THE USE OF TALK SHOW TECHNIQUE TO IMPROVE THE STUDENTS' SPEAKING SKILL

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ARTICLE INFO	ABSTRACT
	This research aimed to finding out the improvement of using talk show technique in speaking class eleventh grade students of SMA Muhammadiyah Limbung.In this research, the researcher applied pre experimental design to enhance the students speaking ability through talk show as technique in the classroom the Second Grades of Sma Muhammadiyah Limbung. The procedure of the treatment between the pretest (01) and the posttest (02). The pretest given to find out the students' speaking ability before the treatment, and the posttest given to find out the students speaking skill after treatment. The population of this research was the students of the second grades SMA Muhammadiyah Limbung. The number of population is 120 students. In collecting data, the researcher used a test that consisted of pre-test, treatment, and post-test. The result of the research stated the using the Application of Tongue Twister to Improve the student's pronunciation skill of the eleventh grade Students of SMA Negeri 4 takalar in academic 2020 it was proved by the t-test value that is 15.53 which was greater than the t-table value (2.074). The Eleventh Grade Students of SMA negeri 4 takalar had a high interest toward the use of The Application of Tongue Twister in Learning English Pronunciation. This was proved by the mean score **42,09**. *This is an open access article under the CC BY-SA license.*

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INTRODUCTION

Speaking is one of the important skills that should be mastered by the besides three other skills. According to Nunan (1992) Speaking is quite different from other language skills, because speaking requires the ability to perform in public. Through speaking people could express and deliver feeling and ideas directly. If the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be. Teaching students to master in English speaking ability especially in vocabulary and pronunciation needs a lot of things including the teachers'

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learning strategies in the class, learning methodologies, and so on. But, there are many teachers often faced problems when guiding the students in mastering English especially speaking. There are several language components that should be mastered to improve speaking skill, one of them is pronunciation. When the students speak, they should focus on pronunciation. Because pronunciations is one of the important aspects on speaking. Second is vocabulary, students can speak English well when students have many vocabularies.

Furthermore, The teachers got difficulties to solve those problems. For instance, the teachers of English Subject at SMA Muhammadiyah Limbung have many problems in teaching English especially in speaking. Based on the preliminary research observation, the researcher occasionally found 3 problem areas as follows: Than, the problems are the students are not confident to speak in front of the class and difficult to deliver their ideas. The cause is the students still poor of vocabulary. So, the students feel confused to express the ideas on their mind even not active enough on their speaking class. Second, most students were difficult to get engaged in speaking activity effectively. Third, the students feel bored to study English in the classroom. This method only emphasized the students to keep silent in the class and giving the students task on module without explanation, as a result it was hard for the students to begin speak. Finally, the students can not improve their speaking skills.

There are many researchers investigate about talk show as a technique in teaching English (Palupi, 2015 and Syahadati, 2013).However, they only focus on the implementation and the effectiveness of talk show technique to improve students vocabulary mastery. Therefore, the researcher conducts this study to find out the improvement of the talk show in teaching speaking ability especially pronunciation and vocabulary.

RESEARCH METHOD

In this research, the researcher applied pre experimental design to enhance the students speaking ability through talk show as technique in the classroom the Second Grades of Sma Muhammadiyah Limbung. The procedure of the treatment between the pretest (01) and the posttest (02). The pretest given to find out the students' speaking ability before the treatment, and the posttest given to find out the students speaking skill after treatment. This research consists of two variables, dependent variable and independent variable. The dependent variable is speaking skill and independent variable is talk show. The number of the samples has taken 23 students and they were representative enough be the sample of this research.

