

THE EFFECT OF SMALL TALK STRATEGY ON STUDENTS' SPEAKING ABILITY AT SMP MUHAMMADIYAH 3 BONTOALA

Iga Rahman

Pendidikan Bahasa Inggris, Universitas Muslim Indonesia
igaigarahman011@gmail.com

Muhammad Basri Dalle

Pendidikan Bahasa Inggris, Universitas Muslim Indonesia
muhamammadbasri.dalle@umi.ac.id

Hadijah

Pendidikan Bahasa Inggris, Universitas Muslim Indonesia
hadijah.hadijah@umi.ac.id

Abstract

The objective of this study was to determine the improvement of the students' speaking ability after having applied a small talk strategy. Small Talk was the communicative teaching technique which gave more opportunities to the students to express their idea in the target language. In this research, the researcher used a pre-experimental method with one group pre-test and post-test to collect the data. The samples of this study were the second grade of SMP Muhammadiyah 3 Bontoala Makassar that consisted of 35 students. The results of the research showed that the implementation of small talk strategy in the teaching and learning process of speaking had been effective to improve the students' speaking ability, it can be seen the mean score of pre-test and post-test in speaking test dealing with vocabulary, the data showed that the mean score of pre-test was 58.86% and the post-test was 77.43%. And then, the Improvement in pronunciation, the score of pre-test was 53.71% and the score of post-test was 75.71%.

Keyword : *Small talk strategy, Speaking, Improvement*

INTRODUCTION

Language is a system for expression of meaning, by using language the people will express their ideas, emotions, and desires, and it is used as a medium to interact with one another, to fulfil their daily needs. Language actually has many interrelationships with various aspects of life owned by human being. One of the languages that human should mastery is English. Munawwarah (2021), Syamsu, A., Muhajir (2022) stated that English is one of the most widely used languages in the world and accepted tool for global communication. English is used for different purposes, such as access to advanced academic publication, social, cultural, economic, study abroad, career opportunities and other purposes. According to Nurfajhri (2019), Syarifuddin, S., & Hasyim, I., (2019) speaking is one of the basic skills which is focused on the conversation or communication in using the language. speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in foreign language in order to share understandings with other people. In addition, Rizki M, (2017), Dinda., Yunus, M., Syamsu, A., (2022) stated that speaking is an element of learning

language which focused to learning through meaning focused output; where the learner's attention is on conveying ideas and messages to another person.

Speaking is one of the most difficult skills language learners have to face. Speaking is considered the most important of the four language skills of English. Even the learners learn the language for so many years; they find it difficult to speak in real time situations when it is demanded (Hadijah., Basri, D. M., Halijah, S., 2018; Parupalli, 2019). Small talk is a kind of conversation where the topic is very light, where it's very simple to have a conversation with someone. So, small talk is really small conversations that you can have with either people you don't know, people you work with, or friends and family. Asfar, (2015) stated that Small talk is the activity of talking together. In this case, there are two people or more in the class talking and sharing their ideas so that they can implement the target in language. Small talk means that you make a simple conversation, the topic isn't important when you make small talk, you don't need give many details. You might ask question like "How's life?", "what have you been up to recently ? or what's new with you?", but you don't expect a detailed answer. There are topics in small talk. There are greeting, weather, calling a friend, describing People, favourite movie, music, sport, hobby, sharing news and information, changing the subject (Bella E. 2018; Sulaiman, R., Akidah, I., (2021). Herlina & Muhamad (2013), stated that teaching speaking in Indonesia is not easy the teacher should make the students fun in learning process. If the students are not fun and interested in the lesson, the teacher will feel difficult to make the students understand the lesson.

Based on the preliminary research at the second grade of SMP Muhammadiyah 3 Bontoala, the researcher found some problem. The students can't speak English because they lack of vocabulary, they can't pronounced the words in English. They were lazy and had low motivation in learning English because the method of the teacher, she doesn't choosed the suitable technique in teaching speaking. Based on the reasons stated above, the researcher very interested in conducting research under the title "The Effect of Small Talk Strategy on Student's Speaking Ability at SMP Muhammadiyah 3 Bontoala". Because the researcher believe that small talk is one of the techniques that can be used to stimulate the students in learning speaking. Small talk as one of the routine activities can be used as strategy to make the students more active and provide a more non-threatening environment for students to speak and practice speaking with their friends using common topics.

