Research Article

The Talk Show Strategy in Facilitating Secondary School Students' Speaking Skills

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A B S T R A C T

This research outlines the talk show strategy (TSS), an effort junior high school students made in learning English. This research aimed (i) to explain how students develop their speaking skills throughout the implementation of the talk show strategy in their English learning; (ii) to explain any obstacles encountered while the implementation of the talk show strategy in their class setting; and (iii) to analyze the students' perceptions of the talk show strategy implementation in their classroom. This research presented as an inquiry case study that looked at how the participants improve their speaking skills through talk show. By using study case method, this research gathered data via observation, interviews, and questionnaires and analyzed it using the narrative analysis technique by analyzing the triangulation data. The research included 21 students from Santo Aloysius Junior High School Bandung. The research results reveal that (i) the students improve their speaking English because they are actively involved in the talk show in the class; (ii) some challenges are encountered, such as team work and lack of confident; however, they see these as opportunities to improve their English and other skills; and (iii) the students mention improvements in their English and an increase in their creative skills after implementing TSS for their education. Finally, implementing TSS in English classroom especially in Junior High Schools is worth doing.

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INTRODUCTION

The ultimate purpose of studying a foreign language, in this case, English, is to increase students' skills to talk effectively in real-world contexts using the language they are learning (Cambridge International Examinations, 2015). However, the most challenging skill for students to learn is communication. Speaking is the most challenging skill for students to master, said Leong and Ahmadi (2017).

Following a preliminary study conducted at the research location, students cannot communicate, lack vocabulary and understanding, and cannot answer certain questions. Furthermore, the mid-term speaking exam score could have been better. It is difficult for students to communicate since they cannot develop their ideas due to a limited vocabulary. According to interviews with some students, they are afraid of speaking because they lack confidence and do not know what to say in the speaking session due to limited vocabulary. In addition, the mid-term speaking test was low. Based on the five components of speaking skills, which were grammar, vocabulary, comprehension, fluency, and pronunciation, it was shown that the lowest scores were fluency and vocabulary. Consequently, they

need English assistance, especially with their speaking skill.

There are several strategies for implementing educational techniques that expose students to speaking skills. Talk Show Strategy (TSS) is one of the possibilities. A class talk show, according to Eisner, as mentioned in Wisudawaty, Sudarsono, and Wardah (2015), may assist students in improving their speaking skills and stimulate their interest in knowing more about a certain group of explorers. According to Syahadati (2016), a talk show is a good technique to encourage individuals to speak English based on their learning material. When English language learners have time to work in small groups and organize presentations, they acquire confidence and speaking abilities. Thus, if students undertake the exercise in groups, their speaking skills will develop, and the fear or anxiety caused by the deployment of a talk show in class will be decreased.

TSS in acquiring speaking skills is therefore appropriate for analysis since, most of the time. Teachers employ role play or simulation to improve students' speaking abilities. Furthermore, this research will look at the usage of TSS in grade 9 at a private junior high school in Bandung. Furthermore, it contains a full description of the classroom learning process, the obstacles in adopting TSS, and how students view TSS.

There are several previous researches support this current research which shows that talk shows can upgrade students' speaking skills (Nafisya, 2017; Devana & Afifah, 2020; Susanti, Edri, Putra, Nurhayati, Zikriah, & Aisyah, 2022; Naufal, 2019; Setyawati, 2019; Husna & Astria, 2021). This present research is different from the previous researches. First, the previous ones applied Talk Show Strategy (TSS) to college-level and senior high schools. On the other hand, this research is conducted at the junior high school level. Second, the previous and this current research provide different names and numbers. Moreover, this research only focuses on TSS; on the other hand, the previous researches focused on the effect of TSS, motivation, or different activities with the same method in collecting data. In addition, most of the previous researches used the experimental method to find the answer to their research questions. Meanwhile, this current research uses a study case as the method. Last, this research used four stages that the other studies did not use, which were preparation, planning, simulating, and review.

Considering the problem stated above, the purposes of this research are as follows:

1. To identify how students develop their speaking skills while implementing the talk show strategy in their English studying;

2. To reveal what difficulties, if any, are in implementing the talk show strategy in their school setting;
3. To investigate the students' views regarding implementing the talk show strategy in their class.

