

# IMPLEMENTING BOOKTALKS PROGRAM BY UTILIZING PLAY BOOKS APPLICATION TOWARDS STUDENTS' SPEAKING SKILL

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## ABSTRACT

Long-term goal of this study is to prepare students' communication competencies with class activity that becomes a habit so students are able to communicate with others in real life using English. The specific targets of this research are to describe the implementation of booktalks program by utilizing play books application; analyze the supporting and inhibiting factors of booktalks program; find out students' response on booktalks program; and describe students' speaking skill after joining booktalks program. Qualitative data was obtained from 27 participants through observation, questionnaire distribution, and interview. The results showed: 1) booktalks program run very well with the average success of the program above 75% that is 75.26% 2) the supporting factors of booktalks program are: book access, conducive environment, reading log, specified time limit, follow-up activity, encouragement to read, and reading role model; the inhibiting factor was book appeal, interview result revealed that some students turned to other book applications because of purchased books. 3) questionnaire analysis showed students' high response on all aspects with 86.32% average score which means that students gave positive response towards booktalks program. 4) students' English speaking skill improved in fluency, vocabulary and comprehension after joining booktalks program.

**Keywords:** Booktalks Program; Play Books Application; Speaking Skill.

## INTRODUCTION

Nowadays, the need for English speaking skills is increased. English as an international language is a prima donna that is used almost in all aspects of human life. In any part of the world, we will not feel confused even though we are in certain country without mastering its language, with English we will be able to communicate with speakers of other languages because English is a lingua franca. As Fromkin (2013: 327) described that many areas of the world are populated by people of different languages, in those areas where people need social or commercial communication, one language is often used by mutual agreement. That language is called lingua franca. Therefore, it is important for us to learn English, especially speaking skill for the benefit of communication.

In mastering English, the most important thing is speaking. Richards (2008: 19) states that the mastery of English speaking skill is a priority for many second language learners or foreign languages. Speaking is one of the productive skills besides writing. Students will

productively express ideas or opinions orally and in writing when they receive information through reading or listening. Day (1998) profounds that students who read a lot can develop a positive attitude toward reading vocabulary enhancement, and motivation to learn. Therefore, reading becomes important before students speak to enrich information and build knowledge so that they can put forward the content of the reading well. So, reading and speaking become something inseparable.

Facts in campus where the researchers teach, Universitas Mathla'ul Anwar Banten, the phenomenon that arises was that most students who have good speaking skill are those who are keen on and often reading. This information is reinforced with data obtained from students' final grades of speaking subjects in semester I and III class A, English Education Study Program of Teacher Training and Education Faculty in 2017/2018 Academic Year that there is only 17% of students who get A on this subject (7 of 27 students). Students who got an A grade have an interest in reading. The other students have not been used to read because they were difficult to get reading book sources. In addition, they need a program that can encourage them to read. Because there is no program that can improve the students' speaking skill, the writer carries out a program, that is booktalks program, where students can read the book of their own choosing, then they can express their ideas and opinion in front of other friends in class, ask questions about what is read, and sum up the content of the reading.

This booktalks program utilizes play books application that can be installed through digital purchases in the play store. Student ownership of android or smartphone becomes the next phenomenon that researchers found in the field that can be used by them to find books in book application easily without having to spend a lot of time visiting bookstores to buy books, considering the difficulty of reading book sources for university students of Mathla'ul Anwar whose campus is far from the downtown. Besides book application, researchers provide reading log to find out how far the students' development in enriching vocabulary, information, and knowledge that support students' speaking skill in the booktalks program. Through this program students are challenged to read about 13 different books during 1 semester.

Based on the above background, researchers are interested to conduct research on the implementation of booktalks program by utilizing play books application towards students' speaking skill with these research formulations: 1) How is the implementation of booktalks program by utilizing play books application in semester II and IV students of English Education Study Program? 2) What are the supporting and inhibiting factors of the implementation of booktalks program in semester II and IV students of English Education

Study Program? 3) How are students' responses on the implementation of booktalks program by utilizing play books application? 4) How is students' speaking skill after joining booktalks program?

