THE USE OF TALK-SHOW VIDEO AS A REFLECTIVE PRACTICE TO IMPROVE STUDENTS' VOCABULARY IN ENGLISH SPEAKING SKILL

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ABSTRACT

Talk-show is one of teaching strategies to motivate the students to get involved actively in the teaching learning process. During the activities, by applying talk-show, the students will have a lot of opportunities to practice speaking in the classroom. By recording the talk show and let the students watch what they have done will reflect their by themselves, they encouraged themselves to get to know more about their vocabulary that related to the topic presented. The purposes of this research are to 1) identity whether and to what extent talk show video improves students' vocabulary in speaking skill and 2) describe class climate when talk show video is applied in the speaking class. The method used in this research was classroom action research. The research was conducted in two cycles from Mei 30th until July 10th 2014 at the second semester of English Education Department of IKIP PGRI Pontianak 2013/2014. The research data were collected by using techniques of qualitative and quantitative data collection which includes; observation, questionnaire, journal or diaries, document analysis and test. The qualitative data were analyzed through constant comparative method and the statistic data were analyzed through T-test by calculated the students' score calculation, mean score of pre-test and post-test. The research findings showed that talk show video in teaching and learning English could improve the students' vocabulary in speaking skill and the class climate of teaching and learning the language function. The improvement of students' vocabulary in speaking skill showed: (1) most of students pronounced the English words correctly; (2) most of students knew the meaning of English words, (3) most of students could use the words in sentence correctly according to the text. The improvement of class climate category showed dealing with a low of the students' speaking skill were: (1) the students were not noisy in the teaching learning process, they paid attention toward lesson and (2) the students encourage to use English in teaching learning speaking, by recording the talk show and let the students watch what they have done will reflect their by themselves, they will encourage themselves to get to know more about their vocabulary that related to the topic presented. Video will stimulate and motivate students' interesting in improving their vocabulary in speaking class.

Keywords: Talk show video, reflective practice, vocabulary, speaking skill, Class Action Research.

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Introduction
One of the languages that have been established as an international language in Indonesia is English. It is used in many fields of work such as education, technology, medical, military, and etc. In English teaching learning process, the students are trained to master the language skills; reading, speaking, writing and listening. One of the important skills which play an important role in foreign language acquisition is speaking skill. Speaking skill is essential for learning since they enable students to use the language orally and to achieve success in communicating with others. As Nunan (1991) said that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. The ability to speak skillfully provides the speaker with the capacity to put words together in a meaningful way to reflect ideas, thoughts, opinions, and feelings.

Speaking skill is usually considered by language learners to be the most important goal in learning a language. The term of speaking has several meanings, according to Thornburry (2005), speaking is a speech activity, production that becomes a part of our daily activities. The students should master the basic speaking skill which is related to daily life conversation. They should be able to pronounce the words in correctly, they also should be able to use the language fluently on the level of professional needs. Luoma (2005: 1) stated that speaking skill as an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. To encourage the students to communicate well, they should be able to arrange sentences grammatically in order to convey the information easier. Therefore, it is very important for students to develop their speaking ability.

To support speaking skill, there are five components that have to be mastered by students, such as grammar, vocabulary, fluency, pronunciation and comprehension. The mastery of vocabulary can support the students in speaking when they are communicating with people. If they do not know the meaning of the words, they will not be able to speak, write, and translate anything in English.

According to Ur (1996: 60-62) there are some aspects of vocabulary that should be taught or mastered by
students in learning foreign language, they are pronunciation, spelling, grammar, word meaning and word using. Generally, students have some difficulties in learning English, especially in mastering vocabulary.

It could be appeared by two kinds of problem indicators, they were students' competence indicators and class climate indicators. From students' competence indicator, I found some indicators dealing with the low of the students' speaking skill. The indicators are; they difficult to know the meaning of the words (words meaning), they pronounced some English words incorrectly (pronunciation) and they have difficulty in using the words in sentences correctly according to the context (words using). From class climate indicators, I found some indicators dealing with a low students' speaking skill. The problem indicators were; the students were noisy and paid little attention toward lesson, it might be caused of the material was not interesting for the students and the technique of delivering material was monotonous, some of them seem not interested in the lesson therefore they did not give full attention to the lecturer, and the students did not have courage to use English in teaching learning speaking.