It is hoped that the findings of this research will make a significant contribution, both to the theoretical and practical practice of empirical evidence on the implementation of the talk show strategy

METHOD

This research was qualitative and used a study case. It allows a researcher to provide insight into the why and how of the research (Bhat, 2023). This research involved students and teachers who were studied and taught in Santo Aloysius Junior High Bandung, West Java. Moreover, one of the grade 9th in Santo Aloysius was hosted the study.

This research gathered data using several instruments. There were observation, interviews, and questionnaires. The observation was conducted in a class. Then the observers interviewed 5 students, and questionnaires were given to 21 students. In addition, the questionnaire was adapted Brown and Abeywickrama's speaking assessment rubric categories.

There were three meetings to do the observation. On the first day, the teacher described the talk show and its protocol. After the teacher explained the material, students prepared their performance. On the next meeting and also the third meeting, students performed in class. The researcher evaluated the activity once all the 21 students performed in the third meeting.

After accumulating all of the data that was obtained from the research instruments, it was subjected to analysis. There were observation analysis, interview analysis, and questionnaire analysis. For the observation analysis, the data were described in the journal of teacher. In addition, the interview analysis, the data were transcribed, described, and categorized. Last, for the open-ended questionnaire, the information would be analyzed by sorting each answer to the specific research question, while for the close-ended question, which the students have to answers either yes or no, the results will be analysed using a formula. The formula according to Santhi (2020) is presented below:

$$\text{Percentage} = \frac{\text{Total participants who answer an item}}{\text{Total participants}} \times 100\%$$

Notes:

00.00%	= none
00.15 – 24.99%	= a few students
25.00 – 49.99%	= nearly half of the students

50%   = half of the students
50.01% - 74.99% = more than half of the students
75%.00 – 99.99% = nearly all of the students
100%   = all of the students

RESULTS AND DISCUSSION

The way the students develop their speaking skills during the implementation of talk show strategy in their English learning

Students' progress in developing their speaking abilities was evaluated using observation data and questionnaires. Two meetings' worth of information was gathered for the observations. The interview was conducted on the third scheduled encounter.

In the classroom, students' verbal communication skills were enhanced via talks with teachers, discuss with their friends, and present their task. First, teachers spoke. The students were permitted to use their past knowledge to inquire about what a talk show was based on the observations. Everyone wanted to impress their teacher by answering her questions in English. Lestari, Mahmud, Salija (2021) state that the use of the English language in Indonesian classes can be improved if they are motivated by the teacher and the topic or the activity is interesting. Therefore, by participating in speaking activities, especially talk show, activity in the classroom, students have the opportunity to practice and apply their English language skills in real-life situations.

Second, students conversing with each other shows their verbal skills. They spoke English about their talk show themes but Indonesian about their question. The observation videos show these students working.

Third, playing and presenting their task items boosted the students' verbal communication skills. After the Talk Show Activity, students performed in front of the class. Some brought their phones, but their English oral communication skills were revealed.

As expected, it showed that students could converse in English. They attempted speak English. Some students spoke English well and used longer sentences despite some of them being shy and offering quick answers to inquiries. As time went by, the students' speech skills have improved. The result in line with the previous studies conducted by Castro (2019) and Putri (2016) that speaking activity in the class can gain students' speaking skills.

In addition, according to the students' speaking scores, scores demonstrated a significant improvement following the talk show activity in the class, surpassing their scores prior to the activity. It can be seen from the students' scores on speaking skills final test, indicating the effectiveness of the learning activities and interventions implemented throughout the course.

Moreover, based on the questionnaire and the interview support the findings:

- *The way I can work with others and the way this activity improve my grammar, speaking, and creativity* (Excerpt 18, Questionnaire)
- *"Hmm what I like about talk show is because this activity helps me to practice and umm I guess my speaking is better now"* (Excerpt 1, Interview)

Thus, those three activities showed some effect on the students, especially on their speaking skills. In addition, in the questionnaire, the students believed that there was an improvement in their speaking skills. Therefore, this talk show strategy was facilitated the students to gain their speaking.

The difficulties on the implementation of talk show in a class

According to questionnaires and interviews, teamwork and self-confidence are the two main research site issues.

