The Influence of Using Jimmy Fallon Talk Show on Students' English Speaking Achievement

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Abstract
This study aimed to explore the effect of using the talk show "Jimmy Fallon Talk Show" on the speaking achievement of grade XI students at SMAN 1 Karangbinangun. This study employed a quantitative approach with a true experimental method using a pretest-posttest experiment and control group design to examine the influence of using Jimmy Fallon Talk Show on students' speaking achievement. The sample consisted of two classes, each with 32 students, selected through cluster random sampling. Data were collected through speaking tests administered before and after the treatment and analyzed using normality tests and independent t-tests. The results showed a significant improvement in the experimental class compared to the control class, with a higher average posttest score in the group that used the talk show as a learning medium. These findings have implications for teachers, students, and future researchers and provide new insights into the influence of using Jimmy Fallon Talk Show as a medium to enhance students' speaking achievement.

Keywords: Influence, Talk Show, Speaking Achievement

INTRODUCTION

Speaking plays a significant role in language learning because it is the main skill used to communicate effectively. Through speaking, one can express their thoughts, feelings, and ideas directly, allowing for more dynamic social and professional interactions (Arjulayana, 2023). Speaking ability is also the most visible indicator of language proficiency, as it requires learners to integrate vocabulary, grammar, pronunciation, and fluency simultaneously. In addition, speaking skills also help increase self-confidence and open opportunities in various contexts, from everyday life to international careers. Therefore, developing speaking skills is essential to achieving success in cross-cultural communication and global contexts (Adien Inayah et al., 2024)

Speaking is one of the skills in learning a language and allows someone to send and receive information or messages to others. According to Richard (2008), speaking is defined as a productive skill that involves using speech to express meaning. It is the oral form of communication that requires the ability to produce sounds, use appropriate

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vocabulary and grammar, and apply discourse strategies to convey ideas effectively. Speaking is an utterance or speech with the aim of being understood by the speaker and the recipient processes the statement so that its meaning can be understood (Gert and Hans, 2008, as cited by Elmiana, 2019). In addition, according to (April, 2017), speaking skills are the ability to pronounce sounds or words that are articulated to express, state, or convey thoughts, ideas, and feelings. Speaking abilities show the capacity to articulate information clearly, accurately, and engagingly, ensuring comprehension by the audience. An excellent speaker must adeptly and critically assimilate material. The hypothesis posits that verbal communication is crucial for language acquisition, since it facilitates the exchange of information and the expression of diverse thoughts and emotions. Consequently, the author chose to investigate pupils' speaking proficiency.

According to Lastari et al., (2023), EFL learners lack confidence to speak in English because it requires several linguistic features such as pronunciation, vocabulary, grammar, fluency, and comprehensibility. Similarly, researchers also found out that a considerable number of students exhibited constraints in their English-speaking abilities. This may have resulted from students' restricted vocabulary and challenges in accurate pronunciation, leading to diminished confidence. The absence of chances or supportive environments for practicing English speaking resulted in students being less familiar and less secure in their speaking abilities (Permana & Arjulayana, 2021). This issue was also attributed to pedagogical approaches that overly prioritized grammar and neglected speaking practice. Consequently, students lacked sufficient expertise in actively utilizing the language. Moreover, insufficient social support may have contributed to pupils' challenges in acquiring proficient speaking abilities. The ineffectiveness of learning media was another concern; the utilization of media that did not align with students' learning styles hindered their ability to assimilate teachings, particularly in enhancing their English speaking skills.

Therefore, it is necessary to employ effective teaching strategies to enhance students' confidence and speaking skills, as stated by Anggini and Arjulayana (2021). There were multiple options to address the current challenges; for instance, at that period of rapid internet connectivity, it might serve as an educational medium, such as Talk Show media, which could assist students in enhancing their speaking skills. Multiple study publications, including one by Faradiba Alattas et al. (2021), indicated that the talk show technique can enhance students' speaking abilities; the objective was to investigate the progression of speaking skills among grade 11 students at SMA Muhammadiyah Limbung. Nafisya (2018) asserted that the Talk Show learning technique could enhance students' speaking abilities.

