

THE IMPLEMENTATION OF TALK SHOW TECHNIQUE IN TEACHING SPEAKING A NARRATIVE TEXT IN SMA ULUL ALBAB SIDOARJO

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Abstrak

Berbicara adalah salah satu subjek kemampuan yang ada di dalam belajar Bahasa Inggris. Tujuan dari mempelajari kemampuan berbicara adalah untuk membuat siswa dapat menguasai berkomunikasi menggunakan Bahasa Inggris dengan baik. Beberapa siswa tidak percaya diri dengan kemampuan berbicara mereka sendiri, beberapa siswa lagi tidak tau apa yang akan mereka katakan di depan kelas karena kemampuan kosa kata dalam Bahasa Inggris mereka yang terbatas. Guru menggunakan talk show didalam kelas berbicara dengan maksud untuk membuat murid-murid berbicara di kelas. Ini dikarenakan, talk show mempunyai beberapa komponen yang melibatkan lebih dari satu siswa untuk menjalankannya. Didalam Talk show, murid dapat mendiskusikan beberapa topic secara informal, jadi murid akan merasa nyaman untuk berbicara di depan umum. Topik yang di bicarakan dalam talk show dapat di hubungkan dengan teks narasi. Karena di dalam talk show orang-orang membahas beberapa topic yang mempunyai permasalahan di dalamnya. Ini sangat cocok dengan teks narasi. Disini, penulis mengamati implementasi talk show di SMA Ulul Albab Sidoarjo. Penelitian ini menggunakan deskriptif kualitatif. Research question yang pertama adalah tentang implementasi talk show di sekolah dan yang ke dua adalah tentang respon murid terhadap tehnik talk show. Penulis menjelaskan implementasi talk show tehnik dan respon murid dikelas. Instrument yang digunakan adalah field note dan questionnaire. Field note membantu menjawab research question pertama tentang implementasi talk show dan questioner menjawab research question ke dua tentang respon murid dikelas. Kesimpulannya adalah hasil dari penelitian ini tehnik talk show adalah tehnik yang cocok untuk menumbuhkan kemampuan bicara dan percaya diri murid untuk dapat berbicara di depan umum. Tehnik ini dapat juga untuk mengajar *speaking* untuk teks narasi

Kata kunci: *Tehnik Talk show, pengajaran berbicara, teks narasi*

Abstract

Speaking is one of the subject skills in learning English. The aim of learning speaking skill is to enable students to use English in communication. Some students are not confident with their speaking ability, some students do not know what they want to talk in front of the class because they have limit vocabularies. Teachers use talk show in speaking class in order to make their students speak up in class. It is because talk show implementation has some components that involve more than one student to implement it. In talk show, the students can discuss some topics in informal way, therefore students will feel more comfortable speaking English in front of the class. The topic discussion in talk show can be connected with a narrative text, because in talk show some people talk about some topics that have a problem in it. It is suitable with narrative text. In conclusion, the result of this study is talk show technique is the suitable technique that can encourage students' speaking ability and it can increase the students' confidence to speak in front of the class. This technique can help teachers to teaching speaking in a narrative text in class too.

Keywords: *Talk show technique, Teaching speaking, Narrative text*

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INTRODUCTION

Learning English is one of the ways to know more about information in the world. Many students around the world learn this global language. As a learner, they should master four basic skills in learning English. The four basic skills are speaking, listening, reading, and writing. These four skills are divided into two types. First, the receptive skill, it includes reading and listening skills. The second is the productive skill, it includes speaking and writing skills. Each skill has different function in learning English. However, students must master all the skills.

The important skill that is usually used among the four skills is speaking. Morozova states that (2013:1) Speaking ability is the main goal of learning English. The aim of speaking skill is to enable students to communicate using English well. The fact said that many students could not express their feeling when they got speaking class in learning English, although they are interested in English. Sometimes it is difficult for teacher to encourage students by asking them to speak up in front of the class. However, this is the teachers' responsibility to encourage them with an appropriate strategy. Teacher is a guide for students to build up their courage to express their feeling through speaking.

