

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

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Abstract

This research is aimed to: (1) identify whether and to what extent talk show video as a reflective practice improved students' vocabulary in speaking skill and (2) describe classroom climate when talk show video as a reflective practice was applied in the speaking class. The method used in this research was classroom action research. 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. Video could stimulate and motivate students' interesting in improving their vocabulary in speaking class. As a result, talk show video is suitable for supporting and improving students' speaking skill, it has important role in teaching and learning process.

Keywords: talk show video, , speaking skill.

Abstrak

Tujuan penelitian ini adalah untuk : (1) mengetahui apakah video talk-show sebagai kegiatan refleksi dapat meningkatkan kosakata bahasa Inggris mahasiswa dalam ketrampilan berbicara, (2) menjelaskan situasi kelas ketika video talk-show diterapkan di dalam pengajaran ketrampilan berbicara di kelas. Metode penelitian yang digunakan adalah metode penelitian tindakan kelas. Data penelitian diperoleh dengan menggunakan tehnik kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa penerapan video talk-show dapat meningkatkan kosakata bahasa Inggris mahasiswa. Dengan melihat hasil video talk-show yang mereka tampilkan di depan kelas, mereka dapat merefleksi diri dan dapat memperbaiki kekurangan dalam berbicara bahasa Inggris.

Kata Kunci: video Talk show, ketrampilan berbicara.

INTRODUCTION

One of the important skills which plays an important role in foreign language acquisition is speaking skill. Many of the students feel anxious in a speaking class, and some are likely to keep silent. Luoma (2005) found that students attending a speaking class often felt anxious due to pressure from the speaking tasks which require them to present individually and spontaneously within limited time.

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. 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.

The problem which arisen at the second semester students of English Education Program of IKIP PGRI Pontianak in the academic year of 2013/2014 was speaking skill. Based on the preliminary study on February 18th 2014, in class 2B of English Education Department of IKIP PGRI Pontianak, most of the students in the classroom were passive in joining the teaching learning process especially in speaking.

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

In this research, I decided to apply talk show in teaching learning process. I had strongly belief that talk show was one of method that can be used to improve students' vocabulary in speaking skill. 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. Video would stimulate and motivate students' interesting in speaking class. I decided to focus only on one component which was

vocabulary, the indicators of vocabulary were: (1) Words meaning; (2) Pronunciation; and (3) words using.

Chaney in Kayi (2006) defines speaking as the “The process of building and sharing meaning through the use of verbal and non verbal symbols, in variety context”. Thornburry 2005: 127) proposes that there are at least five components of speaking skills, they are comprehension, grammar, vocabulary, pronunciation and fluency: (1) Comprehension, oral communication certainly requires a subject to respond to speech as well as to initiate it; (2) Grammar, it is needed for students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form; (3) Vocabulary, means the appropriate diction which is used in communication. We can not communicate effectively or express our ideas both orally and in written form if we do not have sufficient vocabulary; (4) Pronunciation, is the way students produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language; and (5) Fluency, Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners.

According to Wang (2012: 476), there are three strategies in teaching speaking: (1) Teachers’ questioning strategy. The communicative language teaching theory shows that the communication and interaction in class facilitate the language learning. They are the purpose of the language learning. The teachers’ talks and raising questions in class engage the language learners thinking about the learning materials. Teachers’ questioning strategy aids language learners to make critical thinking in learning process and guide learners to achieve better understanding of the learning materials. The teachers’ questioning strategies included types of questions, wait time and feedback; (2) Students’ cooperative learning. Cooperative learning is successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for

helping teammates learn, thus creating an atmosphere of achievement; and (3) Free talk-show in the class. A self confident language learner has a positive attitude to learning. They will find every chance to learn the target language, participating in any language activities. Prepared free talk-show allows the students have a good preparation for the talk-show in class. They rehearsed it with their group members to practice the talk-show that will be given in class next time can build students' self confidence.

According to Wollacott (2012) there are four main types vocabulary. There are reading, writing, listening and speaking vocabularies: (1) Reading Vocabulary. A read vocabulary is a passive one, the person is able to recognize the form of the letters and how they correspond to one another, and how their sum is understood; (2) Listening Vocabulary. Listening is also a passive type of vocabulary. The listener is able to link the words being spoken to their meaning; and (3) Writing Vocabulary. Writing is the active vocabulary equivalent to reading. With reading, it forms the core skills needed for someone to be literate.

Speaking is an active demonstration that can also rely on other elements such as facial expressions, intonation, pitch and gestures to help others understand its meaning. Knowledge of a word is demonstrated by its good usage and pronunciation.