Group work. TSS in the classroom was meant to be the hardest obstacle for students. They suggested causes for teamwork:

- *"How to schedule time with friends to train for the tss"* (Excerpt 18, Questionnaire)

- *"aa sometimes some don't work. Or don't know what it's like. So hard."* (Excerpt 1, Interview)

Lack of confident. Some students lacked confidence, the second TSS implementation problem. Some students struggle to perform in front of classmates and others. Students stated:

- *"I was nervous talking in front of people"* (Excerpt 4, Questionnaire)

- *"kinda nervous like that. Many people are watching. That's all."* (Excerpt 1, Interview)

Early researchers found some difficulties with time limits, classroom management, program design, and student progress evaluation. On the other hand, this study found that the obstacles that the found in the implementation of talk show in the class were group work and lack of confidence. As it is stated in the studies conducted by (Ferdous & Karim, 2019; Roychowdhury, Gerrits, Hull, Stowe, & Jensen, 2020), the challenge of group work in a class was the students find it hard to find a perfect time to practice their task outside the class.

In addition, another challenge was lack of confidence. The students hesitant to speak English in front of the class, which made the student did not feel confident. It confirmed what (Juhana, 2023; Aulia & Apoko, 2022) that the difficulty of developing speaking skill is the lack of self-confident. Therefore, the students found that group work and lack of confidence were the obstacles that they faced on the implementation of talk show.

The students' perceptions toward the talk show strategy implementation in their classroom

After the learning session, students conducted one final set of surveys and interviews about TSS implementation.

1. The general opinion towards the TSS implementation
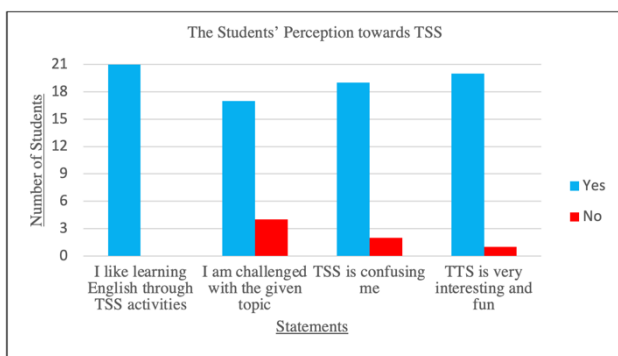

Figure 1. The students' perception towards TSS

Based on the data presented in the table, it is evident that every single student (100%) expressed a high level of enthusiasm for learning English through the implementation of the Talk Show activity. This overwhelmingly positive response underscores the effectiveness and appeal of the TSS approach as a means of engaging students in English language acquisition. The chart shows that all students were excited to study English utilizing TSS. In addition, the interview of students matched the findings.

- "*It's quite fun to watch my friends having a talk show.*" (Excerpt 2, Interview)

- "*I like how every member is given chance to speak and talk about what they really thought, and the atmosphere is really fun and cheerful.*" (Excerpt 13, Interview)

Students found TSS enjoyable, interesting, and systematic. Interview results matched. All responders supported TSS. Students welcomed TSS. Talk show activities, as suggested by Alattas, Abdul, and Muhsin (2021), contribute to the development of an enjoyable classroom environment. In addition, Nafisya (2017) thought that having a talk show in the school was a nice thing to do. It offers a break from traditional classroom routines and injects an element of entertainment into the learning

process. In addition, Palupi (2015) said that the talk show program in English class is one that is both entertaining and enjoyable. It can be said that the element of entertainment creates a positive and enjoyable atmosphere that motivates students to actively participate in the program.

2. Speaking skills improve after the implementation of TSS

The following table shows students' overall view after TSS implementation on questionnaire items 4, 5, 6, 7, 8, and 9.
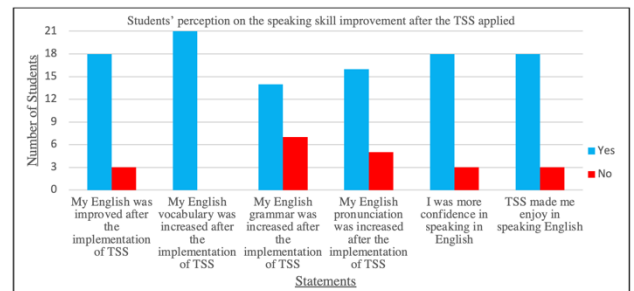

Figure 2. Students' perceptions on the speaking skill improvement after the TSS applied

TSS improved speaking skills for most students. Half claimed TSS improved their English grammar. They developed confidence and loved speaking English. Interview and open-ended questionnaire results were similarly similar:

- "*Presentation skills, pronunciation, grammar, etc*" (Questionnaire, Question 1 Answer 21)

- "*The song pronunciation must be clear if you want to sing too, right?*" (Excerpt 18, Interview)

From the passage, TSS improves students' speaking skills. According to surveys and interviews, TSS also improves students' oral communication skills. It is also in a line with Aprilia (2017) that talk show techniques in class to enhance the speaking skills of students. Thus, talk shows help students speak better.