Teachers are successful when they can proof their student learnt the subject well. The proof that students have learnt English well is how good they can speak in English. According to Pawlak "the language that we learn naturally is the spoken language, and that begin with spoken interaction" (2015:4). The spoken interaction is the best way to stimulate the speaking skill through asking some questions or just to give command for some statements.

To make an amusing interaction, the writer should take interesting theme to talk. For the first of all, a technique will help students in learning English easily. Teacher should give the amusing and easy technique to build up their interest in speaking English. Besides, the teachers'

role here is as a tutor. They will guide the students in doing the tasks in class. In this case, the students will feel more supported and a great atmosphere is enhanced. Harmer (2001:62). For example, the teacher must be up to date with the phenomenon outside and globalization. Good teacher can mix the information outside to become an interesting technique in class. Some phenomena in the world can be an interesting topic in talk show.

Talk show according to Livingstone and Lunt (1994) said, "The core definition of talk show is a program which serves entertainment through talk". Therefore, the main role of talk show is talk or communication. Talk show is a show that opened in public. Everyone can see how talk show is implemented. In talk show, there are three parts role. There are host, audience, and the informant. Without one of them, it cannot be called talk show.

In talk show, the implementation is about asking and telling experiences of the informants. This is the interesting technique for students, because students should not speak alone in public place. Most students get nervous if they will speak in public place. However, when they do talk show, they will feel comfortable to talk. The implementation is not very formal and tight. It can be fun, enjoyable and comfortable to talk. All of this helps silent and passive students to be more confidence and to enjoy the lesson.

There are some reasons why talk show is an appropriate technique for teaching English speaking. First, talk show is an interesting program, there are more than one students who will talk in front of the class. The implementation is fun and amusing, therefore, the students can follow the teacher's instruction easily. Second, the implementation is appropriate to help students to talk in front of public. Triggered with some questions, students will talk spontaneously and naturally. It helps some passive or silent student to increase their courage to be more active in speaking class. The implementation of talk show is focus on the topic discussion. Acting is not really needed in this technique. It is good for students to focus on what they want to talk and discuss. Third,

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it can be implemented for narrative text. In this case, the informants will be asked about their experience one by one and the informant will talk about their experience that has conflict in it. Therefore, the students should construct their experience according to the narrative text order that has orientation, conflict and resolution. This way can help students to understanding the social function and generic structure of narrative text. According to all explanation above, the researcher decides to make a research about talk show technique that is implemented in class. The writer will describe about the implementation of talk show technique in teaching speaking that is connected with narrative text for X graders of senior high school. This technique is expected to be able to help the silent and passive student to become more active because it is a good technique to build up their confidence to talk in public.

Referring to the background of the study above in this research, the researcher formulates the research question to highlight the research what terms will be conducted.

- a. How is the implementation of "talk show technique" in the teaching speaking a narrative text to the tenth graders?
- b. How is the students' response toward to the implementation of "talk show technique" in the teaching speaking a narrative text to the tenth graders?

RESEARCH METHOD

Based on the research questions and the objective of the study, the researcher decided to use descriptive qualitative as the research design. The researcher will explain the process to answer the research question in chapter one. The first question is about the implementation of talk shows technique in teaching narrative text to the tenth graders and the second is about how the students' response concerning to the implementation of talk show technique in teaching narrative text to the tenth graders. This research would be conducted toward the tenth graders of SMA ULUL ALBAB Sidoarjo.

The subject of the study is the students of X graders of MIA 2 in SMA Ulul Albab Sidoarjo. The

researcher decided to observe the students of tenth grade because the implementation of talk show technique in teaching speaking narrative text is appropriate with tenth graders' level of difficulty. The implementation is not too difficult, thus the tenth grade is the most suitable grade to make use of this technique. The number of the students are twenty one students. There are ten boys and eleven girls

The researcher took two meetings to observe the implementation. This limited time was caused by the schedule of the tenth graders in that school. The tenth graders' schedule was just a week before they had holiday and examination. So, the teacher just allowed the researcher use a week to make twice observation.

The data of the study were obtained from some instruments. The research instruments are field note and questionnaire. The data of the study are used to describe the implementation of talk show technique in teaching a narrative text to the tenth graders and to describe the students' response concerning to the implementation of talk show technique in teaching speaking a narrative text to the tenth graders. The data of the study is expected to answer the research questions of this study. The data of the study were collected after two observations conducted in SMA ULUL ALBAB Sidoarjo.