### ***Booktalks Program***

The term of booktalks was first coined by a literary teacher named Aidan Chambers in 1985. In the beginning, booktalks was designed to motivate the youth in reading, because at that time they had the freedom to read but they chose not to read on the ground of reading was unattractive and less competitive with movies, television, internet, and other media. In 1990, booktalks began to be created for children, motivating them to read from an early age.

For years, booktalks was used by librarians to promote books, such as short promotional presentations designed to appeal readers on particular books (Blass: 2002). Increasingly, booktalks becomes a program that is normally implemented in the classroom for students. The program in addition to motivate students to read, also combines discussions and presentations visually and orally. So in its application, is an effective program used to improve students' speaking skill.

In this study, researchers use digital booktalks as a tool to improve students' speaking skill in speaking class. Diamant-Cohen (2009) states that making connections between books and internet, video clips, music, role-playing, crafts, poetry, science experiments, and so on is invigorating. By using the internet, students can use play books application and choose books according to their wishes, read and present them in booktalks. By using their smartphone, booktalkers no longer have to show the illustrations or images in the book, simply display them on its screen using that software.

There are many steps to run booktalks program. Schall (2007) illustrates three common ways to do booktalks: 1) present book excerpts and reader responses, 2) reflect specific quotations for discussion, 3) preparing dramatic readings or performances. Booktalks presentations can be done during one class period, long booktalks lasts about five to seven minutes, and short booktalks lasts typically three to four minutes.

### ***Play Books Application***

Play books is an electronic book application. Users can download (there are various and many free books) and buy electronic books that are available in more than 5 million books, therefore play books is the largest electronic book exchange in the world. Users can read books online by browsing the web in JavaScript format. Books can also be read offline via official application for android devices.

Here are the steps to implement booktalks program by utilizing play books application:

- 1) At previous meeting, lecturer assigned students to find and choose book on play books application.
- 2) Students read book(s) on play books application at home (not in class).
- 3) Before the program starts, the lecturer asks students to collect a reading log to check their readiness through the reading list.
- 4) Some students are drawn to come forward to present book they read about five to seven minutes per person.
- 5) Booktalker and audience discuss and ask questions about the presented book.
- 6) Lecturers redistribute the reading logs and assign new tasks to find and choose their preference books in play books application for next meeting.
- 7) The lecturer closes the activity by giving input or comments on student's performance and concluding the booktalks program that day.

### ***Speaking Skill***

Speaking is a productive skill in which language is spoken orally in communicating. Speaking skill can not be separated from receptive skills, both listening and reading. Another productive skill is writing, but speaking is clearly different from writing. Because speaking skill is more broadly defined as a form of human behavior that make use of physical, psychological, neurological, semantic, and linguistic factors extensively (Tarigan, 2008: 16). So, speaking is not just uttering a sound or a word but rather to express thoughts, feelings and ideas.

The main purpose of language is communication. And the purpose of speaking in the context of language is to improve communication efficiency. While the purpose of speaking in language classes according to Celce-Murcia (1991: 126) should be able to improve the acquisition of communication skills and to support real communication inside and outside the classroom. Along with this, Hughes (2003: 113) states that the goal of teaching speaking is to improve successful interaction skill in target language. It can be concluded that the purpose of learning to speak in English class is to prepare students' communication competence, the researchers provide booktalks program as a class activity intentionally to make it a habit so that students are able to communicate with other people in real life using English.

