

The Use of Talk Show Video Media in Improving Students' Speaking Skill

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Abstract

The objective of this research is how to improve students' speaking skill by using Talk Show Video Media at the 10th Grade, first semester in 2021-2022 academic year of Vocational High School Health Bhakti Insani Depok. The researcher conducts the classroom action research into two cycles, in each cycle the researcher conducts the research into four steps: Planning, Acting, Observing, and Reflecting. There are 21 of students as the subject of the research. Researcher collects the data from observation, interview, and test after the learning teaching processes, and discussion. The test that used in this study is oral test. Because the test is oral test, the researcher divided the score into 5 criteria, which are grammar, vocabulary, comprehension, fluency, pronunciation. The result of the study revealed that the students' score in each cycle can improve. In cycle 1 only 9 students passed test or 33% of all students or from the sum of students. In cycle 2, there are 19 students in the class who have passed test or 90% from sum of the students. Also students' motivation and enthusiasm in learning speaking are able to increase.

Keywords: action research, pronunciation, speaking skill, talkshow video.

1 INTRODUCTION

Language is a tool for interacting with humans, a tool for thinking, and channeling the meaning of belief in society. Apart from being a means of communication and interaction, language also has an important meaning as a learning method in the scope of language itself. Language also functions as the identity of a nation or country because of its uniqueness. Therefore, every nation and country certainly has a different language. Learning this language is no longer an obligation to get good grades or rankings in school and as a defense in the face of increasingly challenging globalization currents. English can open to access to unlimited assets needed by people in Indonesia. English is the most spoken language every country in the world, it is the mother tongue of more than 400 million people worldwide. Every day, millions of people speak English at work and in social life. Likewise, when people from different nationalities meet each other, English is used in communication by them. If those are still in school or college, then they can learn and master English.

The students should master the basic speaking skill which is related to daily life conversation. They should be able to pronounce the words correctly, they also should be able to use the language fluently on the level of social needs. To push the students to communicate well, they should be able to arrange sentences grammatically to convey the information easier. Therefore, students need to enhance their speaking skill. In learning English, Vocational High School students cannot be separated from English for Vocational Schools. To help them get a job in the world of international work, SMK students must master English both actively and passively. Their English must master is English related to their major. Speaking skill is very important to learn because it is one of the important

skills which plays an important role in a foreign language and one of four important language basic skills. It is needed to help students to communicate and socialize with people around the world. Students can be said successful in the English language if they speak well it can be seen in their pronunciation. However, there are problems with the students of Vocational high school health of Bhakti Insani Depok in the academic year of 2020/2021 is speaking skill. Based on class X of Vocational high school health of Bhakti Insani Depok, most of the students in the classroom were passive in joining the teaching-learning process especially in speaking. Students are still wrong to pronounce words well, because students rarely listening to native speakers directly. The students are accustomed to use of Indonesian language everyday.

Students are rarely accustomed to speaking in English. Students feel embarrassed to speak English for fear of being called cool with their friends. The cause of being unconfident when speaking English is a lack of vocabulary. Students have low motivation to learn English, especially in speaking skills. Another problem is because of the family's economy. Several students can not take an English lesson out of the class. Therefore, teachers must be precise in choosing the media used for learning speaking skills in the class.

Talk show video can improve students' speaking skill, because in Talkshow video students can hear the native speakers speak directly. Talk-show is one of teaching media to inspire the scholars to get concerned hear native speaker live Students can hear the correct pronunciation. Talk show video can be direct media that will motivate students to learn English to build students' interest. Students going to get a new vocabulary after watching the video talk show. Talk show video can upgrade students' pronunciation and vocabulary. Talk show video can enhance the conversation and pronunciation skill of the students. Talk show video on youtube also promotes authentic vocabulary development. It means that video talk shows can improve students' English language skills in their daily activities. The skill you get started from the pronunciation of sentences, adding vocabulary which is very useful for students both or outside of school. Talk show video can improve all categories of students' language skills. Starting from increasing vocabulary, improving grammar, improving pronunciation, increasing student fluency. It means TalkShow video as IT-based media is recommended to be used for improving students' speaking skills.

