CHAPTER IV
FINDINGS AND DISCUSSION

A. Research Findings

This chapter presents the research that had been at class X of Senior High School 6 Pariaman. The research was started in 29th Augustus 2017 until 02nd October 2017with title: "The effectof Talk Show strategy Towards students' speaking skill at class X of Senior High School 6 Pariaman". The analysis of the collected data was carried out to answer the research question that was to found out whether using Talk Show strategy gave significant effect towards students' speaking skill at class X of Senior High school 6 Pariaman.

1. Data Description

The data of this research were the score of students' pre-test and pos-test and gain score between experimental and control classes. Before doing this research, the pre-test was given to students that were proposed to identify the students' speaking basic skill. After doing the pre-test, the researcher applied Talk Show strategy at experimental class, without Talk Show strategy at control class for five meetings. The last meeting, post-test was given to the students. Speaking test was given with the same question in pre-test and also in post-test, where the teacher interview the students and the students answer the question orally. The students' speaking test result was evaluated by

considering five components; pronunciation, grammar, vocabulary, fluency, and comprehension.

To got the students' score of five component, the researcher listenedthe students' record for five times. In the beginning the researcher listened the students' record to got the value of students' pronunciation, after that the researcher repeat again to got the value of students' grammar. The researcher listened again to got the value of students' vocabulary and repeat again to know the value of students' fluency and the last the researcher repeat again to got value of students' comprehension.

All the data were analyzed to found out the Mean score (x), Maximum score, Minimum score, and Standard Deviation (SD) of pre-test and post-test on experimental and control classes.

a. **Students' Speaking Score of Pre-test on Experimental and Control Classes**

Table below was presented the interval data of the students' speaking score both of classes in pre-test as follows:

Table 4.1
The Interval Data of Pre Test Score on Experimental and Control Classes

No	Interval (Students' Speaking Score)	Experiment		No	Interval (Students' Speaking Score)	Control	
		F	Percentage			F	Percentage
1	27-31	7	31.81%	1	23-27	3	13.63%
2	32-36	1	4.54%	2	28-32	6	27.27%
3	37-41	4	18.18%	3	33-37	2	9.10%
4	42-46	2	9.09%	4	38-42	1	4.54%
5	47-51	1	4.54%	5	43-47	6	27.27%
6	52-56	3	13.63%	6	48-52	1	4.54%
7	57-61	2	9.09%	7	53-57	1	4.54%
8	62-66	1	4.54%	8	58-62	1	4.54%
9	67-71	-	-	9	63-67	-	-
10	72-76	1	4.54%	10	68-72	-	-
				11	73-77	1	4.54%
Total		**22**	**100%**		**Total**	**22**	**100%**

From the data above, it was found that students' speaking score of pre-test in the experimental class were about 27-31 there were 7 (31.81%) students got score at that interval, while the interval 32-36 there were 1 (4.54%) students got the score at that interval. Then, the interval37-41, there were 4 (18.18%) students got the score at that interval. At interval42-46,there were 2 (9.09%). Then, the interval 47-51 there were 1 (4.54%) students got that interval and the interval 52-56 there were 3 (13.63%) students got that score. At interval 57-61 there were 2 (9.09%) students got score at that interval and the interval 62-66 there were 1 (4.54%) student got score at that score. While the interval 67-71, there was no students got

score at the interval, and while the interval 72-76there were 1(4.54%) student got score at that interval.

Besides that, students' speaking score of pre-test in control class were about 23-27,there were 3 (13.63%).While the interval 28-32, there were 6 (27.27%) students got score at the interval, and while the interval 33-37 there were 2 (9.10%) students got score at that interval.At interval 38-42, there were 1 (4.54%) student got score at the interval. The interval 43-47, there were 1 (4.54%) student got score at that interval. While the interval 48-52 there were 1 (4.54%) student got score at the interval, and the interval 53-57 there were 1(4.54%) students got the score at the interval. At the interval 58-62 there were 1 (4.54%) student got score at the interval. While the interval 63-67 and 68-72 there is no students got score at the interval. The last, at interval 73-77, there were 1 (4.54%) student got score at that interval.