Ideally, the condition of the classroom as stated by Emmer and Stough in Doghran (1996: 46) that teachers’ ability to manage classrooms and behavior of their students is critical to achieve positive educational outcomes. Although behavior management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible. The students should pay attention to the lesson, they should do the homework, they should not make any noisy, they should keep silent during the teacher gives the explanation, and they should active to join the activity in teaching learning English. Related to the speaking skill, the students should pronounce the English words correctly, they used appropriate words, they used many grammatical utterances, their speech was fluent and their content of speech was understandable. The teaching of ESL/EFL speaking is necessary for university students to have basic skills of oral communication. Using teaching strategy in teaching of ESL/EFL speaking might be beneficial to help students improve their speaking skills. As teaching strategy,
talk show can encourage the production of verbal English, enrich the vocabulary, and build up the students' confidence (Dwinesa, 2013: 6).

According to Wang (2012: 476), there are three strategies in teaching speaking; 1) teacher's questioning strategy, 2) students cooperative learning, and 3) free talk-show in the class. The success of learning is determined by many factors like varieties of teaching method, active lecturer and students, and also varieties of media science teaching a certain subject needs an appropriate material, lecturers are demanded to process a good ability to choose the most suitable material sources in order to achieve the objectives of the lesson.

In order to reach the success of English teaching, the four language skills must be taught integrated. Among the four language skills, speaking is considered as the most important skill. Speaking skill plays crucial in learning and understanding the language. I chose the talk show video because according to the pre-observation result the fact shown that most of the students lack of capability in English speaking which focuses on their vocabulary problems; word meaning, pronunciation and word using.

Reflecting practice is a way of studying our own experiences to improve the way we work. It is very useful for health professionals who want to carry on learning throughout our lives. According to Tice (2011), there are four ways in doing reflective practice in the classroom; teacher diary, peer observation, students' feedback and recording lesson.

By recording the talk show and let the students watch what they have done will reflect their by themselves, they will encourage themselves to get to know more about their vocabulary that related to the topic presented. Through video, students of course, can also see their gestures and facial expressions which play an essential role in clarifying the part of the meaning which is conveyed by intonation and tone voice. The picture, with accompanying voice, has a greater sensory impact than lines on a printed page, or even than that of the voice alone. Video will stimulate and motivate students' interesting in improving their vocabulary in speaking class.
Research Method

The research was conducted at the second semester students of English Education Program of IKIP PGRI Pontianak in the academic year of 2013/2014. The college is located on Jalan Ampera, Kota Baru, Pontianak Kalimantan Barat. The subject of the research was the second semester students of English Education Program of IKIP PGRI Pontianak in the academic year of 2013/2014. There were 3 classes (2A, 2B, 2C), I was chosen the 2B because according to the speaking class lecturer, this class was not quite active in speaking class activities. Therefore, most of the students got C mark in speaking.

The method used in this research was classroom action research. Mason and Bramble (1997: 42) defined action research as a research which is designed to uncover effective ways of dealing with real world problems. Burns (1999: 24-25) stated that action research is more than simply for procedure professional development that focuses on concrete and practical direct subjects to specific social groups, since it involves systematic data collection and data analysis in which the data can be triangulated.

In this research, action research was undertaken in order to improve the students' speaking ability by using talk show video, develop teachers/lecturers' creativity in teaching speaking and improve teacher's professionalism in teaching English. It is also aimed that the research effects positive change of the social and educational situation on the second semester students of English Education Department of IKIP PGRI Pontianak in the academic year of 2013/2014.

This is a collaborative research, I will collaborate with the speaking lecturer of the second semester of English Education Program of IKIP PGRI Pontianak. As the continuance of the process, I will follow the procedures of Classroom Action Research proposed by Kemmis and Taggart model in Burns (1999:35); the action research occurs through a dynamic and complementary process which consists of four fundamental steps in a spiraling process; Planning, action, observation, and reflection.

