

**A TALK SHOW: A TECHNIQUE IN TEACHING SPEAKING RECOUNT
TEXTS AT SENIOR HIGH SCHOOL**

PAPER

*Submitted as a Partial Fulfillment of the Requirements for the Strata One
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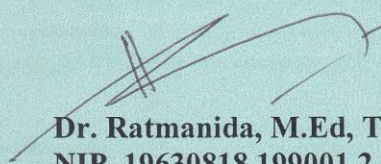
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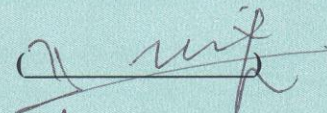
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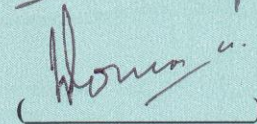
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ABSTRAK

Amelia, Suci. 2015. "Talk Show As An Activity in Teaching Speaking Recount Texts at Senior High School". *Paper*. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Makalah ini akan membahas mengenai penggunaan Talk Show sebagai aktifitas dalam *speaking* pada tingkat SMA dengan topik Teks Recount. Dewasa ini, kesuksesan seseorang dalam mempelajari Bahasa Inggris yang menjadi hal utama adalah di lihat dari kemampuannya dalam berbicara. Meski telah belajar Bahasa Inggris dalam hitungan tahun, namun masih banyak dari mereka yang tidak begitu cakap dalam penggunaan Bahasa Inggris secara lisan. Hal ini dapat disebabkan oleh faktor-faktor seperti kurangnya kosa kata, kurang lancar dan tepat dalam berucap, terbatasnya peluang untuk berlatih, atau dapat disebabkan oleh rasa takut jika melakukan kesalahan berbicara dalam Bahasa Inggris. Dalam mengatasi hal ini, ada banyak kegiatan yang dapat dilakukan. Meski demikian, guru terkadang masih mengalami kesulitan dalam menemukan kegiatan yang cocok karena dalam hal ini tidak hanya semata berlatih kemampuan berbicara, tetapi juga isi dari bahan pembicaraan, juga presentasi di depan umum. Berdasarkan permasalahan tersebut, makalah ini akan membahas mengenai "*A Talk Show: A Technique in Teaching Speaking Recount Texts at Senior High School*". Kegiatan Talk Show mampu memberikan peluang pada siswa untuk berbagi pengalamannya dan bermain peran seperti dalam situasi yang nyata. Mereka bisa berperan sebagai artis atau pembawa acara. Beberapa keuntungan menggunakan kegiatan ini yaitu dapat meningkatkan motivasi siswa dalam berbicara. Talk Show mampu meningkatkan kemampuan komunikatif siswa seperti teknik vokal suara, gestur, dan mimik wajah. Manfaat lain yaitu mampu meningkatkan rasa sosial karena siswa bekerja dalam kelompok, siswa tidak akan tampil sendiri sehingga ini akan menurunkan tingkat kekhawatirannya. Pada akhirnya, makalah ini di harapkan mampu menyajikan solusi bagi pada pembaca terutama para guru agar dapat menggunakan kegiatan yang dapat menciptakan atmosfer yang baru serta memberikan hasil yang optimal.

Kata Kunci: Speaking, Recount Text, the Talk Show Technique

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In accomplishing this Paper, the writer has worked with a number of people who deserved special mention. The writer would like to express her sincere gratitude to her honorable advisor, Dr. Ratmanida, M.Ed, TEFL. who has kindly and patiently given her much attention, supports, suggestion, and advice throughout the process of writing this paper. Additionally, her sincere gratitude is also given to all lecturers involved in her examination, Yuli Tiarina, S.Pd., M.Pd, and Drs. Don Narius, M.Si, for the suggestions and comments in finishing this paper.

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Padang, July 2015

The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The purpose of English teaching is to improve students' four skills namely listening, speaking, reading, and writing. As stated by Kayi (2006:4) that, the goal of teaching speaking is to improve students' communicative skills. Speaking is one of the four major skills in language learning which becomes a vital point in learning a language. By speaking people can communicate with each other to express their idea. People express their idea in spoken ways to create meaning in communication. Nunan (2003:64) says that speaking is a productive aural/oral skill. It consists of producing systematic verbal utterance to convey meaning. In this way, students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance.