According to Brown (2003: 140) speaking is a productive skill that can be observed directly and empirically. Observer in observing the implementation of booktalks program must be able to describe aspects of speaking skill. Adam and Firth in Hughes (2003: 131-132)

describe the criteria for speaking in five aspects: accent, grammar, vocabulary, fluency, and comprehension on six scales as follows:

*Proficiency Description of Speaking*

*Accent*

1. *Pronunciation frequently unintelligible.*
2. *Very heavy accent make understanding difficult.*
3. *“Foreign accent” requires concentrated listening.*
4. *Marked “foreign accent” and occasional mispronunciation.*
5. *No conspicuous mispronunciations.*
6. *Native pronunciation*

*Grammar*

1. *Inaccurate phrases*
2. *Constant errors of very few major patterns*
3. *Uncontrolled some major patterns and causing misunderstanding*
4. *Occasional errors but no weakness that causes misunderstanding*
5. *Few errors*
6. *No more than two errors during interview*

*Vocabulary*

1. *Vocabulary inadequate*
2. *Vocabulary limited to survival areas*
3. *Inaccurate dictions sometimes*
4. *Professional vocabulary adequate*
5. *Professional vocabulary broad and precise*
6. *Accurate vocabulary and extensive as educated native speaker*

*Fluency*

1. *Speech is so halting*
2. *Speech is very slow*
3. *Speech is frequently hesitant*
4. *Speech is occasionally hesitant*
5. *Speech is effortless*
6. *Speech on all professional*

*Comprehension*

1. *Understand too little of the simplest type of conversation*
2. *Understand only slow, very simple speech*
3. *Understand careful, simplified speech in a dialogue*
4. *Understand quite well normal educated speech in a dialogue*
5. *Understands everything in normal educated conversation*
6. *Understand everything in both formal and colloquial speech*

## **RESEARCH METHODOLOGY**

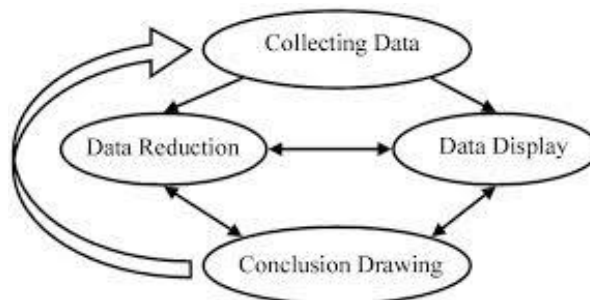
This study uses a qualitative approach with descriptive method. A qualitative approach is a study based on constructivist perspective using inquiry methods such as narrative or description, phenomenology, ethnography, basic theoretical studies, or case studies where researchers collect open-ended data (Creswell, 2003: 18). Descriptive qualitative method as stated by (Bungin, 2008: 93) is collecting data by carefully noting all

the symptoms seen, heard and read through interviews or not; field notes; photo; video tape; personal documents or memos; official documents or not; etc. and the researchers must compare, combine, abstract, and draw conclusions.

The subjects of this study were students of English Education Study Program of Teacher Training and Education Faculty, Universitas Mathla'ul Anwar Banten from second and fourth semester of class A 2017-2018 academic year as many as 27 students. The sampling technique used in this study was purposive sampling where the sample was chosen deliberately by the researchers with certain considerations. The object of this research is the whole process of implementing booktalks program by utilizing play books application.

Data collected in this study includes primary data and secondary data. Primary data is data in verbal form obtained from informants relating to the variables studied (Arikunto, 2010: 22) through interviews conducted on students at the end of the study. While secondary data is data obtained from the documents through observation and questionnaire. Observations were made by the observers to see a picture of the implementation of booktalks program and the target of students' speaking skill after the program was done, while the questionnaire was given to all students at the end to see their response towards booktalks program that utilizes play books application.

Data were analyzed in three processes: data reduction; presentation of data; and data verification. Data are closely related and inseparable as illustrated in the interactive model analysis of Miles and Huberman (1994: 12) below:



**Picture 1. Interactive Analysis Model of Miles and Huberman**

## **FINDINGS AND INTERPRETATION**

### ***Findings***

Research on the implementation of booktalks program that utilizes play books application towards students' speaking skill has been done in the second and fourth semester students of English Education Study program of FKIP UNMA Banten which consists of 27

students. The implementation began in the beginning of even semester, 19 February 2018 to 28 May 2018 for 13 meetings implemented in the form of booktalks program which takes 15 minutes before the class begins.