METHOD

In this research, the researcher used quantitative method based on the pre-experimental research with one group pre-test and post-test design. This research used pre-test and post test to know the result of the treatment in vocabulary and pronunciation after applied a small talk strategy in the classroom. The population and sample of this research were the second grade of students at SMP Muhammadiyah 3 Bontoala Makassar academic year 2022/2023. Which divided into two classes: VIII.A and VIII.B, in this grade amount of students were 65. The samples selected by using purposive sampling. In this research the researcher choosed class VIII.B to be object of this research. The class consisted of 35 students. They were 16 boys and 19 girls. The instrument of this research was speaking test. The speaking test divided into pre test and post test. The researcher gave pre-test in the first meeting and post-test in the last meeting. The researcher designed the items for speaking test and the researcher asked the students to speak in pair with expression. the researcher divided the score in two criteria based on the scoring procedure of speaking. The scores of vocabulary and pronunciation. The researcher used quantitative analysis and statistical Package

for Social Science (SPSS) for windows with the t-test formula to find out any significant result of the students' score in pre-test and post-test after having applied a small talk strategy.

FINDINGS

The findings of this research present the results of data analysis of pre-test and post test and their interpretations in order to know the effects of small talk strategy on the students' speaking ability in the classroom. In this chapter discuss about how is the improvement of small talk strategy on students' speaking ability dealing with vocabulary and pronunciation.

Table 1. The improvement of the students' vocabulary in speaking skill

No.	Test	Mean Score
1.	Pre-test	58.86
2.	Post-test	77.43
	Improvement (100%)	31.54%

The table above shows that the students' mean score in pre test is 58.86 and the students' mean score in post test is 77.43. The students' mean score in post-test is greater than the students' score in pre-test. So, the improvement of the student's vocabulary in speaking skill is 31.54%.

The students' score of pre-test and post test were classified into some criteria. The criteria and percentage of the students' score of pre-test and post test are as follows :

$$P = \frac{F}{n} \times 100$$

Table 2. The criteria and the percentage of students vocabulary score in pre-test and post-test

Classification	Score	Pre-test		Post-test	
		F	%	F	%
Bad (10-19)	10	3	8.57	-	-
	20	1	2.85	-	-
Less (20-49)	40	1	2.85	-	-
	50	5	14.28	-	-
Enough (50-69)	55	2	5.71	-	-
	60	5	14.28	-	-
	65	7	20.00	4	11.42
Good (70-89)	70	2	5.71	8	22.85
	75	2	5.71	9	25.71
	80	4	12.50	6	17.14
	85	2	5.71	3	8.57
Very Good (90-100)	90	1	2.85	4	12.50
	95	-	-	1	2.85
Total		35	100%	35	100%

From the table 2 above, shows that the percentage of students' vocabulary score in pre-test there are 1 student get score 90 (2.85%), 2 student get score 85 (5,71%), 4 students get score 80 (12.50%), 2 students get score 75 (5.71%), 2 students get score 70 (5.71%), 7 students get score

65 (20.00%), 5 students get score 60 (14.28%), 2 students get score 55 (5.71%), 5 students get score 50 (14.28%), 1 student get score 40 (2.85%), and 1 student get score 20 (2.85%) and 3 students get score 10 (8.57%). The percentage of students in post-test shows that there are 1 students get score 95 (2.85%), 4 students get score 90 (12.50%), 3 students get score 85 (8.57%), 6 students get score 80 (17.14%), 9 students get score 75 (25.71%), 8 students get score 70 (22.85%), and 6 students get score 65 (11.42%).

The table above shows that the lowest score in pre-test is 10 and the highest score is 90. While in post-test the lowest score is 65 and the highest score is 95.

Table 3. The improvement of the students' pronunciation in speaking skill

No.	Test	Mean Score
1.	Pre-test	53.71
2.	Post-test	75.71
Improvement (%)		40.96

The table 3 above, shows that the mean score of pretest on student's pronunciation in speaking skill is 53.71 and the post-test is 75.71. The students' mean score in post-test is greater than the students' score in pre-test. So the total improvement of the students' pronunciation in speaking ability was 40.96%. The student score of pre-test and post test were classified into some criteria. The criteria and percentage of the students' score of pre-test and post test are as Follow

$$: P = \frac{F}{n} \times 100\%$$

Table 4. The criteria and the percentage of students' pronunciation score in pre-test and post-test.

