7	6.7	90.0
	87.00	1	3.3	3.3	93.3
	96.00	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Processed by using SPSS

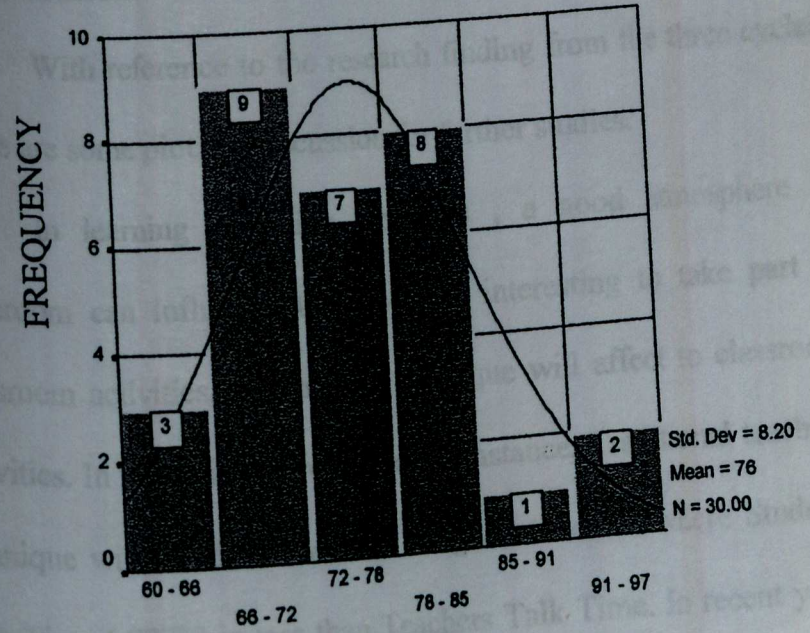


70	25
80	25
90	25
100	25
110	25
120	25
130	25
140	25
150	25
160	25
170	25
180	25
190	25
200	25

The table illustrates that there are 5 students (16.7 %) who got below 70 and 25 students (83.3 %) from the whole students got 70 up. This also means that the technique is still effective in cycle three. To get more distinct about the increase of students achievement, the following graph will give us general pictures about the students' scores.

Figure 3

HISTOGRAM OF STUDENTS' TEST SCORES IN CYCLE THREE



STUDENTS' TEST SCORES IN CYCLE THREE

Processed by using SPSS



In addition, the description of students scores in cycle three can be seen in the histogram above whereas there is a progress on students' test scores. We can see that the scores in each cycle are in advance even they have slightly difference but it still shows the effectiveness of the Talk show technique in language teaching specially on conversation subject.

#### 4.2 . Discussion

With reference to the research finding from the three cycles. There are some points of discussion for further studies.

4.2.1. In learning Teaching process , a good atmosphere in classroom can influence the students' interesting to take part in classroom activities. A suitable technique will affect to classroom activities. In teaching conversation for instance, Traditional teaching technique will lead students to be good listeners where Students Talk Time ( STT ) is less than Teachers Talk Time. In recent years language teaching has been focused on learning process rather than



the teaching of the language. Talk show as a kind of simulation could bring students feel interesting and they seem enjoyable to follow the classroom activities.

4.2.2. The communicative language skill can be attained by training the students to speak naturally. Teachers should not teach students with structured dialogue because they will never be smart at speaking with their own sentences. It is said that simulation is often a problem solving activity to which the student brings own personally, experience and opinion ( Living stone:1983 ). It is denoted that teaching conversation should be carried out in natural communication.

4.2.3 A oral test can be designed to measure the degree of students' level of speaking ability. The components of the evaluation on speaking ability proposed by Harris ( 1983 ) are as follows:



(1)Pronunciation ( including the segmental features vowel and consonants and the stress and the intonation patterns ), ( 2 ) Grammar, (3) Vocabulary, (4) Fluency, (5) comprehension.

4.2.4. Teaching conversation should be conducted in relax. Teachers do not need to ask students to listen more than speaking. Let them talk each other in group work.

denotes that most of students felt challenging and necessary to follow the learning teaching process in the classroom.