From previous researcher, Qomar (2016) conducted an action research at Muhammadiyah University of Metro for the third semester in the academic year of 2015/2016. It shows that Youtube can improve students' speaking skill which includes pronunciation, grammar, word choice, maintaining conversation, and organization of the ideas. Second researcher, Elly The difference between my research and previous research, Elly in her research in 2016 is that Elly used a talkshow video for students' speaking practice namely, recording talk shows and letting students watch what they have done that will reflect themselves. There is an increase in students' speaking skills. Meanwhile, in my research, the researcher will show a video talk show in class with an interesting theme and then the students will be given the task to talk with their friends.

In this research, therefore researcher decided to apply talk show in teaching learning process. Researcher had strongly belief that talk show was one of media that can be used to improve students' speaking skill. By watching the talk show, they would encourage themselves to get to know more about their vocabulary and pronunciation that related to the topic presented. Video would stimulate and motivate students' interesting in speaking class. In conclusion, the researcher is interested to conduct the research entitled "The Use of TalkShow Video in Improving Students' Speaking Skill".

1.1 The Essence Speaking Skill

Speaking skill is one of the important language skills that can make it easier for the speaker to communicate with others socially, and also to respond to the conversations of others with correct pronunciation, grammar, and vocabulary. Speaking skill has some important aspects which can be divided into six aspects, such as (1) comprehension, (2) vocabulary, (3) pronunciation, (4) fluency, (5) grammar, and (6) intonation or expression (Herlina, 2014). In term of comprehension aspects, people should understand the spoken words of

the interlocutor, regardless of grammatical and other errors. It's important to increase their vocabulary, if people don't have the words to say what they want to say, then students cannot say it. It's important to grow their vocabulary constantly. The more interesting words you know will strengthen your speaking skill.

According to Brown and Yule (1983), "speaking is the ability to pronounce the sounds of language to express or convey thoughts, ideas or feelings." Verbally, this understanding basically has the same meaning as the understanding conveyed by Tarigan, namely that speaking is related to the pronunciation of words.

In addition, speaking skills are the most essential skills for all learners who wish to learn English to enhance their career, improve business, build confidence levels, get better job opportunities, make public speeches, attend interviews, participate in debates and group discussions, give presentations, and so on (Rao, 2019). In the present modern world, everything is linked with speaking skills. One who has good talent in speaking can conquer the whole world.

Wallace stated that oral practice (speaking) becomes meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation.

Based on some theories above, the researcher can write a synthesis that Speaking skill is related to the pronunciation of words that aim to convey what will be conveyed by their feelings, ideas, or ideas. Vocabulary is a very important facet of speaking that permits folks to convey their information to others effectively. So there are components of speaking skills there are comprehension, grammar, vocabulary, pronunciation and fluency.

1.2 The Components of Speaking Skill

There are the components of speaking skill among others. According to Thornburry (2005) proposes that, there are at least five components of speaking skills, there 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. 5) Fluency, Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Here, the researcher states that components of speaking skill must be understood by people what other people say, people can arrange a correct sentence in conversation, increase their words as long as students live, try to pronunciation practice every speak, and fluency.

1.3 The Essence of Talk Show Video Media

Media is a tool that can assist in necessity and activities, which can make it easier for those who only take advantage of it (Rahmatullah & Ghufroon, 2021). More specifically, the notion of media in the teaching process is trendily interpreted as physical, photographic, or electronic devices for capture, process, and rearrange visual information or verbal. The existence of media is felt to be very helpful in the learning process. This is because the teacher will be easy in activities and can increase student attention to activities of learning.

The media may be implies of channeling communication. The word media comes from Latin which is the plural shape of the word medium. In truth, media implies a mediator, a mediator between the sources of the message (a source) by accepting the message (a collector). A few things are included within the media are movies, tv, charts, print media (printed fabric), computers (Bolter, 2001).