Talk-show is one of teaching strategies to motivate the students to get involved actively in the teaching learning process. Herrell and Jordan in Dwinesa (2013: 25) define talk-show as a strategy that encourages the production of verbal English based on information and verbalizations studied ahead of time. According to Herrel and Jordan in Dwinesa(2013), the steps in using talk-show in the classroom are the following: (1) Choose an appropriate topic. The teacher identifies an appropriate topic for talk-shows implementation. The topic must be one where the students can gain information about the person to be interviewed from reading or researching; (2) Explain and model the talk-show strategy. The teacher explains talk-show by referring to a television talk-show with the students may be familiar, Oprah for example. The teacher models the role of the talk-show host by having one student come up to be interviewed about a recent classroom

event. Before interviewing the students, the teacher asks the rest of the class to brainstorm questions for the person to be interviewed. The teacher writes this brainstorming on a chart or chalkboard so all students can see ways to formulate questions for the interview. The teacher then models an interview with the students; (3) Give the group guided practice. The teacher divides the class into groups of three and gives them a topic to practice. Each group selects their interviewer, interviewee, and brainstorms a list of questions. The interviewer must practice asking questions that cannot be answered with one-word responses. The teacher circulates around the room while the students practice their interviews, encouraging groups to think of interesting questions and responses; (4) Present to the class. After the groups have had an opportunity to practice their interviews, they come up in front of the class and perform for the group. With groups with very limited English, this step may be skipped until the students have had more time and experience with the English or may be limited to groups who volunteer. After each group performs, the teacher identifies especially good questions and responses; (5) Add technology. The group can find visuals on the internet and use a program such as power-point to create a series of visuals to support the class' understanding of the interview. If one of the students is adept at drawing, the group can use the overhead projector so the interpreter can illustrate the interview as it progresses. The groups might also videotape the interviews and show the tape instead of performing the interview live.

Reflective 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. Engaging in reflective practice should help to improve the quality of care we give and close the gap between theory and practice. The act of reflection is a great way to increase confidence and become a more proactive and qualified professional. According to Roffey (2009), reflective practice is the process of learning through and from experience towards gaining new insights of self and/or practice.

According to Tice (2011), there are four ways in doing reflective practice in the classroom: (1) Teacher diary. This is the easiest way to begin a process of

reflection since it is purely personal. After each lesson, teacher writes in a notebook about what happened; (2) Peer observation. Invite a colleague to come into your class to collect information about the lesson. For example, you might ask your colleague to focus on which students contribute most in the lesson, what different patterns of interaction occur or how you deal with errors; (3) Recording lesson. Video or audio recordings of lesson can provide very useful information for reflection. Teacher may do things in class and do not aware of or there may be things happening in the class that as the teacher you do not normally see; and (4) Students feedback. Teacher can also ask her/his students what they think about what goes on in the classroom. This can be done with simple questionnaires or learning diaries for example.

The Talk Show dramatizes the exploration of literature. In creating a talk show, the students interpret characters, conflicts, themes and issues for live audience on a classroom stage. Rivers in Yulia (2003: 172) mentions several advantages of using video. It is now possible to bring into the classroom a more vivid presentation of the foreign culture than the teacher was able to do with pictures and objects since video combines objects, pictures, actions, and gestures in one package to illustrate meaning.

Through video, students, of course, can also see the 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 helps the students speak without self consciousness.

METHOD

The method employed in this research was Classroom Action Research (CAR). Action research is a systematic process that enables person to find effective problem solution in their lives (Stringer, 2007:1). Mills (2000: 6) defines action research as any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching learning

environment, to gather information about the ways that their particular schools operation, how they teach, and how well their students learn.

This research was done in the form of collaborative action research. In doing a collaborative action research, I was helped by one of the speaking lecturer of the second semester of English Education Program of IKIP PGRI Pontianak. This research's participants were the second semester students of English Education Program of IKIP PGRI Pontianak. The procedures of Classroom Action Research proposed by Kemmis and Taggart model in Burns (1999:35); planning, action, observation, and reflection.

In palnning step, firstly, I identified the problem referring to the teaching learning process that would be researched in this study. Secondly, the speaking lecturer as a collaborator and I made a plan about what kind of action would be carried out and prepared everything dealing with the action research requirements, such as (1) designed the talk show activities and recorded into video, (2) decided the objectives that would be achieved in observation form that would be done by me as a researcher, and (3) designed the tests that would be used to know the success of the action.

After the planning, I applied the next action, implementation, in this phase, both speaking lecturer and I collaborated to carry out the planned action. I determined the strategy that was applied in the classroom, I changed the lecturer's position conducting the research, while the lecturer observed the condition and activities in the classroom.

In observation step, the students' activities during the implementation of Talk Show activities would be recorded by direct observation. I recorded the important occurrence during the teaching learning process. The last step is reflection. Refelection is a way to see whether the implementation of Talk Show video activity in presentation is successful or failed to improve students' speaking skill.