The pre-test was the test which was given to students before giving the treatment. It was aimed to know students speaking skill basic skill. The data of students' speaking scores of pre-test in experimental and control classes could be seen in the following table:

Table.4.2
Calculation Process of Mean and Standard Deviation of Pre-Test
In Experiment Class

Xi	Fi	Xi^2	FiXi	FiXi^2
27	2	729	54	1458
28	3	784	84	2352
30	2	900	60	1800
36	1	1296	36	1296
37	1	1369	37	1369
38	1	1444	38	1444
40	2	1600	80	3200
44	1	1936	44	1936
46	1	2116	46	2116
49	1	2401	49	2401
53	2	2809	106	5618
54	1	2916	54	2916
60	1	3600	60	3600
61	1	3721	61	3721
65	1	4225	65	4225
76	1	5776	76	5776
	Fi = 22	**Xi^2**$_{=22}$	**FiXi=** 950	**FiXi^2=** 45228

$$\overline{X} = \frac{\sum F_1 X_1}{\sum F_1} = \frac{950}{22} = 43.1818$$

$$(F_1 X_1)^2 = (905)^2 = 902500$$

$$S^2 = \frac{n_1 \sum F_1 X_1^2 - (\sum F_1 X_1)^2}{n_1(n_1 - 1)}$$

$$S^2 = \frac{22(45228) - (902500)}{22(22 - 1)}$$

$$S^2 = \frac{995016 - 902500}{22(21)}$$

$$S^2 = \frac{92516}{462} = 20025$$

$$S = \sqrt{20025} = 14.1510$$

Table.4.3

**Calculation Process of Mean and Standard Deviation of Pre-Test
In Control Class**

Xi	Fi	Xi^2	FiXi	FiXi^2
23	2	529	46	1058
24	1	576	24	576
28	2	784	56	1568
30	2	900	60	1800
32	2	1024	64	2048
34	1	1156	34	1156
36	1	1296	36	1296
38	1	1444	38	1444
44	1	1936	44	1936
46	5	2116	230	10580
49	1	2401	49	2401
53	1	2809	53	2809
62	1	3844	62	3844
76	1	5776	76	5776
	Fi = 22	**Xi^2=** 26591	**FiXi=** 872	**FiXi$^{2=}$** 38292

$$\bar{x}^- = \frac{\sum F1X1}{\sum F1} = \frac{872}{22} = 396364$$

$$(F_1 X_1)^2 = 872^2 = 760389$$

$$S^2 = \frac{n_1 \sum F_1 X_1^2 - (\sum F_1 X_1)^2}{n_1 (n_1 - 1)}$$

$$S^2 = \frac{22(38292) - (760384)}{22(22 - 1)}$$

$$S^2 = \frac{842424 - 760384}{22(21)}$$

$$S^2 = \frac{82040}{462} = 17757$$

$$S = \sqrt{17757} = 13.3258$$

Table 4.4
The Data of Pre-test Scores of Experimental and Control Class

Class	N	The highest Score	The lowest Score	Mean (X)	Standard Deviation (SD)
Experimental	22	76	27	43.1818	14.1510
Control	22	7	23	39.6364	13.3258

Based on the table above, it could be seen that differences of pre-test scores between experiment class and control class. The highest scores of students' speaking skill before given treatment by Talk Show Strategy in experimental class was 76, while the lowest score was 27, the mean score was 43.1818 and SD was 14.1510. The control class, the highest score was 76, while the lowest score was 23 the mean score was 39.6364 and SD was 13.3258.

b. **Students' Speaking Score of Post-Test on Experimental and Control Classes.**

After giving the treatment in several times, the students got post-test, the result would be presented by the table below in the interval data both of groups as follow:

Table 4.5
The Interval Data of Post-Test Score on Experimental and Control Classes

No	Interval (Students' Speaking Score)	Experimental class		No	Interval (Students' Speaking Score)	Control class	
		F	Percentage			F	Percentage
1	58-62	3	13.63%	1	54-58	6	27.27%
2	63-67	3	13.63%	2	59-63	4	18.18%
3	68-72	1	4.54%	3	64-68	3	13.63%
4	73-77	5	22.72%	4	69-73	3	13.63%
5	78-82	6	27.27%	5	74-78	2	9.09%
6	83-87	3	13.63%	6	79-83	3	13.63%
7	88-92	1	4.54%	7	84-88	-	-
				8	89-93	1	4.54%
Total		**22**	**100%**		**Total**	**22**	**100%**

Based on the table above, there were 3 students (13.63%) of experimental class at the interval 58-62, there were (13.63%) students got score at that interval 63-67. Then, there were 1 student (4.54%) got score at the interval 68-72. At the interval 73-77, there were 5 (22.27%) students got the score, at the interval 78-82 there were 6 (27.27%) students got

score. While the interval 83-87, there were 3 (13.63%) students got score.And the last atinterval 87-91, there were 1 (4.54%) student got score.

Futhermore, while the interval 54-58 incontrol class, there were 6 (27.27%) students got the score. And, there were4 students (18.18%) got the score at the interval 59-63. Then, there were 3 (13.63%) students got the score at the interval 64-68. Thus, at the interval 69-73, there were 3 (13.63%) students got the score at the interval. There were 2 (9.09%) students got the score at the interval 74-78. At the interval 79-83, there were 3 (13.63%) students got score at the interval. While the interval 84-88 there were no students got this interval. And the last there were 1 (4.54%) student in interval 89-9

Tabel 4.5
Calculation Process of Mean and Standard Deviation of Post-Test
In Experiment Class

Xi	Fi	Xi^2	FiXi	FiXi^2
58	1	3364	58	3364
61	2	3721	122	7442
63	1	3969	63	3969
66	1	4356	66	4356
67	1	4489	67	4489
69	1	4761	69	4761
73	1	5329	73	5329
76	3	5776	228	17328
77	1	5929	77	5929
78	3	6084	234	18252
79	1	6241	79	6241
81	2	6561	162	13122
84	2	7056	168	14112
85	1	7225	85	7225
90	1	8100	90	8100

	Fi = 22	**Xi^2=** 82961	**FiXi=** 1641	**FiXi^2=** 124019

$$\overline{XX} = \frac{\sum F1X1}{\sum F1} = \frac{1641}{22} = 74.5945$$

$$(F_1X_1)^2 = (16.41)^2 = 2692881$$

$$S^2 = \frac{n_1 \sum F_1X_1^2 - (\sum F_1X_1)^2}{n_1(n_1 - 1)}$$

$$S^2 = \frac{22(124019) - (2692881)}{22(22 - 1)}$$

$$S^2 = \frac{2728418 - 2692881}{22(21)}$$

$$S^2 = \frac{35537}{462} = 76.91$$

$$S = \sqrt{76.91} = 90.8938$$

Table 4:7

Calculation Process of Mean and Standard Deviation of Post-Test In Control Class

Xi	Fi	Xi^2	FiXi	FiXi^2
54	2	2916	108	5832
55	1	3025	55	3025
56	2	3136	112	6272
58	1	3364	58	3364
60	2	3600	120	7200
62	1	3844	62	3844
63	1	3969	63	3969
64	2	4096	128	8192
66	1	4356	66	4356
70	1	4900	70	4900
71	1	5041	71	5041
72	1	5184	72	5184
78	2	6084	156	12168
79	1	6241	79	6241
81	1	6561	81	6561