Learning media is a tool used in delivery in the process of learning (Antara & Dewantara, 2022). Learning is a communication process between students, educators and teaching materials. Communication won't work without the help of delivering messages or media. On the other hand, they said that, "The Internet plays a very important role with today's generation. Students today have a different learning style from previous generations. Lot of those who think that the current generation is bored and lazy to study."

Also according to Barnes, Marateo, and Ferris (2007), various studies show that the generation known as the internet generation actually has a high learning orientation and an enthusiasm, it is just the way they get information alone is different. This generation's way of learning tends to be autonomous and independent. In any case, they are determined searchers of data and deliberately decide the choice of learning show that suits them. They also actively want varied learning models and tend to get bored quickly with conventional learning models whose resources and models are limited.

Learning media can increase and direct children's attention so that it can lead to learning motivation, more direct interaction between students and their environment, and the plausibility of students to memorize freely concurring to their capacities and interface. So using media in learning English speaking skills can increase students' motivation.

1.4 Talkshow Video

"Talkshow media is talk-show as a strategy that encourages the production of verbal English based on information and verbalizations studied ahead of time. When some people talk to each other such as Ellen Show, Oprah, The Tonight Show Starring Jimmy (Dwinesa, 2013). Talk shows broadcast discourse can be seen as a media product or as a continuous talk oriented. As a media product, talk shows can be the 'text' of the culture that interacts with its viewers in the production and exchange of meaning.

As a process of dialogue, talk shows will pay attention to efficiency and accuracy issues, on aspects: the host controls, participant conditions and audience evaluation events. Media has important roles in the teaching and learning process in the classroom. 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 (Syahadati, 2014).

It can be said that talk shows videos are broadcast programs where a person or group gathers together to discuss various topics with a relaxed atmosphere, guided by a moderator. People can be a fast learning media for access and information, besides that it can also be used anywhere or is simple and effective.

Based on the theories above, the researcher can write a synthesis that using talk show video as media the students can know a native speaker using language live. It can stimulate students to speak directly from native's culture. Students will see native speaker's expressions, gestures. It gives students cross-cultural awareness. Students will enjoy learning. And the last will give students' interest.

1.5 Framework of Thinking

Speaking skill is related to the pronunciation of words that aim to convey what will be conveyed by their feelings, ideas, or ideas. Vocabulary is a very important facet of speaking that permits folks to convey their information to others effectively. So there are components of speaking skills there are comprehension, grammar, vocabulary, pronunciation and fluency.

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Base on the conceptals above, the researcher can assume that, "In learning teaching process by using talk show video media can improve students' speaking skill. Then, we can

write an action hypothesis that, "In learning teaching process by using talk-show video media can improve students' speaking skill in 10thGradeof SMK Bhakti Insani Depok."

2 RESEARCH METHODS

Objective of the Research; this research's objective is to improve students' engagement in classroom interaction, especially, improving students' speaking skill in learning teaching process by using talk show video media. Actually, how to exam the hypothesis that is formed in chapter before.It's of course that is going to research at SMK Bhakti Insani Depok.Besides that, the aims of this research also is to give alternative media that can be applied to teaching speaking skill.

Field Research, this research will be conducted in Vocational High School Health of Bhakti Insani Depok, grade X. Jl. H. Dul No.42, Bojong Pd. Terong, Kec. Cipayung, Kota Depok, Jawa Barat. This school is choosenbecause researcher wants to increase students'speaking skill. Phone number: 0811-1339-992, website:[http: //bhaktiinsani.com/](http://bhaktiinsani.com/) The research is going to be conducted in two month from August until September 2021, of course, in the first semester of academic year 2021/2022.

Method of the Research, This research uses qualitative approach within Classroom Action Research method. This research uses two cycles, and each cycle has four steps, there are planning, acting, observing and reflecting.

3 RESULT AND DISCUSSION

In this section, several sub-sections are presented, starting from the pre action description to finding the result of the research

3.1 Pre Action Description

Pre action description was the activity had done by the researcher before conducting the action research. The aim of the pre action description was to acknowledge the environment and the teaching learning activity in the school especially in the classroom. With the pre action descriptionthe researcher could anticipated the situation that might be happened in the classroom.