In order to achieve the purpose of teaching speaking, the teachers have to find the appropriate techniques to teach this skill and they also have important role to the process of teaching speaking and increase students knowledge in a teaching and learning process. Speaking techniques chosen by the teacher in the classroom should encourage students to maximize language used orally. It requires teachers to create an enjoyable atmosphere of learning and to provide students' opportunity to speak.

For Indonesian students, it is not easy for them to learn speaking. Even most of students have learned this subject since elementary school, it does not

mean that they are interested in speaking English. Being only familiar with speaking is still inadequate because the students are only involved in speaking activity when they are studying in the class. Outside the class, students barely practice their speaking. They cannot speak in English to communicate like they usually do in using Indonesian language in their daily life.

Based on Curriculum 2013, there are several monologue texts that must be taught by the teacher in teaching speaking in a senior high school which exist in the basic competences; descriptive texts, recount texts, narrative texts, explanation texts, report texts, procedure texts, discussion texts, news items, review texts, and anecdote texts.

A recount text is a text used to retell events or experiences happened in the past. The purpose of this text is for informing or entertaining. Gerot and Wignell (1994:194) say that recount text is a text retelling events and having purpose of informing or entertaining. In addition, based on oxford dictionary, Hornby (1990) defines recount text as a text telling about something (adventures, experiences, misfortunes, etc).

Unfortunately, speaking a recount text is mostly difficult for students. Even most students have learned speaking for years, many of them are still incapable to speak, especially in speaking a recount text. This may be caused by several problems. The problems may come from the students or the teachers themselves. The first problem is the pronunciation of the students in speaking. Sometimes students can not speak well because they do not know how to

pronounce the word. It is also hard for them to remember the pronunciation of each vocabulary because in English they do not read the words exactly like what they are written like in Indonesian. It happens when students only focus on what is written rather than how it is spoken.

The second problem is the lack of vocabulary. Students can not speak much, because they are lack of vocabulary when they want to talk what is on their mind. Students need to know the vocabulary used in the recount text because the tenses used in this text is past tense. Students need to enrich their vocabulary about past verb used in past tense such as *did*, *went*, *bought*, etc. This problem of lack of vocabulary happens when students want to say something, but they do not know the past form of some verbs. The lack of vocabulary also relates to students' speaking fluency. If the students do not have enough vocabulary, there will be pause and filler in speaking.

The third problem is students' fluency and accuracy. Brown (2001:268) says that fluency and accuracy are important goals to pursue in Communicative Language Teaching. In speaking recount text, students' fluency and accuracy are affected by their memorized text. When students tell their experience, they tend to recall what they have written, not what they have experienced. The bad pronunciation and the lack of vocabulary are also included as the factor influencing the fluency. The students' fluency can be considered as the good one if they are able to speak without filler and pause.

The fourth problem which is related to psychological factors that comes from the students themselves is the concerning to the fear of making mistakes

when speaking. In Brown (2001:269), this problem belongs to the affective factors. It is kind of the anxiety generated over the risks of blurting things out that are wrong, stupid, or incomprehensible. Now, how could the students speak if they are afraid of making mistakes in speaking? Students would tend to keep silent rather than look bad when they speak.

The next problem comes from the teacher in which the case of the limitation of opportunity to practice speaking given by the teacher. This situation happens because most teachers make their students more focus in writing recount text, and pay attention more in grammar. Most teachers think that the recount text should be mastered in the written form rather than in spoken because it belongs to monologue texts. They give students time to speak but it is only a little time and when speaking there are still many students who only tell their experience in recount by just reading their texts.

The last problem in speaking recount text is the lack of students' motivation that is caused by the teacher's mistake in choosing speaking technique. The technique that is usually conducted by teachers in speaking recount text such as retelling their experience in front of the class does not give students the new atmosphere to raise students motivation in learning speaking. Retelling their texts individually in front of the class will take much time and make other students which are not performing do something else. This usual technique will create a boredom situation for students that makes them lack of motivation. Teachers need to be creative to find or create a new one. The teachers have to avoid ineffective activity that is only killing the time rather than raising students motivation.

To cope with those problems and to fulfill the learning outcomes in speaking recount text, there are many techniques that can be applied to improve students' speaking ability such as retelling story, role play, drama, and so on. However, in teaching speaking recount text, the speaking technique does not just demand practicing to talk, but also the content, pronunciation, fluency, and students' performance, especially in teaching speaking for senior high school students because their speaking skill level should be higher than students in junior year. That is why the teachers need to choose the good technique and bring students into a real life situation for instance like we usually see in an english talk show.