		Xi²=	FiXi=	FiXi²=
83	1	6889	83	6889
89	1	7921	89	7921
	Fi = 22	81127	1473	100959

$$\overline{xx} = \frac{\sum F1X1}{\sum F1} = \frac{1473}{22} = 66.8545$$

$$(F_1X_1)^2 = (1473)^2 = 2169229$$

$$S^2 = \frac{n_1 \sum F_1X_1^2 - (\sum F_1X_1)^2}{n_1(n_1 - 1)}$$

$$S^2 = \frac{22(100959) - (2169229)}{22(22 - 1)}$$

$$S^2 = \frac{2221098 - 2169229}{22(21)}$$

$$S^2 = \frac{51869}{462} = 1112$$

$$S = \sqrt{1112} = 10. \ 35$$

Table 4.8
The Data of Post-test Score of Experimental Class and Control Class

Class	N	The highest Score	The lowest Score	Mean (X)	Standard Deviation (SD)
Experimental	22	90	58	74.5945	90.8938
Control	22	89	54	66.8545	10.7035

Based on the table above, it could be seen that the differences of post-test scores between experiment class and control class. The highest scores of student's speaking skill after given treatment by using Talk Show Strategy in experimental class was 90 while the lowest score was 58, the mean score was 74.5945and SD was 90.8938. On the contrast, the

control class by using conventional strategy, the highest score was 89, while the lowest score was 54, the mean score was 66.8545 and SD was 10.7035.

c. **The Gain Score of Pre-Test and Post-Test on Experimental and Control Classes**

The gain score of pre-test and post-test in experimental and classes control was analyzed by SPSS 20 program. The result can be seen the table bellows:

Table 4.9
Description of Gain Score
Statistics

	Experimental class	Control class
Mean	31.40	27.45
Median	32.00	27.00
Std. Deviation	16.13	21.11
Minimum	11	9
Maximum	49	45
Sum	699	579

Based on the table above, it can be explained that the gain score was differences score of post-test and pre-test experimental and control classes. Mean of gain score in experimental class was 31.40, median 32.00, standard deviation 16.13, minimum score was 11 and maximum score was 49 whereas mean of the gain score in control class was 27.45, median 27.00, standard deviation21.11, and minimum score was 9 and maximum score was 45. The sum of gain score of experimental class was 699and sum

of control class was 597. It means that teaching speaking by using Talk Show strategy gives more significant effectiveness to improve students' speaking skill.

2. **Data Analysis of Students' Speaking Score**

Based on Sudjana (2005: 221) Hypothesis testing will get to the conclusion to accept or rejected the hypothesis. In order to saw whether the hypothesis accepted or rejected, the researcher analyzed with using T-test. The calculation could be seen as follow:

$\overline{X_1} = 31.40$ $n_1 = 22$ $S_1^2 = 16.13$

$\overline{X_2} = 27.45$ $n_2 = 22$ $S_2^2 = 21.11$

Where:

$\overline{X_1}$: Mean of gain score experimental group

$\overline{X_2}$: Mean of gainscore control group

S_1^2 : Standard deviation of gain score experimental group

S_2^2 : Standard deviation of gain score control group

n_1 : The number of subject of experimental group

n_2 : The number of subject of control group

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 2)S_2^2}{n_1 + n_2 - 2}$$

$$S = \frac{(22 - 1)(16.13) +\quad (22 - 1)(21.11)}{22 + 22 -\ 2}$$

$$s^2 \frac{(21)26.01 + (21)44.56}{42}$$

$$s^2 = \frac{54.62 + 93.58}{42}$$

$$s^2 = \frac{14.82}{42}$$

$$S = 3.52$$

$$S = \sqrt{3.52}$$

$$S = 2.28$$

After getting standar deviation. So it was subtituted to statistic equation for test T:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt[s]{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{31.4091 - 27.4545}{2.28\sqrt{\frac{1}{22} + \frac{1}{22}}}$$