3.2 Pre Interview

The researcher had done the pre interview in order to get further information about the teaching lerning process in the classroom. From the Pre Interview activity researcher conclude some points as follows:1) The English teacher taught English by using game "tongue twister" then continued by giving the themein teaching speaking. 2) The teacher not yet used the talkshow video media in learning English but use game. 3) Learning speaking English still makes students feel scary when faced with direct tenses. 4) The students are excited even though they don't look confident. 5) The students' speaking skill was poor and they need the media or method to improve their speaking skill.

3.3 Pre Observation

Before conducting the research, the researcher held the pre-observation to the English teacher to gather more information about the teaching learning process in SMK Bhakti Insani. The researcher observed the English teacher in the classroom by herself to decide the further the classroom action research.

Based on the pre-observation activity, the researcher concluded that the english teacher taught English by using game "tongue twister" then continued by giving the theme as the topic of speaking English that day. both Indonesian and English language. Due to the lack of pronunciation examples from direct natives, students are confused in their pronunciation.

Due to the limited time, the English teacher did not have much opportunity to encourage students to pronounce several sentences one by one and for the problem that the researcher found in the pre-observation most of the students had understood what the teacher said but they did it. the 2013 curriculum target has not been achieved which is designed by students to be more active and creative. Also students become bored because of the techniques used in class to learn English.

Based on the pre-interview and pre-observation activities, the researcher concludes that students have motivation in learning English but they do not have appropriate methods or media that can help them to improve their speaking in learning English. English teachers also do not provide sufficient verbal reinforcement to students so that students do not have the opportunity to express their emotions and feelings.

3.4 Cycle I

Planning, in this case, the researcher arranged a lesson plan based on the teaching material. After that researcher prepares talk show video media that would be used in the teaching learning process and students' criteria of score which is used as guide to know the progress of students in each cycle. The researcher also prepared observation sheet to know how interest students with learn English using talk show video media.

Acting, a) Warming up; For the first of all the reseacher greeted and say Good Morning everyone then invited students to pray together according their religion, then ask their condition used how are you today? After that researcher introduced herself and checked the students' attendancethrough the Whatsapp group. Researcher asked the students about the talk show video that we will use to learn and what they think about the talk show video media. b) Main activity; The researcher started to give an explanation about the material introduction in PowerPoint, then gave a youtube link of the talk show videomedia at Whatsapp group. The researcher asked students to collect information about the expressions of introduction in talk show video media with the title "*Mengejar: Denise dari secret number KPDB Ep. # 72*" at Channel Youtube: DIVE Studios Podcasts.Students really interestingin the talk show video media, they have clicked the youtube link video as fast as they can. After that, the researcher asked about information from the talk show video, and would be connected to the material introduction. So researcher gave an explanation about the material introduction based on the talk show video. c) Evaluation; The researcher worked together in classroom. The collaborator observed the students, while researcher taught the materials. Researcher gave stimulus to students with the title from the talk show video media. Researcher gave them instruction to watch the video and writesome important information from the video. Then gave opportunities to students to asked the difficulties word and ask some question about information of the talk show video media. At least students already listen video to know how to pronounce some word. d) Closing; Researcher gave conclusion to the students about the materialtoday. Also gave them feedback about the teaching learning process.

Observing, In this phase, the researcher tried to notice all activities in the learning activity. It might be about teacher's performance, students' response and student' participation during teaching and learning process using talk show video media. First, the researcher did well in preparing media PowerPoint and youtube link video to explain the material about introduction based on the talk show video. Second, based on the observation sheet from the researcher to students, the researcher found that students gave attention to the teacher, but they are still not active to discuss with their teacher and friend in English during teaching and learning process.

Reflecting, After the collecting the data, the researcher analyzes the data of teaching learning process. Then, the researcher reflects herself by seeing the result of observation, whether the teacing and learning process of speaking English using talk show video media is good to imply in teaching and learning process at 10thgrade students ofVocational High School Health Bhakti Insani or not.