Several previous studies support this research, demonstrating that talk shows can enhance students' speaking skills (Nafisya, 2018; Devana & Afifah, 2021; Yulianti et al., 2022; Jaeni, 2024; Susanti et. al, 2022; Naufal, 2019). This study differs from previous studies because it integrates popular media, specifically "The Tonight Show Starring Jimmy Fallon," to influence students' speaking skills. Unlike other studies that focus on traditional approaches or academic materials in language teaching, this study leverages students' interest in popular culture elements to offer a new perspective on how authentic media can be used to create more dynamic and relevant learning experiences by using Jimmy Fallon Talk Show students who have an interest in foreign cultures and interest in foreign entertainment can be used as a method of learning English especially for speaking, while also directly measuring its impact on students' speaking achievement.

RESEARCH METHOD

This study employed a quantitative research strategy utilizing a True Experimental Design. The study employed a True Experimental Design with a Pretest-Posttest Experiment and Control Group Design. Two groups were randomly selected and administered a pretest to assess initial student achievement; following the pretest, treatment was provided, and subsequently, a post-test was conducted to determine any significant differences. The True Experimental Design form used in this study is the Pretest-Posttest Control Group Design with the following design image:

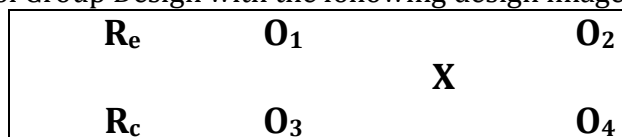| R_e	O_1		O_2
		X	
R_c	O_3		O_4

Figure 1. Pretest-Posttest experiment and control group design

This study used a cluster random sampling method where the researcher selected two classes, each containing 32 students, from the population of class 11 of SMAN 1 Karangbinangun as a cluster, namely, each class was divided into two groups(R). Class 11-1 was used as an experimental class group (Re) that would use media from the Jimmy Fallon Talk Show as its teaching material, while class 11-4 was a control class group(Rc) that used the textbook method owned by students. Before the intervention began, all students in the two classes would take a pre-test through a speaking test to assess their initial speaking skills(O_1, O_2), then be given treatment for the experimental group using learning media with the Jimmy Fallon Talk Show and for the control group using learning book media that each student already had(X). Then, after being given treatment, both groups would do a post-test using the same test method as the pre-test(O_3, O_4). The data obtained were analyzed using the Independent T-test and SPSS 27 to determine whether the two groups had significant differences in speaking achievement.

In this study, a speaking test was used as a research instrument to measure students' English speaking achievement after watching an episode of 'The Jimmy Fallon Talk Show'. The speaking test consisted of a subjective assessment in which students were asked to perform speaking tasks such as giving personal opinions, discussing topics related to the talk show, and answering questions in an interview format. The test focused on several key aspects of speaking proficiency, including fluency, accuracy, pronunciation, vocabulary usage, and coherence. Students' performance was evaluated based on a rubric that reflected these criteria, allowing for an in-depth analysis of their speaking skills influenced by the talk show.

RESULTS AND DISCUSSION

The results of this study show a significant effect of the use of the Jimmy Fallon Talk Show as a medium to improve students' English-speaking skills. Data were collected from two groups. Namely, the experimental group (XI-1), which used the Jimmy Fallon Talk Show as a learning tool, and the control group (XI-4), which used textbook media. The results were analyzed using Pre-test and Post-test measurements, with statistical tests applied to determine the significance of the differences between the two groups. The following is an explanation of the statistical analysis used.

Table 1. Descriptive Test Result

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-test experiment	32	38	40	78	58.84	10.122
Post Test experiment	32	41	55	96	77.19	12.385
Pre-Test control	32	34	40	74	56.50	8.643
Pre-Test control	32	33	45	78	63.50	8.725
Valid N (listwise)	32					

The experimental group showed substantial improvement in their post-test scores. The pre-test mean for the experimental group was 58.84, with a standard deviation of 10.122. After the treatment, their post-test mean increased to 77.19, with a standard deviation of 12.385. In contrast, the control group showed more modest improvement, from a mean of 56.50 on the pre-test to 63.50 on the post-test. This difference in improvement is reflected in the larger standard deviation in the experimental group, indicating that the talk show method contributed to a greater range of student performance.