Kolb in Phil Levy et al extended spiraling model to offer a concept of the action research cycle as a learning process, whereby people learn and create knowledge by Critically reflecting upon their own
actions and experiences, forming abstract concept in new situations. Practitioners can create their own knowledge and understanding of a instruction and act upon it, thereby improving practice and advancing knowledge in the field.

There were some reasons that lead me to employ classroom action research in my research. First, the characteristic of action research was focusing on solving problem in the class or specific situation. Second, the cycle would be done until the improvement occurs. Third, it was a form of self reflected undertaken by the teacher to improve the teaching learning. Fourth, it was one way to improve the students’ speaking skill.

The research was conducted in two cycles from Mei 30th 2014 until July 10th 2014. The research data were collected by using techniques of qualitative and quantitative data collection. There are two steps in analyzing the quantitative data; first, measuring the individual score of the students’ pre-test results. Second, finding the mean of the students’ scores of the pre-test, post-test of cycle 1, and post-test of cycle 2.

The qualitative data were analyzed through constant comparative method and the statistic data were analyzed through T-test by calculated the students’ score calculation, mean sore of pre-test and post-test. In analyzing the qualitative data, I will use Constant Comparative Method (CCM) as suggested by Glaser (in Doghran, 1996: 67). This method consisted of four steps of (1) comparing incident applicable to each category; (2) integrating categories and their categories; (3) delimiting the theory: and (4) writing the theory.

Findings and Discussion

In conducting this research, I acted as the lecturer and researcher in teaching speaking. During the implementation of the strategy, I and the collaborative lecturer observed the situation, facts, the students’ progress, and their respond toward the teaching strategy. From the observation, I noted that talk show was effective and I got some important results dealing with the implementation of talk show activities in cycle one and cycle two. There was an improvement on the students’ English vocabulary, compared with the data obtained from the pre-test score. The summary of the result of the improvement can be seen in the table 1, table 2, and table 3.
Table 1. The Mean Scores of Speaking Test

<table>
<thead>
<tr>
<th>No.</th>
<th>Component of Speaking</th>
<th>Σ Score Pre-test</th>
<th>Test-1</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Comprehension</td>
<td>65.50</td>
<td>68.50</td>
<td>75.00</td>
</tr>
<tr>
<td>2.</td>
<td>Grammar</td>
<td>65.00</td>
<td>68.00</td>
<td>70.50</td>
</tr>
<tr>
<td>3.</td>
<td>Vocabulary</td>
<td>62.50</td>
<td>70.38</td>
<td>77.67</td>
</tr>
<tr>
<td>4.</td>
<td>Pronunciation</td>
<td>64.00</td>
<td>70.00</td>
<td>70.00</td>
</tr>
<tr>
<td>5.</td>
<td>Fluency</td>
<td>64.00</td>
<td>68.00</td>
<td>70.42</td>
</tr>
<tr>
<td></td>
<td>The Σ score of Speaking Test</td>
<td>64.20</td>
<td>68.97</td>
<td>72.27</td>
</tr>
</tbody>
</table>

In table 1, from the mean scores of pre-test, test 1 and post-test, it could be seen that there was improvement in students’ vocabulary in speaking skill significantly. The mean score of vocabulary was from 62.50 (pre-test) became 70.38 (test-1) and 77.67 (post-test).

Table 2. The mean score for each vocabulary indicators

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicators</th>
<th>Σ Score Pre-test</th>
<th>Test-1</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Word Meaning</td>
<td>64.18</td>
<td>72.53</td>
<td>80.85</td>
</tr>
<tr>
<td>2.</td>
<td>Pronunciation</td>
<td>63.42</td>
<td>69.77</td>
<td>75.62</td>
</tr>
<tr>
<td>3.</td>
<td>Word Using</td>
<td>63.59</td>
<td>68.85</td>
<td>76.55</td>
</tr>
<tr>
<td></td>
<td>Students’ Σ score</td>
<td>63.73</td>
<td>70.38</td>
<td>77.67</td>
</tr>
</tbody>
</table>

From table 2, it could be concluded that the mean score for each vocabulary indicators was improvement. The mean score of word meaning was from 64.18 (pre-test) became 72.53 (test-1) and 80.85 (post-test). The mean score of pronunciation was from 63.42 (pre-test) became 69.77 (test-1) and 75.62 (post-test). The mean score of word using was from 63.59 (pre-test) became 68.85 (test-1) and 76.55 (post-test).