In this cycle only33% of students or 9 students from 21 students that passed KKM (75). They still lack in vocabulary and pronunciation, and they still confused when they speak

English. They also still not confidence to speak English. So in the next cycle researcher will make reinforcement in vocabulary and pronunciation, and give them motivation to be braver in speak English. Researcher hope it would solve students' problems and to get better score in order to achieve at least 80% students who passing KKM (75).

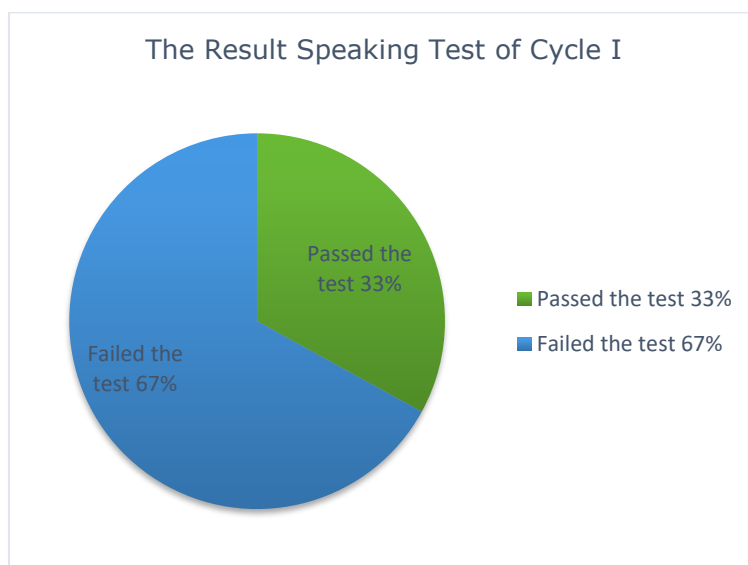


Figure 1. The result speaking test of cycle I

Class action after learning teaching process is done by researcher, because the learning target is not reaching 80% more. This activities are a learning remedial, and for those who pass enter into the classroom himself was given a task.

3.5 Cycle II

Planning, After finding fact in in the cycle 1, there were some studens who did not get good scores. We did not reach the target of 80 % students pass the test. The researcher rearrange the lesson plan which was used in the previous cycle with some modifications. When in the cycle 1 the researcher showed the talk show video with the title "*Mengejar: Denise dari secret number KPDB Ep. # 72*" by Channel Youtube: DIVE Studios Podcasts, in cycle 2 the researcher showed the talk show video with the title "Hailee Bilang Gue Kece (4/5)" by Channel Youtube: NET FAMILY. But in this cycle students were given the reinforcement in vocabulary and pronunciation, because they still lack in vocabulary and pronunciation when they through in cycle 1. Researcher also gave explanation about the talk show video. Then asked them to make a group that consist 2 people to conversation practice. The researcher hope it can stimulate students to be more active and creative. Also gives the better result than in cycle 1. Besides of that, the researcher still also prepared the observation sheet and interview sheet. Researcher also still gave them conversation practice, because they need to master it and to the next meeting students doing pronunciation practice.

Acting, the three activities are: warming up, main activity, evaluation, and closing. In warming up, the researcher enteres in to zoom meeting to greet and say Good Morning everyone then invite students to pray together according their religion, then ask their condition used how are you today? After that researcher introduces herself and checks the students' attendance list through the Zoom meeting. Researcher also asked the previous material as the warming up activity. In main activity, in this cycle, researcher reviews the last lesson and gave short the reinforcement in vocabulary and pronunciation. Researcher also gives the explanation about the talk show video. Then asked them to make a group that consist 2 people to conversation practice. In evaluation, the researcher showed another talk show video with the title "Hailee Bilang Gue Kece (4/5)" by Channel

Youtube: Net Family. The researcher asked students to pay attention because they will make a conversation with their group. Students can ask about difficult vocabulary and pronunciation to the teacher. On this cycle, students know more than cycle 1 and more interest . because in this cycle 80 % of the students get the target of the KKM, so this is end of research. In closing, the researcher closes the lesson by giving some conclusion about the lesson and having the students asks some questions.