RESULT AND DISCUSSION

The students improvement can be seen in the following explanation:

1. The Students' Speaking Accuracy by Using Talk Show

The finding of the research deals with the scoring classification of the students' pretest and posttest, hypotheses testing of paired sample containing mean score, and t-test of significance these findings described as follows:

a. Pronunciation (Pre-test)

Table 1. The Percentage of students' pronunciation result in pre-test

Category	Pre-test		
	Score	Frequency	Percentage
Excellent	91-100	-	0 %
Good	76-90	-	0 %
Fair	61-75	23	100 %
Less	52-60	-	0 %
Total		23	100 %

The data in Table 1 shows the rate percentage and frequency of the students' pronunciation in speaking gained from pretest. The table shows that, from 23 students and none of them got good score in the classification because they are very law in speaking, actually in pronunciation. There were 23 students (100 %) achieved fair score in pre-test. To see clearly the students' score percentage of accuracy in speaking, the chart would be showed the pre-test result:
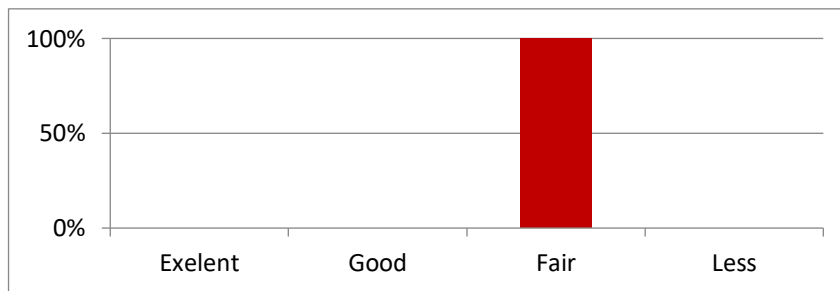

Chart 1. Rate Percentage and Frequency in Pretest and of the Speaking
Accuracy in Pronunciation

Chart 1. indicated the score percentage of students' speaking accuracy in term pronunciation were too less. Before used the Talk Show Technique, all of students felt difficult to speak English. It was showed by the graphic that it was 23 students (100 %) achieved fair score in pre-test.

b. Pronunciation (Post-test)

Table 2 The Percentage of students' pronunciation result in Post-test

Category	Post-test		
	Score	Frequency	Percentage
Excellent	91-100	-	0 %
Good	76-90	23	100%

Fair	61-75	-	0 %
Less	52-60	-	0 %
Total		23	100 %

The data in Table 2 shows the rate percentage and frequency of the students' pronunciation in speaking gained from posttest. The table showed that from 23 students, in the classification showed that the students can improve their speaking ability in pronunciation. There were 23 students (100%) classified into good score. It can be cancluded that using the talk show technique can improve students pronunciation.

To see clearly the students' score percentage of accuracy in speaking, the chart would be showed the post-test result:

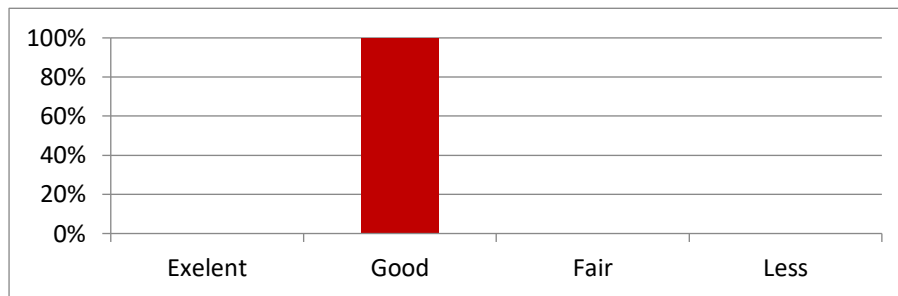Chart 2 The Percentage of students' pronunciation result in Post

Chart 2 indicated the score percentage of students' speaking accuracy in term pronunciation were better higher than in the pre-test. After used the Talk Show Technique in treatment, the students' speaking pronunciation was better than pre-test. It was showed by the graphic that it was 23 students (100%) classified into good score.