*Observation Results on Booktalks Program*

Aspects observed in the implementation of booktalks program are based on 8 factors that influence the success of Sustained Silent Reading (SSR) program proposed by Pilgreen (2000: 6), and they are adopted into factors affecting the success of booktalks program into 8 aspects mentioned in the tables of recapitulation results of the observation on booktalks program below:

**Table 1. The Average Success Score of Booktalks Program per Meeting**

| Meeting | The Average Success Score of Booktalks Program |
|---------|--|
| 1       | 76.39 %  |
| 2       | 79.17 %  |
| 3       | 84.72 %  |
| 4       | 87.96 %  |
| 5       | 88.89 %  |
| 6       | 86.11 %  |
| 7       | 86.57 %  |
| 8       | 78.70 %  |
| 9       | 74.07 %  |
| 10      | 79.63 %  |
| 11      | 81.94 %  |
| 12      | 81.48 %  |
| 13      | 76.39 %  |
| Average | 75.26 %  |

**Table 2. The Average Score per Speaking Aspect**

| No | Aspects               | The Average Score |
|----|-----------------------|-------------------|
| 1  | Book Access           | 97.17 %           |
| 2  | Book Appeal           | 43.00 %           |
| 3  | Conducive Environment | 94.17 %           |
| 4  | Encouragement to Read | 71.00 %           |
| 5  | Reading-log           | 81.92 %           |
| 6  | Specified time limit  | 91.08 %           |
| 7  | Discussion            | 87.33 %           |
| 8  | Reading-role model    | 89.00 %           |

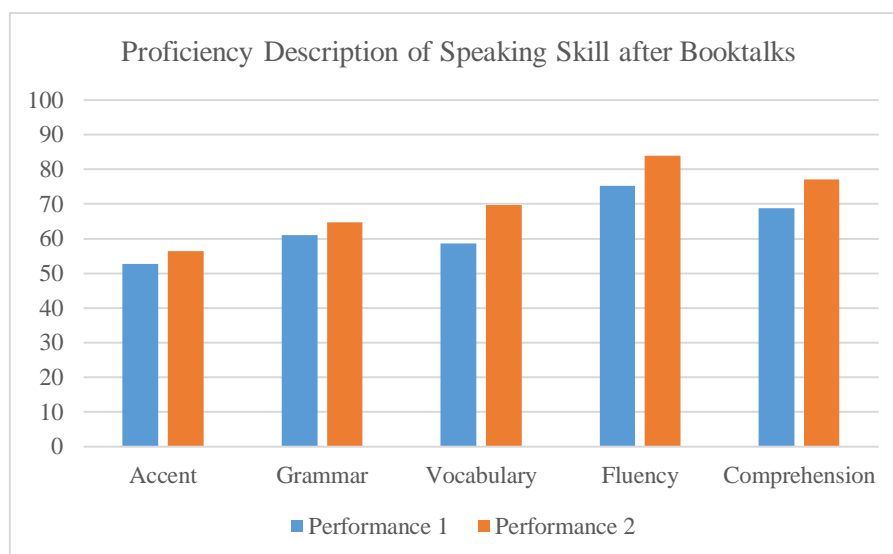
From the above tables, table 1 illustrates the implementation of booktalks program by utilizing play books application towards speaking skill was done very well in every meeting. Table 2 shows that all aspects which support the successful implementation of booktalks program are fulfilled except book appeal, so that this program can be implemented very well.