Observing, in this phase, the researcher tried to notice all activities in the learning activity. It might be about teacher's performance, students' response and student' participation during teaching and learning process using talk show video media. First, related to observation sheet for the teacher. Researcher managed the class very well. Most of the students give a good feedback when the teacher was explaining the material. Second, related to the students's participation, it showed some progress than in the cycle 1. Almost all the students be participated in learning process which is making conversation with their friend and active to ask some question.

Reflecting, researcher analyzes the result of cycle II. Most of students respond the reacher activity. Furhermore, the teaching learning process is done very well. The researcher felt satisfy because the students have significant improvement score they get from cycle 1. Finally, we reached target of research that 80 % students who have good scores. There are 18students in the class who passed the KKM (75) and 90% students in the class have reached the target. Therefore the researcher decided to stop this research and the use of talk show video media in improving students' speaking skillat 10th Grade Students of Vocational High School Health Bhakti InsaniDepok is successfull. Especially to the students who have not reached the KKM (75), researcher will give the exclusive attention and give more learning process to them.

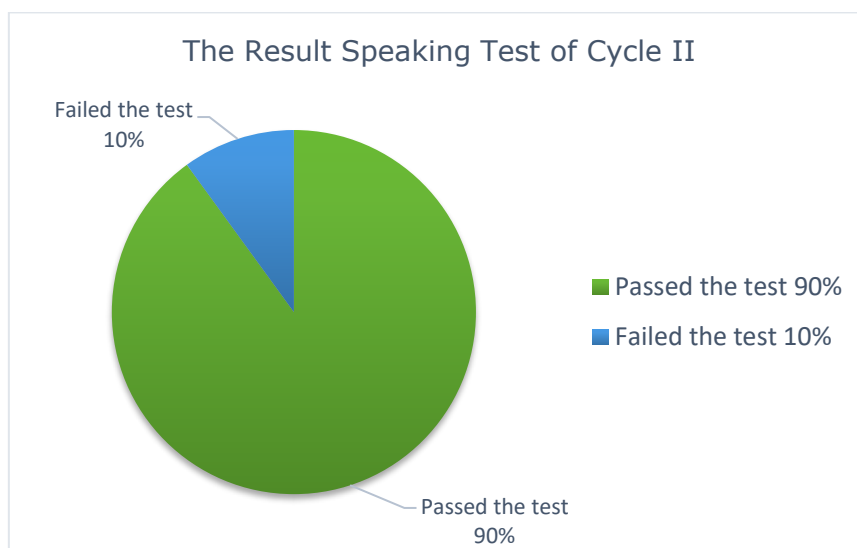


Figure 2 The result speaking test of cycle II

Class action after learning teaching process in cycle II, because it has exceeded the learning target of 80%, which is reaching 90%, then cycle II stop is not continued in cycle III. Next for students who are left behind in cycle II there are 10%, namely there are 3 people, then the student who is left behind is called and distructured interview that is diagnosed. So that it will be known what the student`s learning problems.

3.6 Finding the result of the research

The use of talk show video media in improving students' speaking skill at 10th Grade Students of Vocational High School Health Bhakti Insani showed that there are the facts that researcher found in the research process that suit with some theories that underlying variables are discussed.

From the research cycles that have been done in the teaching learning process, in the activity of cycle 1 researcher found some facts that the activity of teaching and learning speaking process does not run too well because the low of students' vocabulary mastery, they have nothing to say. Learners afraid to make mistakes when they making coversation with their classmates. They have no motivation to express themselves. So the difference from previous research conducted by Ayu Muassari is that previous studies used short videos to improve students' speaking skill, while my research used video talk shows to improve students' speaking skill.