Table 3. The improvement of students’ class Climate

<table>
<thead>
<tr>
<th>No.</th>
<th>Pre-Research Condition</th>
<th>After Cycle 1</th>
<th>After Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Some of the students did not involve in class activities and prefer being quiet</td>
<td>Some of the students involved in talk show during answer questions session, and gave comment or suggestion at the end or talk show</td>
<td>Some of the students involved in talk show during answer questions session, and gave comment or suggestion at the end or talk show</td>
</tr>
<tr>
<td>2.</td>
<td>Some of the students seemed not interested in the lesson therefore they did not give full attention to the lecturer</td>
<td>Some of the students were fairly interested and gave attention to the lesson.</td>
<td>Some of the students were fairly interested and gave attention to the lesson.</td>
</tr>
</tbody>
</table>

From the table 3, it could be concluded that there were improvement of students’ class climate. Some of students involved in talk show during answer questions session, and gave comment or suggestion at the end or talk show. Some of them were fairly interested and gave attention to the lesson. For the further result about...
the students’ vocabulary score improvement in speaking skill it can be seen from the passing grade achievement from the list of marks for the IKIP PGRI Pontianak in the tabel 4.

Table 4. The Level of the Students’ Speaking Skill in the Passing Grade Achievement in each cycle

<table>
<thead>
<tr>
<th>Scores Criteria</th>
<th>Interpretation</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>(80 - 100)</td>
<td>A (very good)</td>
<td>Pre-test, Post-test 1, Post-test 2</td>
</tr>
<tr>
<td>(70 - 79)</td>
<td>B (good)</td>
<td>6</td>
</tr>
<tr>
<td>(60 - 69)</td>
<td>C (fair)</td>
<td>18, 21</td>
</tr>
<tr>
<td>(50 - 59)</td>
<td>D (poor)</td>
<td>21</td>
</tr>
<tr>
<td>(0 - 49)</td>
<td>E (very poor)</td>
<td>9</td>
</tr>
</tbody>
</table>

From table 4, it could be concluded that the students’ speaking skill improved from cycle to cycle. The number of the students good levels increased for each cycle and the number of the students at poor levels decreased for each cycle.

After knowing the findings of the study, a discussion is presented as follows:

a. Talk show video can improve the students’ vocabulary in speaking skill

From the finding of the research showed that talk show video can improve the students’ vocabulary in speaking skill. It is clearly showed that the students’ score improved. According to Rahimi and Sahragard (2008) one way in improving vocabulary is real life practice. Learners must have participation in real life communication situations during language training and talk show offers much portion for students to practice their English in class. By recording the talk show and let the students watched what they have done would reflect their by themselves, they would encourage themselves to get to know more about their vocabulary that related to the topic presented (Wang, 2012). According to Harmer (1991), one main of advantages of video is that students do not just hear language, but they see it too.

Moreover they said that the teacher should provide students with enough practice on the words. Students need a lot of practice with new vocabulary in order to remember and use the new words.

Furthermore, Ur (1996: 228) said that one of interaction pattern is full class interaction. Talk show can be said as full class interaction where the students discuss a topic or do a language task as a class, the teacher may intervene occasionally, to stimulate participation or to monitor. The teacher acts as a facilitator in learning process. According to Hansen (2003) an easy
way in improving students’ vocabulary is engage in conversation. Simple talking with other people can help students to discover the new words. As with reading, in speaking once you hear a new word and then slowly add the new word to your vocabulary and talk show encourage students to get new vocabulary by doing the conversation. Furthermore, talk show is one of oral activity where the students learn about language and develop their abilities to use language effectively in a natural way. It makes the students practicing the vocabulary they have.

b. The improvement of the students’ class climate

According to the result data in teaching learning speaking English by using talk show video as a reflective practice, there were improvements in class situation. Based on the collaborative lecturer and my observation from cycle to cycle, most students said that they enjoyed the talk show much. According to the interview that I did, most of the students said that it was the first time doing the class talk show. They had new experience in practicing their English in class. According to Heath in Eisner (2004: 6) talk show attracts to young viewers to real life discussion. Most students are interested in a discussion where their story can be heard and appreciated related to their daily life or personal experience. According to Eisner (2004: 8) the students interested in talk show because they become a group of peers who have come to learn through and with each other. According to Walbert (2002) this discussion format makes the students interact with one another in a lively and spirited way.