### Observation Results on Students' Speaking Skills

During the implementation of booktalks program, students' speaking skill was observed by observers to see the differences of their speaking skill after joining the program. Observation results on students' speaking skill includes the criteria for speaking in five things: accent, grammar, vocabulary, fluency, and comprehension. Observation on students' speaking skill was carried out every time students become booktalkers, all students got their turn to become booktalkers during the program implementation twice. Based on observations, students' speaking skill improved in several criteria. Observation results are presented in the following table and bar charts:

**Table 3. Data of Observation Result on Speaking Skill**

|                      | Average Score per Speaking Criteria |         |            |         |               |
|----------------------|-------------------------------------|---------|------------|---------|---------------|
|                      | Accent                              | Grammar | Vocabulary | Fluency | Comprehension |
| <b>Performance 1</b> | 52.78                               | 61.11   | 58.64      | 75.31   | 68.76         |
| <b>Performance 2</b> | 56.48                               | 64.81   | 69.75      | 83.95   | 77.13         |



**Picture 2. Diagram of Proficiency Description of Speaking Skill after Booktalks**

From the above table and diagram, it is found that booktalkers' speaking skill has improved from performance 1 to performance 2 especially on vocabulary aspect, 58.64% to 69.75%; fluency aspect, 75.31% to 83.95%; and comprehension aspect, 68.76% to 77.13%.

### Questionnaire Result of Student Response on Booktalks Program

The following is presented complete student response to the implementation of booktalks program that utilizes play books application towards students' speaking skill:

**Table 4. Questionnaire Result of Students' Response on Booktalks Program**



| Aspects                            | Questionnaire Result |
|------------------------------------|----------------------|
| Response on Booktalks Program      | 85.65%               |
| Students' Speaking Activity        | 87.35%               |
| Response on Play Books Application | 85.96%               |
| Average                            | 86.32%               |

From the table above, it is found that students attitudes toward booktalks program that utilize playbook application towards speaking skill get high response in all aspects. This means that students give a positive response towards booktalks program.

### *Interview Result*

Interviews were conducted at the end of the study after all the lessons and booktalks program were done. The results of interviewing students are described as follows:

- 1) Before getting booktalks program, students were not familiar with play books application. Some students claimed to have heard this application but have never used it. Some just realized that play books application has been installed automatically as a default application of their smartphone but have never used it.
- 2) Most students recognize that play books application provides many sources of books for them to read and this helps them succeed in booktalks program. A small percentage stated that the books provided by play books are boring because most books that attract them should be purchased.
- 3) All students do not state that booktalks interfere their learning. 15 minutes before the learning begins is really used by them to actively engage in discussion about the books they read. 15 minutes is enough because the reading has been done at home, in class students directly get to booktalks activity, that is discussion after previously filled the reading log.
- 4) Booktalks program motivates students to be more enthusiastic in speaking English. Some claim to be more motivated to read than speak. Students feel motivated to participate in learning speaking because the program provides many opportunities for them to participate, cooperate, present opinions and respond to other opinions in discussions.
- 5) Most students agree that this program makes them be more confident and courageous students in speaking, expressing opinions, asking questions and responding other

opinions. A small number of students admitted sometimes they felt tense if they got a turn to perform but did not feel ready yet.

### ***Interpretation***

#### 1) Description of booktalks program implementation by utilizing play books application

Implementation of booktalks program in semester II and IV students of Class A English Education Study Program of FKIP UNMA Banten run very well in every meeting with the average success of the program 75.26%. This shows that the aspects that support the successful implementation of booktalks program are fulfilled so that the booktalks program can be implemented very well.

#### 2) Supporting and Inhibiting factors of booktalks program

From 8 aspects observed, it can be concluded that some aspects became supporting factors and other factor became program inhibitor.