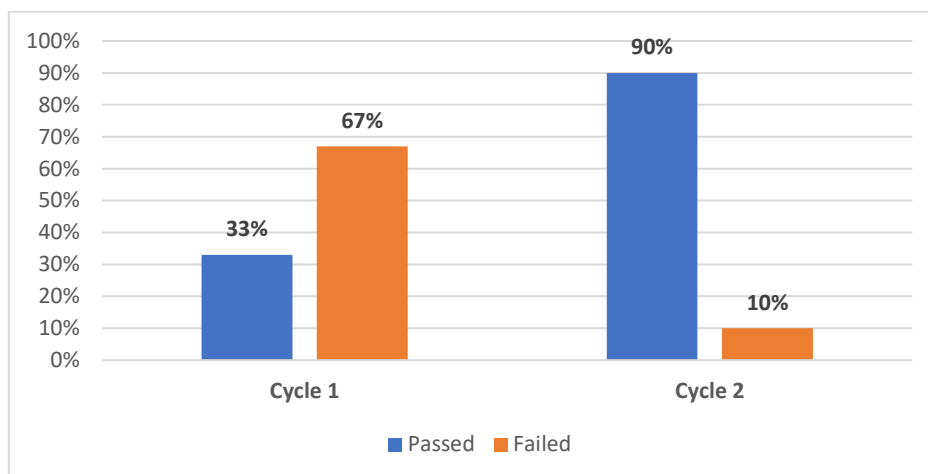


Figure 3. The improvement of students' speaking test through talk show video

In each cycle, researchers tried to apply what Harmer (2001, 2005) said that the activity should be set up properly and researchers when teaching. give sympathetic and useful feedback for students. It also helps to improve students' speaking skills.

Second, researcher found that the pronunciation of the students and their fluency is increasing than before. It is related to Wang (2012), English video materials can provide teachers with more choices in classroom activities and avoid the boredom and monotony of traditional English teaching materials.

Furthermore, the researcher also found that subtitles could help students to understand the meaning of the video interview given. This can be seen when researcher asks students through interviews, they say that one of the problems they face is when they couldn't find subtitles to help him grasp the meaning of the video interview. Then it has nothing to do with Champoux who says that subtitles in films or video can also distract students. It will also interfere with their attempts to listen. Usually the learners try to translate or compare the mother tongue and the target language which ends up getting them lost altogether. The results are as follows; 1) Students are interested in talk show video media. 2) Students almost have some problems that if they find a difficult word they did not know the meaning and how to pronounce it. 3) Students have responded well using the talk show videomedia they like and they are more confident in speaking English now.

So Wang (2015) deserves to say that one of the advantages of video is While viewing the video materials, students can put themselves in the vivid atmosphere created by the video materials and understand the pragmatics of the language used by the characters.

Research activities run well. As a result of observation, it can be seen that the enthusiasm of the students were really impressive and the researche could get much attention from students with the talk show video media. Talk show video media was really applicable and gave result in imptoving students' speaking skill, it can be seen from the test result of the two cycles and also the post test, the student could reach the target score.

The researcher conducted the test in each cycles, the standard completion criteria is 75. On the cycle 1, only 33% students who passed the test, and on the cycle 2 the researcher get 90% students who passed the test.

From the test result, the students' score improved in each cycles. The students showed significant progress during the cycles. So, the researcher assume that the students's speaking skill is improved by talk show video media or on the other hand, the action hypothesis is accepted.

4 CONCLUSION

After doing classroom action research at the 10th grade students of Vocational High School Health Bhakti Insani Depok. Base on the result of the discussing in chapter before (IV), it can be concluded that, "In learning teaching process by using talk-show video media can improve students' speaking skill in 10thGradeof SMK Bhakti Insani Depok." The enthusiasm of the students was very impressive and they were interested in learning English using the video media of the talk show.

The impact of the result of the research; because each cycle can improve students' speaking skill then it can effect to some students'problem in learning speaking skill. These impacts can show as follows; 1) students'mastery of pronunciation can increase, 2) students' vocabulary mastery can increase. 3) students' mastery of grammar can increase. 4) students' comprehension mastery can increase, 5) student fluency mastery can increase, 6) on the other hand, students' learning motivation can increase, students'confident can increase, their drill of speaking skill can increase often discuss with their friend., parrents'suporting is of course to increase.

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