2. Talk show technique in language teaching creates the classroom atmosphere alive.

3. Talk show technique in teaching conversation can improve the students' achievement in speaking. It can be seen from the table.

percentage of students in each cycle. In cycle one there are 72.7 % (23 students) from the whole students got scores 70 up.

cycle 2, there are 83.3 % (25 students) from the whole students got scores 70 up, and in cycle three the percentage of students

who got scores 70 up are 83.3 % ( 25 students )



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1. Conclusions

After analyzing the data in the previous chapter, the writer comes to the conclusion :

1. The application of Talk show technique did effective works. It denotes that most of students fell challenging and interesting to follow the learning teaching process in the classroom
2. Talk show technique in language teaching creates the classroom atmosphere alive.
3. Talk show technique in teaching conversation can increase the students' achievement in speaking. It can be seen from the scores percentage of students in each cycle. In cycle one there are 76.6 % (23 students) from the whole students got scores 70 up. In cycle 2, there are 83.3 % (25 students) from the whole students got scores 70 up, and in cycle three the percentage of students who got scores 70 up are 83.3 % (25 students).



### 3.1. Suggestions

Based on the above conclusions it is suggested that

1. The Language teachers may apply Talk show teaching technique in teaching conversation specially for university students.
2. Creating classroom atmosphere alive is a necessity to facilitate the students' interesting in language learning.
3. Natural conversation in language teaching should be conducted by language teachers in terms of gaining communicative ability (Grammatical competence , sociolinguistic competence, strategic competence and discourse competence).



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**APPENDIX 1:**

**Oral-English Rating Sheet**

**Student:**----- **Rater :** ----- **Date :**-----

**Score :**-----

**Pronunciation**

- 5. Has few traces of foreign accent.
- 4. Always intelligible, though one is conscious of a definite accent.
- 3. Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
- 2. Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
- 1. Pronunciation problems so severe as to make speech virtually unintelligible.

**Grammar**

- 5. Makes few ( if any ) noticeable errors of grammar or word order.
- 4. Occasionally makes grammatical and / or word -order errors which do not, however , obscure meaning.



- 3. Makes frequent errors of grammar and word order which Occasionally obscure meaning.
- 2. Grammar and word- order errors make comprehension difficult. Must often rephrase sentences and / or restrict himself to basic patterns.
- 1. Errors in grammar and word order so severe as to make speech virtually unintelligible.

**Vocabulary**

- 5. Use of vocabulary and idioms is virtually that of a native speaker.
- 4. Some times uses inappropriate terms and / or must rephrase ideas because of lexical inadequacies.
- 3. Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
- 2. Misuse of words and very limited vocabulary make comprehension quite difficult.
- 1. Vocabulary limitations so extreme as to make conversation virtually impossible.



## Fluency

- 5. Speech as fluent and effortless as that of a native speaker.
- 4. Speed of speech seems to be slightly affected by language problems.
- 3. Speed and fluency are rather strongly affected by language problems.
- 2. Usually hesitant; often forced into silence by language limitations.
- 1. Speech is so halting and fragmentary as to make conversation virtually impossible.

## Comprehension

- 5. Appears to understand everything without difficulty.
- 4. Understands nearly everything at normal speed, although occasional repetition may be necessary.
- 3. Understands most of what is said at slower than normal speed with repetitions.
- 2. Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
- 1. Cannot be said to understand even simple conversational English.



## APPENDIX 2

### Test sheet:

#### AFRTER SCHOOL -JOB

Larry Gofort is a sixteen year old high school students who loves cars, particularly 1966 Mustangs. He wants to buy one and fix it up. His parents don't have the money, so he decided to get a job after school. In the newspaper he saw and add fort a stock boy at a car-part store. He went to the interview and the job. It's his first job-three hours a day after school and all day on Saturday. He loves it. He is around cars. He is learning form watching others and now has money of his own. He dreams of getting that mustang, but school has taken a back seat. His parents are worried.

#### ORAL INTERACTION.

1. At what age is it O.K. For a young person to work?
2. For some jobs, you don't need much education. What are some of these jobs?
3. Why is education important in life?
4. What do/did your parents want for you?
5. If you have children, what do you want for them?
6. What do you want for yourself?
7. How can a part-time job help a young person?
8. How can it hurt a young person?





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