Supporting factors:

- a. Access to book: with smartphone ownership, students admitted to access book easily from play books application.
- b. Conducive environment: each student contributed well that create a conducive environment to booktalks program, moreover campus location which is far from center of city makes the campus atmosphere quiet. These increasingly support the conducive implementation of booktalks program.
- c. Encouragement to read: students' encouragement to read appears when in play books application they only can read a book with a small number of pages because of purchased books. Some students read books from other book applications to get the whole pages, they can read a book with hundreds of pages each week although this happens to some and not to all students.
- d. Reading log: students confessed that they do not feel burdened by reading logs, lecturers never intimidated students who did not fill reading logs, students are not labeled failed, they will feel the important of booktalks by themselves without coercion, by noticing their friends' progress in speaking day by day.
- e. Specified time limit: 15 minutes before class was passed well and the students did not feel disturbed or even time consumed with this program so that no students feel harmed.
- f. Discussion: it is a follow-up activity of booktalks program, students feel motivated to be brave and more confident in expressing their opinions, asking and responding to their friends' questions or statements.

g. Role model: lecturer as role model follows booktalks program like students, this motivates them and keeps their tense of spirit to join this program.

Inhibiting factor: book appeal

Booktalks gives its own appeal to read with a neat layout and variety of books provided, but the existence of purchased books make students feel bored, moreover free books that are less interesting as well as few pages of free sample book they want make them find other book applications such as whatpadd and ipusnas to get the whole pages of books they want. However, the play books display is still superior. Whatpadd's books actually have unclear pages and writings, whereas ipusnas lends books for three days only, it can be extended after being returned first, so complicated, unlike play books that can be opened anytime even when we are offline if the book has been downloaded, it is stored in our library.

3) Students' response towards booktalks program by utilizing play books application

Questionnaire shows students' high response on all aspects towards booktalks programs that utilizes playbooks applications. This means that students give a positive response towards booktalks program. The result of interview reveals: most students are not familiar yet with play books application and all students have never used playbooks application; most students admitted that play books application provided many sources of reading books for them; a small percentage students stated that books provided by play books are boring because most books that attract them are purchased book; all students do not state that booktalks interfere their learning; booktalks program motivates students to be more enthusiastic in speaking English. Few of them claim to be more motivated to read than speak. Students feel motivated to join the program since it provides many opportunities for them to participate, cooperate, present opinions and respond to other opinions in discussions; most students agree that this program makes them more confident and courageous in speaking, expressing opinions, asking questions and responding other opinions, some feel sometimes tense if they get turn to be booktalkers but are not ready yet.

4) Students' speaking skill after joining booktalks program

Booktalkers' speaking skill improved from performance 1 to performance 2 especially on aspect of vocabulary, 58,64% to 69,75%; aspect of fluency, 75,31% to 83,95%; and aspect of comprehension, 68,76% to 77,13%. Two other speaking aspects: accent and grammar improved slightly and not significant.

## **CONCLUSION AND SUGGESTION**

### ***Conclusion***

- 1) The aspects that support the success of booktalks program are fulfilled so that the program was done very well in semester II and IV students of English Education Study Program of FKIP UNMA Banten in 2017-2018 academic year with the average success 75.26%.
- 2) Supporting factors of booktalks program in semester II and IV Class A students of English Education Study Program in 2017-2018 academic year are: playbooks applications that gives easy access to book, conducive environment, encouragement to read, reading log, specified time limit, discussion as follow up activity that encourages students' involvement, and lecturer as a reading role model. While there is still inhibiting factor of booktalks program run well in these semesters, that is book appeal. Play books application provides many book variations but to read the entire pages, the readers have to buy, the free books are limited only to short fiction books and non fiction like motivational story.
- 3) Students' response on booktalks program that utilizes play books application towards students' speaking skill get high response on all aspects. This means that students give a positive response towards booktalks program.
- 4) Students' speaking skill improved from performance 1 to performance 2 especially on aspects of vocabulary, fluency and comprehension. Two other speaking aspects, accent and grammar, improved slightly but not significant.

### ***Suggestions***

Booktalks program can be implemented in all classes as a start-up activity before the class begins. Digital booktalks can take advantage of many applications of virtual libraries such as play books, ipusnas, whatpadd, etc. Perhaps the result of this research will be strong enough to implement booktalks program as a regular part of the classroom since booktalks help students prepare their communication competencies with class activity that becomes a habit so students are able to communicate with others in real life using English. The last, for further research, booktalks program can be analyzed for its effect on increasing students' literacy.

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