a. **Accuracy in Vocabulary (Pre-test)**

Table 3 The Precentage of students' vocabulary result in speaking

Category	Pre-test		
	Score	Frequency	Percentage
Excellent	20	-	0 %
Good	15-19	-	%
Fair	11-14	4	17 %
Less	6-10	19	83 %
Total		23	100 %

Based on the table 3 shows the rate percentage and frequency of the students' vocabulary in speaking gained from pretest. There were variant score on the table of the students' pretest. The table showed that from 23 students and none of them got good score in the classification because they are very law in speaking, actually in vocabulary. There were 19 students (83%) classified into less score, 4 students (17%) were classified into fair score.

To see clearly the students' score percentage of accuracy in speaking, the chart would be showed the pre-test result:

Chart 3 Rate Percentage and Frequency in Pretest of the Speaking Accuracy in Vocabulary Form
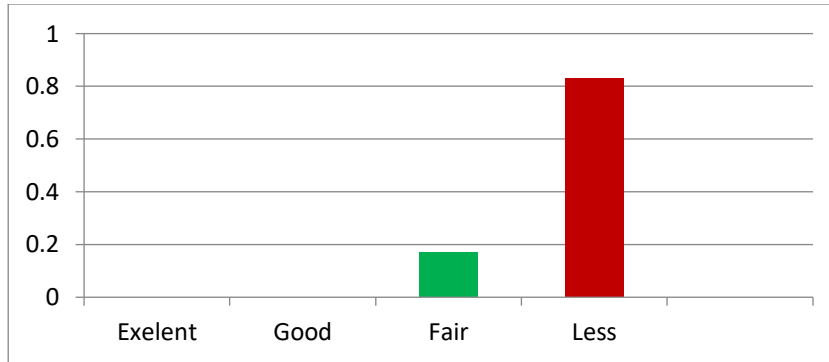
Chart 3 indicated the score percentage of students' speaking accuracy in term vocabulary were too less. Before used the talk show technique, some of students felt difficult to speak English. It was showed by the graphic that it was 19 students (83 %) classified into less score, 4 students (17%) were classified into fair score.

b. Vocabulary (Post-test)

Table 4 The Precentage of students' vocabulary result in speaking

Category	Post-test		
	Score	Frequency	Percentage
Excellent	20	-	0 %
Good	15-19	15	65%
Fair	11-14	8	35 %
Less	6-10	-	0 %
Total		23	100 %

The data in Table 4 shows the rate percentage and frequency of the students' vocabulary in speaking gained from pretest. There were variant score on the table of the students' pretest. The table showed that from 23 students in the classification showed that the students can improve their speaking ability in vocabulary. There were 15 students (65 %) classified into good score, 8 students (35%) were classified into fair score and.

To see clearly the students' score percentage of accuracy in speaking, the chart would be showed the pre-test result:

Chart 4 Rate Percentage and Frequency in Pretest of the Speaking Accuracy in Vocabulary Form
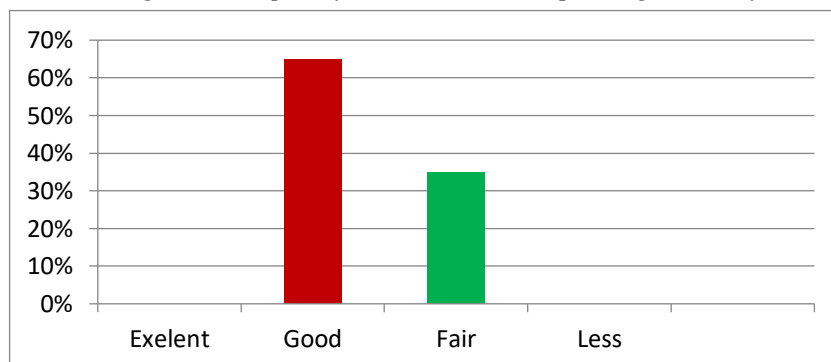
Chart 4 indicated the score percentage of students' speaking accuracy in term vocabulary were better higher than in the pre-test. After used the talk show technique in treatment, the students' speaking vocabulary was better than pre-test. It was showed by the graphic that it was 15 students (65 %) classified into good score, 8 students (35%) were classified into fair score.