Table 2. Normality Test Result

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil tes speaking	Pre-Test Experimental (Jimmy Fallon TS)	.108	32	.200[*]	.967	32	.409
	Post-Test Experimental (Jimmy Fallon)	.137	32	.135	.944	32	.097
	Pre-Test Control (Textbooks)	.095	32	.200[*]	.977	32	.715
	Post-Test Control (Textbooks)	.173	32	.016	.965	32	.370

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

It can be seen in the table above that the normality test conducted using the Kolmogorov-Smirnov and Shapiro-Wilk tests shows that the data for the experimental and control groups follow a normal distribution, which supports the use of parametric tests such as the independent t-test. All pre-test and post-test results for both groups were found to be normally distributed, so that further statistical analysis is valid.

Table 3. Independent T-Test Result (Pre-test)

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil_Speaking	Equal variances assumed	.951	.333	.996	62	.323	2.344	2.353	-2.360	7.047
	Equal variances not assumed			.996	60.515	.323	2.344	2.353	-2.362	7.050

Table 4. Independent T-Test Result (Post-Test)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil_Speaking	Equal variances assumed	6.082	.016	5.111	62	<,001	13.688	2.678	8.334	19.041
	Equal variances not assumed			5.111	55.690	<,001	13.688	2.678	8.322	19.053

An independent t-test was conducted to assess whether there was a statistically significant difference in English speaking achievement between the experimental and control groups. In the pre-test, there was no significant difference between the two groups (Sig. = 0.323, p > 0.05), indicating that both groups had similar English-speaking ability before the intervention. However, the post-test results showed a significant difference (Sig. = 0.001, p < 0.05), with the experimental group showing a higher mean score (13.688) compared to the control group. This significant result supports the hypothesis that the Jimmy Fallon Talk Show has a positive impact on students' English-speaking ability.

The findings of this study suggest that Jimmy Fallon's Talk Show can be an effective medium to improve students' English-speaking achievement. The significant difference in post-test results between the experimental and control groups suggests that the use of authentic media, such as talk shows, can improve students' speaking ability more effectively than traditional textbook-based learning. The experimental group, who engaged with the talk show content, showed an increase in fluency and a wider vocabulary, likely due to exposure to everyday expressions and real-life scenarios, which are often absent from traditional textbooks.

The increase in post-test scores of the experimental group may be due to the dynamic and engaging nature of the talk show presentation, which includes natural conversation, diverse accents, and everyday language. These features expose students to authentic language use, helping them develop a more authentic understanding of English as it is used in real-world contexts. In contrast, the control group, which relied on textbook material, may have been limited by the more rigid language structures and lack of exposure to natural conversational English.

This study supports previous research that has shown that media use, such as TV shows and movies, significantly improves language learning outcomes (Wang & Teng, 2020). The research is consistent with the idea that authentic materials offer language learners opportunities for contextualized language input, which is essential for developing speaking skills. By interacting with media that reflects everyday conversation, students tend to become more confident and proficient in their speaking skills.

In addition, the statistical results are consistent with research that highlights the importance of engaging with the media in motivating students and improving their language acquisition (Hamadeh et al., 2020). The increased variety in expression and the more informal nature of talk shows such as The Tonight Show provide a more relevant and enjoyable learning experience, which can increase students' motivation to practice speaking.

This study provides strong evidence for the significant impact of using entertainment media, specifically talk shows, in language teaching. By incorporating engaging and authentic materials into language education, teachers can foster an environment where students are more motivated and prepared to improve their speaking achievement.

CONCLUSION

The results of the analysis showed that students who learn using Talk Show media can influence their speaking achievement better than students who use conventional learning methods (Textbooks). This can be seen from the results of the Independent T-Test that between the two hypotheses, namely the Null Hypothesis and the Alternative Hypothesis accepted by the test, there is an Alternative Hypothesis (Ha) which states that there is a significant influence on students' speaking skills achievement between students in the experimental group who use Jimmy Fallon's Talk Show media and students in the control group who use Textbook media. With a Sig. (2-tailed) value of 0.001, which is smaller than 0.05, it can be concluded that the difference did not occur by chance. Therefore, this Talk Show Media can help students be more exposed to more authentic language and have a very natural communication situation that encourages them to speak more spontaneously and confidently.

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