3. Other Skills that improved after the implementation of TSS

The table below shows student questionnaire responses, demonstrating other skills growth after TSS implementation.
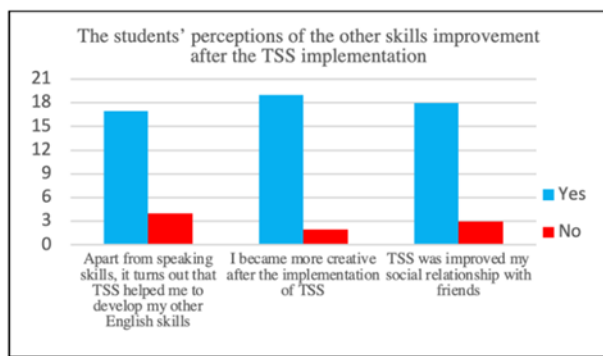
Figure 3. The students' perceptions of the other skills improvement after the TSS implementation

It can be seen that there are 85.7% or 18 students believed TSS helped develop their creativity and 76.2% or 16 students believed that talk show strategy improved other skills. In this case, the not only speaking skills that was improved, but also the listening skills. Moreover, there are 85.7% or 18 students stated that TSS improved the students' social relationship with friends. In other words, their social skills were gained.

TSS helped most of them develop creativity and other talents. Developed "other English skills", including listening. TSS also enhanced student-friendships. Thus, social skills increase. Open-ended surveys and interviews showed comparable findings.

- *"Speaking and creativity"* (Question 21, Answer 12)

- *"Critical thinking, negotiating"* (Excerpt 21, Quetionnaire)

- *"Creativity. Because during the talk show I forgot a lot of the words so I just improvised."* (Excerpt 1, Interview)

According to the excerpts above, students noticed that TSS improved speaking and other skills. TSS improved English skills, including listening, critical thinking, presenting, bargaining, singing, thinking, and creative discussion. Nafisya (2017) states that talk shows allow students to create motivating and memorable performances. Moreover, Cui and Teo (2023) said it might improve students' critical thinking by having them engage in discussion activities in the classroom.

4. The Students' perception of the possibility of TSS implementation in their classroom in the future

The surveys and interviews showed students want TSS in English class next level. They said:

- "Yes, because TSS very fun and improve me in many aspect" (Excerpt 18, Questionnaire)

- "*hmm ya daripada tugas-tugas doang gitu kayak ini lebih seru lebih menarik lebih membantu juga*

mungkin." (hmm yes, instead of just doing tasks like this, it's more exciting, more interesting, more helpful, maybe.) (Excerpt 20, Interview)

Based on the findings of the student's perceptions of their English learning experiences as described above, the majority of the students appreciated the learning and expressed support for the TSS implementation. Syahadati (2016) suggests that discussion programs can stimulate their interest in speaking lessons. In addition, Zaidon, Binti, Wan, Azlina, Mohd, & Kajang (2022) believed that the students gained some advantages for themselves, including having the skills to express themselves, as well as speaking exercises that encouraged the students to talk confidently and quickly. Main (2021) states that applying the speaking activity in the class can foster the students' participation in the class, the students experience joy, and they gain from their friends and support others to finish the task. Thus, the students wanted to have a talk show in the future due to the talk show is attractive.

CONCLUSION

Talk show improves students' speaking skill in English. In this case, the students were trying to speak English with their teacher and friends since the first day of observation. In addition, the difficulties on the implementation of talk show in their classroom are group working and lack of confidence. The students believed that it was not easy to find the fit time to practice or prepare their performance outside the class. In addition, even though the TSS was done in groups, the students were still having the feeling of lack of confidence. Moreover, the students' perceptions toward the talk show strategy implementation in their classroom that they feel enjoying, exciting, and fun. It can be seen by the students' expressions and gesture.

Some suggestions that would be given to the reader of this current study. First, it is advantageous to implement TSS by English teachers to develop better speaking skills for students. Second, teachers should assure the students to be more confident and give them more time in preparing a task so that the students can perform the task excellently and confidently. Third, educators who wish to adapt TSS in their teaching should be creative in designing the topics task to be implemented. The next researchers are suggested to do research at different setting in EFL learning context.

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