In speaking activity of learning recount text, Talk show is a technique that can be used. The students will have opportunity to talk and share about their experience, or what they have done. They can also pretend like an actor invited in a talk show. The kind of recount text in a talk show is a recount career. Here, the students are asked to share about what has happened in the past orally by using correct generic structure and language features of recount text.

Related to teaching speaking recount text, through talk show, students will learn to take a role in live speaking situation based on the recount text they have written. Karana in Widiati and Cahyono (2006:14), describes that the small groups of students will be enthusiastic to perform a talk show on various topics of their choices as they have been familiar with a talk show program. The familiar talk show is such as the one managed by a well-known American talk-show

presenter, Oprah Winfrey. Recount text can be included as one of choices as the topic in talk show.

By doing this talk show, students are supported to know their ability in English and make it more and more perfect as the time they have been practicing. It will reduce their fear to talk in front of public because they will not do it alone. By performing the talk show, students will be able to express themselves in delivering their ideas, opinions or responds to each others.

Based on the brief explanation above, it can be said that the teachers have to find an effective technique in improving students speaking motivation. Therefore, this paper will discuss about the talk show technique. The purpose of using talkshow as a speaking class activity at senior high school is because the advantages of the talk show as a technique which are not only about practicing to talk, but also the consideration of the content, pronunciation, fluency, and students' performance.

B. Identification of the Problem

Based on the background of the problem above, there are some problems that can be found in speaking recount text that can come from students such as pronunciation, the lack of vocabulary, fluency and accuracy, the fear of making mistakes, and also the problem that may come from teachers like the limitation of opportunity to practice speaking given by the teacher, and the lack of students' motivation that is caused by the teacher's mistake in choosing speaking technique.

So that is why it is necessary to find a good speaking technique to work out those problems.

C. Limitation of the Problem

Based on the background and the identification of the problem above, this paper will focus on implementing talk show as a technique in teaching speaking recount text at senior high school.

D. Formulation of the Problem

Based on the limitation of the problem above, the problem is formulated as follows:

How is the implementation of talk show as a technique in teaching speaking recount texts at Senior High School?

E. Purpose of the Paper

The purpose of this paper is to explain how to teach speaking recount texts by using talk show technique at Senior High School. Moreover, it is hoped that this paper can help the English teacher to use this technique to create a new atmosphere in the speaking class activity.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on explanation, it is clear that Talk Show is a program on which famous guests are asked questions about themselves, or members of the public discuss a particular subject. In speaking activity of recount text, Talk show is an activity that can be used. The students will have opportunity to talk and share about their experience, or what they have done. Through talk show technique students will learn to take a role in live speaking situation. They can also pretend like an actor invited in a talk show.

Talk Show technique gives advantages in teaching English especially speaking. Students can develop their knowledge because in talk show, they are demanded to know about the information and historical career of some public figure. Talk Show technique will increase students' communication skills such as voice, hands, face expression and body language. It can increase students' critical thinking by discussing their text in group and designing the questions to help their Talk Show run in a good way.

Social awareness is also increased by working with each other and giving attention to people around. Talk Show technique can give a practice to students to learn cooperative or team work. This technique will decrease the fear of students to stand before public and also increases students' confidence.

B. Suggestion

Teaching speaking in the class can be interesting if the teacher can choose the techniques creatively. Talk Show technique can give a contribution in motivating students in speaking activity. The writer suggests the following points:

1. The teacher should be creative in selecting and using an interesting activity in the class. So that it makes the classroom activity more enthusiastic, especially in teaching Speaking. For instance, Talk show activity can give different atmosphere in Speaking class activity for recount text.
2. In Talk Show, teachers should be wise in dividing students into groups. Each group consists of students with different communication ability so they will help each other in order to perform a nice and exciting talk show.
3. Next, teachers should give students enough time to prepare the performance because students are less likely to be fearful and anxious and more likely to do well if they are well prepared.
4. The teacher has to make sure that all of students are involved and participate in the speaking performance.
5. The last one, it is suggested to the teacher to use Talk Show by selecting the topic about the current or latest issue and something familiar to students because the talk show is not only about Recount Career text. Also, other topics can be included and discussed in this activity. It will attract students to involve in the activity and talk more and more because they know and familiar with the topic.

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