$$= \frac{39546}{2.28\left(\sqrt{0.09}\right)}$$

$$= \frac{39546}{2.28\left(0.03\right)}$$

$$\frac{39546}{684}$$

$$t = 57.81$$

$$r = 0.05$$

$$df = (n_1 + n_2 - 2)$$

$$= (22 + 22 - 2)$$

$$= 42$$

T-table = t (1-r) df

= t (1- 0.05) 42

= t (0.95) 42

t- Calculate = 57.81

t- Table   = 1.68195

t- Calculate   >   t- table

57.81>1.68195

From the result of analyzing the data, it was found that t-calculated was 57.81 while critical value of the t- table was 1.68195 at the degree of freedom 42 and the level of significant is 0.05. In conclusion, the value of t-calculated was bigger than the value of t-table. It means that the used of Talk Show Strategy toward students' speaking significantly.

3. Analysis of Students' Speaking to Recount Text

Table 4.10
The Analysis of students' Speaking to Recount Text atExperimental Class

Stage	Pre-test		Post-test	
	F	Percentage	F	Percentage
Beginning Stage	10	45.45%	5	22.72%
Developing Stage	8	36.36%	12	54.54%
Consolidating Stage	4	18.18%	5	22.72%
Extending Stage	0	-	0	-
Total	**22**		**22**	

The data above showed the analysis of students speaking to recount text of pre-test and post-test score at Experimental Class. It was aimed to saw the improvement of students' speaking to recount text.

In the beginning stage, the number of students in pre-test were 10 students with percentage 45.45% and the number of students in post-test were 5with percentage22.72%.It means that the students in this stage were able to speak recount text basically, includes basic organizational features of simple forms used to recount.

In developing stage, the number of students in pre-test were 8 students with percentage 36.36% and the number of students' in post-test were 12 Students with percentage 54.54%.It means that the students in this stage were able to develop their speaking in recount text more clearly.

In consolidating stage, the number of students in pre-test was 4 with percentage 18.18% and the number of students in post-test were 5 with percentage 22.72% it means that the students in this stage were able to select specific vocabulary and used appropriate organizational frameworks to compose a variety of recount text.

In extending stage, the number of students both pre-test and post-test was empty. It means the students were unable to reach the extending stage. The extending stage was more complex than other stages. It is indicated that the students' understanding in speak recount text was effected by Talk Show Strategy.

4. **Calculation of Comparison of Means Score Post-Test Between Experiment and Control Classes**

To got more explanation about comparison of students' mean score both in post-test between experimental and control class in the form of Pronunciation, Grammar, Vocabulary, Fluency and Comprehension. The table below presented as the comparison of both scores.

Table 4.11
The Calculation of Comparison of Means Post-test
Between Experimental and Control Classes

No	Component	Experiment	Control	Differerences
1	Pronunciation	2.99	2.82	0.17
2	Grammar	18.8	18.1	0.7
3	Vocabulary	21.4	18.5	29
4	Fluency	11	10	0.1
5	Comprehension	20.4	17.2	32

Based on the table above could be explained that:

1) Pronunciation

In experimental class, the mean score of the students' pronunciation was got 2.99 while in control class got 2.82. It was concluded that experimental class had increased in pronunciation than that control class with difference 0.17.According to Haris (1969:81) cite in Reni, when someone studies English, he has to learn how to pronounce the words of English. This is very important because the sounds of Indonesian language and English are different Pronunciation. Hornby (1995:908) cite in Reni, state that pronunciation is the way to speak a language and a way in which a word is pronounced.

2) Grammar

In experimental class, the mean score of the students' grammar was got 18.8 while in control class got 18.1. It was concluded that experimental class had increased in grammar than that control class with difference 0.7. According to Harris (1969:81) cite in Reni, grammar or structure as the study of how to combine words into sentence and the forms of words. In the other words mastering grammar someone can master speaking of language.