Ary, et al (2010: p 435) stated that the content of field note is the detail of what researcher hear and see during the research. The researcher used field note to collect the information about the implementation of talk show technique. Field note provides much information related to the teaching learning process. The notes were taken while the researcher was observing the implementation of talk show technique in teaching speaking narrative text to the tenth graders in the classroom. The technique used in collecting the data for field note is when the talk show technique is occurring. The researcher used field note to know that the process of talk show technique is implemented.

Very Sax (1979:244) stated that questionnaire is a significant instrument in qualitative study. The researcher used questionnaire to know the students' response since they were taught by using talk show technique. This questionnaire covered by several questions

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related to the information about the implementation of talk show technique in teaching speaking a narrative text to the narrative text. Questionnaire is one the instruments used to collect the data required in this study. The researcher distributed the questionnaire in the end of the class; before the students leave the class. The researcher used questionnaire to know the students' response. Besides, the researcher used questionnaire to know what the students feeling during the implementation of talk show technique in teaching a narrative text to the tenth graders. Questionnaire described the students' response during the implementation of talk show technique. In the questionnaire, there are some questions related to the implementation of talk show technique.

Before analyzing the data, first the researcher had to collect all the data through observation and distribute the questionnaire to the students. When the data had been collected, the researcher organized and managed them. Next, the researcher connected the data through reading and reflecting, after that the data must be divided and classified and then the researcher presented the data for the reader (Ary, et al, 2010: p. 481). Thus the researcher chose two types analyzing data, there are familiarizing and organizing, and interpreting and representing.

RESULT OF THE STUDY

The Implementation of Talk Show Technique in teaching speaking a narrative text

The result of the study are first about the implementation of talk show technique in teaching speaking a narrative text according to the Tolson's Theory implementation of talk show, he was divided into four sessions. There are introduction by host, presentation of the guests: interview and talk, intervene of the audience and the last is summing up by host.

For the first group presentation, they used step two and three and they skipped the step number one and four. They did not introduce the theme and the guest. The host skipped the first part of talk show. They introduced the guest and interviewed the guest according to the topic they

were discussing. The host started the talk show by inviting the guest and doing ask and answer part. In the step three, it was not working well, because the audience did not prepare to ask the guest. However, as long as they did not skip this session, they did talk show presentation based on the theory. In the last step they skipped this session and end up with directly closing the talk show. The host did not sum up the entire topic or give some quotes. The host closed the talk show presentation by saying thank you and good-bye. Thus, this technique was not implemented well in this group.

The second group used step one, two and three but they skipped the step number four. In the first step, they introduced the topic and introduced the guest well. The step number two, they were invited the guest and interviewed them well in accordance with the theory. In the third step, they did better than the first group. They let intervene of the audience and they got good response from the audience. In the last step they did the same as the first group. The host skipped the last session in the theory. The host ended up the talk show by say thank you to the audience and the guest and closes the talk show. However, this technique was implemented well although they missed the last part.

The third group use the same step like the second group. They used step number one, two and three and skipped the step number four. In the first step they greeted the audience and introduced the topic interestingly. The step two, they invited and interviewed the guest well. The step three, they did not skip this session for their talk show. They were interacting with the audience well. But the last step, they skipped this part. Thus, this technique was implemented well in this technique, it is same as the second group.

The fourth group use the same step as the previous group. This group did step one, two and three, but they skipped step four. In the first step, they introduced the topic well too. They did not skip this part. The step three and the step four, they did well too. In the step number four, they missed this step. The hosts did not sum up the entire topic. After the session of intervene the audience, the hosts close the talk show by saying thank you and directly closed the talk show. However, in this

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group, the implementation of talk show was implemented well.

The last group used the same step as the previous group. They used the step one, two and three, and they skipped the last step. In the first step, they did well. They did not skipped this step. The step number two they interviewed the host well. The step number three, they used to intervene the audience well. But the last part, they missed the step. They did not sum up the entire topic. After the session of intervene the audience, the hosts close the talk show by saying thank you and directly closed the talk show. Thus, the talk show technique was implemented well too in this group.