FINDINGS AND DISCUSSION

From the implementation of talk show activities, there was an improvement on students' English vocabulary in speaking skill, the summary of the improvement result can be seen in the following tables:

Table 1. The Average Scores of Speaking Component

No.	The Component of Speaking	Average Score
1.	Comprehension	75.00
2.	Grammar	70.50
3.	Vocabulary	77,67
4.	Pronunciation	70.00
5.	Fluency	70.42
The Average score of Speaking components		72.71

Table 2. The mean score for each vocabulary indicators

No.	Indicators	Mean Score		
		Pre-test	Post-test 1	Post test 2
1.	Word Meaning	64.18	72.53	80.85
2.	Pronunciation	63.42	69.77	75.62
3.	Word in Use	63.59	68.85	76.55
Students' average score		63.73	70.38	77.67

Table 3. The improvement of students' class situation

No.	Pre-Research Condition	After Cycle I	After Cycle 2
1.	Some of the students did not involve in class activities and prefer being quiet	Some of the students involved in talk show during answer questions session, and gave comment or suggestion at the end or talk show	Some of the students involved in talk show during answer questions session, and gave comment or suggestion at the end or talk show
2.	Some of the students seemed not interested in the lesson	Some of the students were fairly interested and	Some of the students were fairly interested and gave

therefore they did not give full attention to the lecturer

gave attention to the lesson.

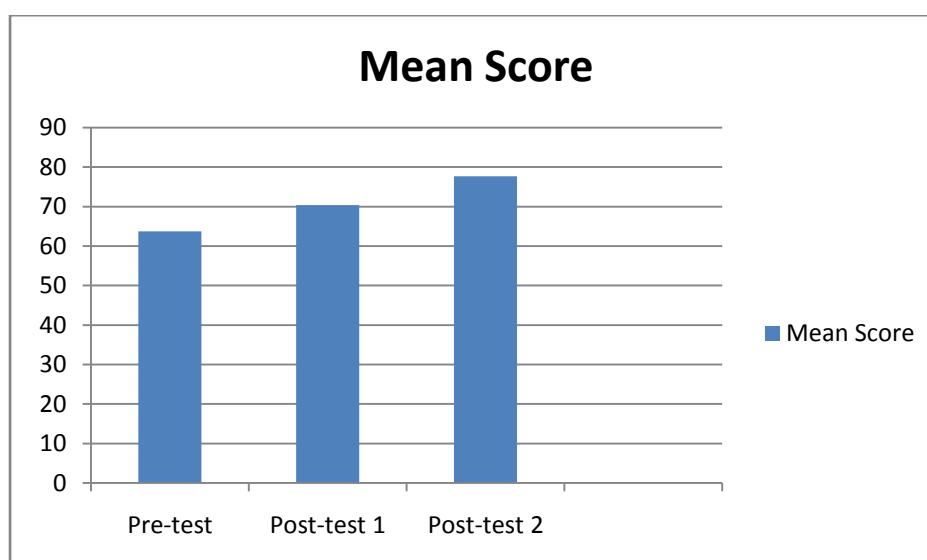
attention to the lesson.

Moreover, they also got some various vocabularies in using the language function. No doubt, they also learned some expressions, facial expression, gesture, and how to ask question depending on the form (formal/informal) and the context needed.

Table 4. The mean score for each vocabulary indicators

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		Pre-test	Post-test 1	Post test 2
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Students' average score		63.73	70.38	77.67

From the table 4, can be seen that the students' each vocabulary indicator such as word meaning, pronunciation, and word in use has increased from cycle to cycle.



Graph. 1. The Result of the Students' Mean Score

Based on the graph 1, it could be concluded that the students' speaking skill improved. The students' mean score for each cycle was increasing significantly. By considering the fact, there was improvement achieved by the students and there were many benefits when talk show was 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.

CONCLUSION

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 could make the optimum speaking ability of the students and speaking class; achieved, interested, alive, and happy.

Based on the precious experiences that the research got during carrying out the research, I would like to recommend some suggestions, as follows: (1) For the English teachers/lecturers. For improvement of students' speaking ability, The English teachers/lecturers are suggested to: (a) Improve five elements of speaking which covers fluency, grammar, pronunciation, vocabulary and content; (b) Improve their creativity in teaching English, for example by using interesting technique to attract the students' motivation, using aids to present the material, using different techniques in teaching learning process; and (c) Improve their skill in managing class, in order to create improvement during teaching learning process; (2) The students. For improvement of students' speaking ability, the students are suggested to: (a) Do what the teachers/ lecturers instruct seriously; (b) Practice speaking in English as much as possible to develop the speaking ability; and (c) Join the English clubs which can increase achievement and improve the speaking ability; (3) For the college and other institutions. To support the effectiveness of teaching and learning process, the college and other institutions are suggested to: (a) Provide enough fund for the sake of the teachers/ lecturers

creativity including holding English speech contest and buying media; (b) Facilitate the classroom with modern media like speakers, LCD, and laptop; and (c) Provide the language laboratory; and (4) For other researchers. Other researchers are expected to use the finding of this research as a foothold to conduct the next research on similar problems through other teaching techniques. Other researchers are expected to use the finding of this research as a foothold to conduct the next research on similar techniques through other language skill such as speaking, writing or listening. This study can be a reference for other researcher to conduct the next research if there is some weaknesses.

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