3) Vocabulary

In experimental class, the mean score of the students' vocabulary was got21.4 while in control class got 18.5. It was concluded that experimental class had increased in vocabulary than that control with

difference 29. According to Harris (1969:81) cite in Reni, vocabulary is the entire words that make up a language. Before someone study about the English skill he should learn about vocabulary as the first step.

4) Fluency

In experimental class, the mean score of the students' fluency was got 11. While in control class was got 10. It was concluded that experimental class had increased in fluency than that control class with difference 0.1.Harris (1969:81) cite in Reni, states that fluency is the ease and speed or the flow of speech.

5) Comprehension

In experimental class, the mean score of the students' comprehension was got 4. While in control classwas 17.2. It was concluded that experimental class had increased in comprehension than that control class with difference 32. Harris (1969:81) cite in Reni, states that comprehension or understanding is also one of the components that involves in speaking skill. When someone speaking to interlocutor, he should pay attention to it because if the interlocutor does not comprehend what the speakers says, there will be misunderstanding between them and communication cannot run well.

5. Comparison of Means Score of Pre-Test and Post-Test Experiment Class in Term of Pronunciation, Grammar, Vocabulary, Fluency and Comprehension.

To more explanation about the improvement of talk show strategy toward students' speaking skill could be seen from the comparison of the students mean score both pre-test and post-test experiment class in the term of pronunciation, grammar, vocabulary, fluency and comprehension from the following table:

Table 4.12
Comparison of Means Score of Pre-Test and Post-Test Experiment Class in Term of Pronunciation, Grammar, Vocabulary, Fluency and Comprehension.

No	Aspect/Component	Experiment		Differences	Percentage
		Pre-test	Post-test		
1	Pronunciation	1.955	2.99	1.035	2.07 %
2	Grammar	11.45	18.8	7.35	14.7 %
3	Vocabulary	11.64	21.4	9.76	19.52 %
4	Fluency	6.455	11	4.545	9.09 %
5	Comprehension	11.7	20.4	8.7	17.4 %

Students pre-test and pos-test

The table above showed that the students' speaking skill particularly in aspects of pronunciation, grammar, vocabulary, fluency, and comprehension could be explain

1) Pronunciation

In pre-test the mean score was 1.955, while the mean score post-test was 2.99. It concluded the mean score post-test was higher than pre-test with

the difference was 1.035. So the improvement by used talk show strategy with 2.07 percentage in term pronunciation

2) Grammar

In pre-test the mean score was 11.45, while the mean score post-test was 18.8. It concluded the mean score post-test was higher than pre-test with the difference was 7.35. So the improvement by used talk show strategy with 14.7 percentage in term grammar
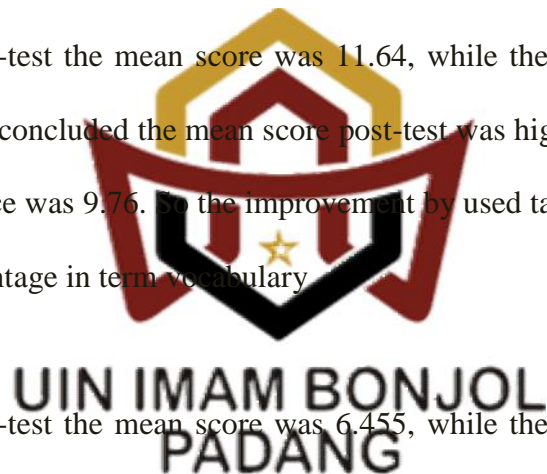
3) Vocabulary

In pre-test the mean score was 11.64, while the mean score post-test was 21.4. It concluded the mean score post-test was higher than pre-test with the difference was 9.76. So the improvement by used talk show strategy with 19.52 percentage in term vocabulary

4) Fluency

In pre-test the mean score was 6.455, while the mean score post-test was 11. It concluded the mean score post-test was higher than pre-test with the difference was 4.545. So the improvement by used talk show strategy with 9.09 percentage in term fluency

5) Comprehension

In pre-test the mean score was 11.7, while the mean score post-test was 20.4. It concluded the mean score post-test was higher than pre-test with the difference was 8.7. So the improvement by used talk show strategy with 17.4 percentage in term comprehension

From the explanation above the most improvement by using talk Show strategy were vocabulary and comprehension. It could be seen from the mean score and percentage.