Another point to be noted during the implementation of talk show in SMA Ulul Albab is that the teacher modified the implementation of talk show in teaching speaking class by asking to make a script before talk show was implemented. Teacher asked students to write the script before their performance as a product of speaking. Some students memorized the script that they had made but, some other students developed the script when they performed. Therefore, this implementation of talk show is both scripted and un-scripted performance.

In conclusion, in implementing the talk show, the teacher divided the class into 5 groups. Each group consists of four students. For grouping, this class had their own grouping list that they have been formed before. About the implementation, it is obvious that the last step is missing in the performance because the teacher did not explain about summing up by the host part of the performance. The teacher just explained the steps during talk show without mentioning the last step. Although the last step was missed by all the students, it had no impact to their performance. In the other hand, the observation of this study in SMA Ulul Albab had limited meeting, it was caused by the schedule of the tenth graders in that school. The tenth graders' schedule was just a week before they had holiday and examination. So, the teacher just allowed the researcher use a week to make twice observation. The researcher believe that if the observation took more than two meetings, the result of this study would be better.

The Students' Response toward the Implementation of Talk Show technique in teaching speaking a narrative text to the tenth graders.

The questionnaire contains eight questions. The first question is about the students' opinion, whether talk show technique is suitable for teaching speaking. The conclusion answer of the first question is all of the students agree that Talk show is suitable for teaching speaking. Next, the second question is about what kind of role that students' play during talk show in the class. Most of them play as a guest and some of them play as an audience and host. The question number eight, nine, ten is about students' opinion when they play the role. Questions number three, four, and five are related to the Tolson's theory about components of talk show. He said that there are some components that should exist in talk show program, they are host, guest or special guest, a studio audience. Question number three is asked about the students' opinion when they played role as audiences. Some of the students said it was interesting and a little bit interesting, and few of them said it was not interesting. The question number four is about whether become a performer is interesting or not. Some of them said it was interesting and some other said it was a little bit interesting, and a few of them said it was not interesting. Question number five is about what kind of role those students like the most. The answers are some students prefer to be host and the guests, only few of them prefer to become audiences.

The six question is about the kind of teacher's tool used during teaching speaking with this technique. This question is related to the Harmer (2001:271-272) that acting from script and discussion need some tools to make speaking activity occur. Therefore, the researcher asked about the tools that teacher usually uses in teaching talk show technique. The answers are most of them said teacher usually uses cue card and LCD in teaching speaking with talk show technique, and few students said using picture. The third question is about the big impact after they applied the technique. This question is related to Harmer's statement (2001:269) about speaking that the ability to speak fluently presupposes not only knowing the language features but also the

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ability to process information and language. The answers are most of them stated that increase their confidence and fluency in speaking English, and few of them chose that it increased their vocabularies.

In the last question of the questionnaire, this is a question about rating the talk show technique. The researcher divided the students into two types i.e. interested students or not interested students. The interested students give four until five rating stars for talk show technique, but the not-interested students gave one, two, and three rating stars. In fact, the numbers of students who were interested in this technique were half students of the class, thus the numbers of students who not-interest in this technique were half of the class.

In conclusion, talk show technique in SMA Ulul Albab was implemented well, but half students of the class said that they did not interested with talk show technique and some others was interested. It was proofed in the question number eight in the questionnaire about giving rating for talk show technique. However, it was obvious that talk show technique was increase the students' ability in speaking English and increase their confidence to speak up in front of the class. It was proofed in the question number seven in questionnaire that about the students improved their speaking ability and increase their confidence to speak up in front of the class.

CONCLUSION

The implementation of talk show technique in teaching speaking a narrative text to the tenth graders is similar from the Tolson's theory about talk show implementation. For talk show implementation, he divided the implementation of talk show in to four sessions. However, the implementation of talk show in SMA ULUL ALBAB is similar although sometimes missing one or two part of the implementation above. According to the questionnaire, the researcher finds that half students of the class were interested in this technique and half others were not interested in this technique. However, the researcher finds that talk show technique was

increase the students' speaking ability and increase the students' confidence to speaking in front of the class.

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