1. The Improvement of Students' Accuracy in Speaking Ability

The improvement of students' pronunciation and vocabulary through Talk Show Technique in first grade students' of SMA Muhammadiyah Limbung can be seen clearly based on the following table:

Table 5 The Mean Score of Pronunciation and Vocabulary in Speaking

Indicator	Mean Score	
	Pre-test	Post-test
Pronunciation	67.21	80.30
Vocabulary	13.95	15.69

Chart 5: The Mean Score of Students' Accuracy in Speaking Ability
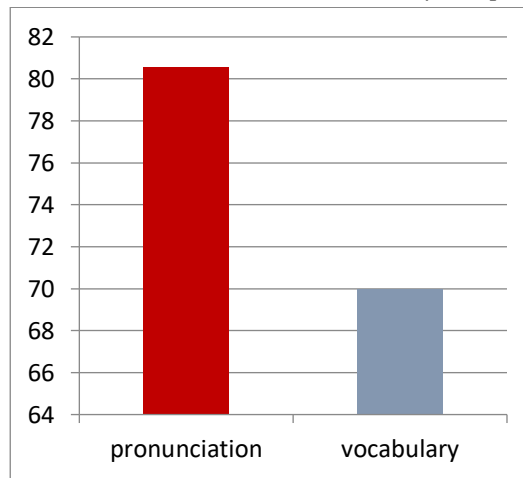
Data descriptive statistics percentage of pronunciation and vocabulary, in speaking showed the mean score of pronunciation was 67.21 in pre-test improve from the post-test mean score was 80.30. The mean score in speaking of vocabulary was 13.95 improve from the post-test was 15.69. Based on the data it can conclude that learning by using of Talk Show Technique in teaching speaking in term of pronunciation and vocabulary is significantly improve.

2. Hypothesis Testing

To know the level of significance value of the pre-test and post-test, the researcher used t-test analysis on the level of significance (p) = 0.05 with the degree of freedom (df) = N-1, where N= Number of subject (23 students) then the value of t-table is 2.07. The t-test statistical, analysis for independent sample was applied. The following table shows the result of t-test calculation:

Table 6: The Improvement of Students' Accuracy in Speaking Ability

	T-test Value	T-table Value
Variable	9.6	2.07

The hypothesis was need to find out whether hypothesis was accepted or rejected. If the result of t-test was lower than t-table value, the null hypothesis (H0) will be rejected of t-test was higher than the t-table value, the alterternative hypothesis (H1) will be accepted.

Table 7 Result of Hypothesis

Result of Comparison	Hypothesis	
	H_0	H_1
t-test>t-table	2.07	9.6

From the result of the calculating, the total t-test value of the research is 9.6 with the degree of freedom (df) is 22 and level significant 0,05, so the value of t-table is 2.07, it showed that t-test value is higher than t-table (9.6> 2.07).

The criterion of the best is used to refuse H0, if the t-test is higher or same with the t-table (t-test> or = t-table), it means H1 is accepted and if t-test value is lower than t-table (t-test< or = t-table) H0, is rejected. The calculating shows that the t-test value higher than t-table. It means that the students achievement in speaking was better after taught by used talk show technique, so H1 is accepted. Based on the result of the t-test, the researcher found that there was a significant difference between the result of pre-test before and post pest. It means that there was significant difference result of the pre test before and after teaching and learning processed by used talk show technique in the classroom. It was because the students learned and practiced their English through talk show technique in the classroom that could enlarge their new experience and knowledge. Based on the data it can be concluded that the second grade students of SMA Muhammadiyah Limbung was improved.

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