The using of visual aids such us power-point and the commercial break attracted the audience to be more pay attention to the talk show. Speaking skill is a productive activity where the students encouraged to speak and to involve in learning process. Indirectly, the using of talk show strategy encouraged the students to practice their vocabulary and learn more and more the new vocabulary by performing their talk show.

The finding in teaching learning process showed that there was improvement in the class climate before and after using talk show strategy. The teaching learning process using talk show was more alive. Based on the table 4.9, it could be concluded that most of the students involved in learning
process. Most of the activities were students centered, lecturer just as the facilitator. The talk show video facilitated the students to practice their vocabulary in form of conversation. All the students got their chance to practice their English in front of the class. The talk show gave them much portion in improving their vocabulary in speaking class. Every meeting or when they did their talk show they got new vocabulary and language function. Every student expressed their self in their own talk show, their opinion or idea can be heard by others, and some hot topic can be shared and discussed in talk show. In the last cycle, I gave post-questionnaire to the students that showed 66.66 % students strongly agree and 33.33% agree that they can follow the learning process by using talk show video as a reflective practice.

According to Josef (1998), He explained that by recording students’ talk show in English speaking class; first, students see how badly they are and have a basis improvement. Because they are preparing something tangible, producing a product they can see, most practice harder to become more self critical. They can see their problems and chart their improvement; second, we can also observe body language and the use of visuals. Students are interested; they like seeing themselves on video, even if the result is not so great. By seeing their performance in English, students have basis for improving it.

According to Canning-Wilson, C. (2000), she stated that talk show video has some rational advantages, video gives students experience in speaking at length in front of an audience, video allow the learner to see body rhythm and speech rhythm in second language discourse through the use of authentic language and speed of speech in various situations, in addition, video can stimulate and motivate students interest. Mini talk-show made the students had critical thinking and gets them speak freely in delivering their argument.

Wang (2012) stated that by free talk show in class, students will find every chance to learn the target language, participating in any language activities. By recording the talk show and let the students watch what they have done will reflect their by themselves, they encouraged themselves to get to know more about their vocabulary that related to the topic presented.
According to Hansen (2003) an easy way in improving students’ vocabulary is engage in conversation. Simple talking with other people can help students to discover the new words. As with reading, in speaking once you hear a new word and then slowly add the new word to your vocabulary and talk show encourage students to get new vocabulary by doing the conversation. Furthermore, talk show is one of oral activity where the students learn about language and develop their abilities to use language effectively in a natural way. It makes the students practicing the vocabulary they have.

Conclusion and Suggestion

Based on the description of the data analysis, the research findings showed that talk show video in teaching and learning English could improve the students’ vocabulary in speaking skill and the classroom climate of teaching and learning the language function. The improvement of students' vocabulary in speaking skill showed: (1) most of students pronounced the English words correctly; (2) most of students knew the meaning of English words, (3) most of students could use the words in sentence correctly according to the text. The improvement of classroom climate category showed dealing with a low of the students’ speaking skill are: (1) the students were not noisy in the teaching learning process, they paid attention toward lesson and (2) the students encourage to use English in teaching learning speaking.

By considering the fact, there was improvement achieved by the students and there were many benefits when talk-show is urgently needed to improve the students speaking skill at English Education Department of IKIP PGRI Pontianak. For other English lecturers who want to improve their students' achievement, they may try to implement talk-show in their teaching activities especially speaking class. There were many effective teaching learning procedures using talk-show; (1) they could make the students more interesting in joining the speaking class, (2) the effective teaching learning procedures using talk-show can make the optimum speaking ability of the students and speaking class; achieved, interested, alive and happy. Therefore, it can be concluded that this method will help students improve their speaking skill.
References


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