B. Hypothesis Testing

After the scores of pre-test and post-test in experimental and controlclasses had been analyzed, the value of t-observed was obtained. The value of t-observed then was compared. If the t-calculated was less or equal than t-table (**0.05),** so this was the fact that there was no improving of the students' speaking skill between before and after using Talk Show strategy. It means that the hypothesis was rejected.

Meanwhile if t-calculated was higher than t-table at the level of significant 0.05. It was the fact that there were significant differences between the speaking scores of the students before and after teaching speaking by using Talk Show strategy. So the hypothesis was accepted.

From the result of analyzing the data , it was found that t-calculated was 57.81, while critical value of the t- table was1.68195at the degree of freedom is 42 and the level of significant was 0.05. In conclusion, the value of t –calculated was bigger than the value of t-table. It means that the use Talk Show strategy in teaching speaking improved students' speaking skill of Senior High School6 Pariaman.

C. Discussion

Related to the purpose of the research, that was to determine whether Talk Show strategy improve students' speaking skill, the researcher concluded that there was any significant improvement of students' speaking skill after using "Talk Show" strategy that could be seen on findings. It showed by the pre test and post-test result for both classes before and after giving the treatment by applying Talk Show strategy in experimental class and applying the teacher strategy in control class.

From the data analysis above showed that there was significantly different. It means that the hypothesis that teaching speaking by using Talk Show strategy could improve students' speaking skill statistically was accepted. Concerning to the result of t-test calculation in both classes, it could be concluded that Talk Show strategy could improve students' speaking skill.

Herrel (2005:187) Talk Show is a strategy that encourages the production of verbal English based on information and verbalization studied ahead of time. This strategy was very effective to use in teaching speaking, through this strategy students as quest know themeaning of question from the host in a topic that they are talking, and they can tell and share their idea to other students. So it can improve their competence to speak English.

In general, the used Talk Show strategy gave significant effect in improvement students' speaking that refers to speaking components such as,

pronunciation, grammar, vocabulary, fluency and comprehension. Specificallly in two components of speaking skill namely comprehention and vocabulary.

First, The significant component of speaking could be improved by using Talk Show strategy was comprehention.It causes during the treatment for five meetings the students active to practice and speak English through Talk Show strategy in the class. It was influenced the student's comprehension in speaking.

Based on the calculation of comparison of mean score between experimental and control classes, experimental class had the higher score than the control class. It means that used Talk Show strategy could improve students comprehention in this research. It also indicate that Talk Show strategy more effective than the teacher strategy (convensional strategy) to improve students' speaking skill in teaching and learning process at class Xof Senior High School 6 Pariaman.

The second improvement by using Talk Show strategy was vocabulary. In this case, the students founded many the new vocabulary of the text during the treatment. When the student as a host asks the students as guests to talk about their holiday, they try to found the vocabulary related to the topic. They discuss with their small group, and sometimes they asked to the reseacher about new vocabulary.

It indicates that the richness of vocabulary would extremely affect one's ability to speak a language. So, vocabulary means the appropriate diction which was used in communication. Based on the calculation of comparison mean score

between experimental and control classes, experimental class had the higher score than the control class. It means that used Talk Show strategy could improve students vocabulary in this research.

Finally, it could be concluded that using Talk Show in teaching speaking on recount text in five meeting improved students' speaking skill in presenting components of speaking that was proposed by Hughes (2003:132) namely; pronunciation, grammar, vocabulary, fluency and comprehension. Specifically, the significant improvement of students' speaking skill involved vocabulary and comprehension.