Classification	Score	Pre-test		Post-test	
		F	%	F	%
Bad (10-19)	10	3	8.57	-	-
Less (20-49)	20	1	2.85	-	-
	40	5	14.28	-	-
Enough (50-69)	50	8	22.85	-	-
	55	2	5.71	-	-
	60	3	8.57	-	-
	65	5	14.28	6	17.14
Good (70-89)	70	1	2.85	11	31.42
	75	5	14.28	5	14.28
	80	1	2.85	6	17.14
	85	-	-	6	17.14
Very Good (90-100)	90	1	2.85	-	-
	95	-	-	1	2.85
Total		35	100%	35	100%

From the table 4 above, shows that the percentage of students' pronunciation score in pre-test there are 1 student get score 90 (2.85%), 1 student get score 80 (2.85%), 5 students get score 75 (14.28%), 1 student get score 70 (2.85%), 5 students get score 65 (14.28%), 3 students get score 60 (8.57%), 2 students get score 55 (5.71%), 8 students get score 50 (22.85%), 5 students get score

40 (14.28%), 1 student get score 20 (2.85%), and 3 students get score 10 (8.57%). The percentage of students in post-test shows that there are 1 students get score 95 (2.85%), 6 students get score 85 (17.14%), 6 students get score 80 (17.14%), 5 students get score 75 (14.28%), 11 students get score 70 (31.42%), 6 students get score 60 (17.14%). The table above shows that the lowest score in pre-test is 10 and the highest score is 90. While in post-test the lowest score is 60 and the highest score is 95.

Table 5. The improvement of the students' speaking skill (final score)

No.	Indicator	Mean Score		Improvement (%)
		Pre-Test	Post-Test	
1.	Vocabulary	58.86	77.43	31.54
2.	Pronunciation	53.71	75.71	40.96
Mean Score				72.50

The table above 5 indicates that there is an improvement of the students' vocabulary in speaking skill after having applied a small talk strategy in teaching learning process. It indicates that from the mean score of students in pre-test (58.86) which classification as enough category and post-test (77.43) which is classification as a good category. It means that the students' speaking vocabulary improved from a enough category into a good category. And the table above also indicates that there is an improvement of the students' pronunciation in speaking skill, It indicates from the mean score of students in pre-test (53.71) which is classification as a enough category and post-test (75.71) which is classification as a good category. It means that the students' speaking pronunciation improved. The comparison of each component from table 5 indicates that the improvement of pronunciation is better than the improvement of vocabulary (40.96>31.54). The improvement of students' pronunciation is 40.96% and the improvement of the students' vocabulary is 31.54%. So, the total score of improvement in speaking ability is 72.50%. it is conclude that the small talk strategy effective to improve the student's vocabulary and pronunciation in speaking skill.

DISCUSSION

The result of final data analysis shows that the implementation of small talk make the students become more fluent in English speaking. The result of score in post-test is greater than pre-test in terms of vocabulary and pronunciation of speaking. In this research there are 3 steps, pre-test, treatment, and post-test. First, in pre-test the researcher gave spoken test, the test consist of 7 questions and used interview technique. Second, in treatment the researcher gave the students topic which they were learned and then explained to the students about expressions and responses that they can used to start a small conversation, after that the researcher divided the students into same pairs. the students must preparing themselves to say something and the other students must be pay attention to listening what their friend say. So, from this method the students can get new information by their friend's mind and also they can enrich their vocabulary in English. During the treatment the researcher controlled and checked the students' mistake when students speaking. And the last step was post-test, After the researcher having applied a small talk strategy then the researcher gave post-test. The researcher asked the students to make a small talk conversation in front of the class with their friend. And Then the result of test scored and calculated.

Based on the findings, The result of the data shows that the score of vocabulary was improved (31.54 %) from the mean score 58.86 on pre-test to be 77.43 on post-test. The score of the students' post test was higher than the mean score of the students' pre-test. And the result of the data shows that the score of pronunciation improved (40.95%) from the mean score pre-test 53.71% to be 75.71 on post-test. The score of the students' post test was higher than the mean score of the students' pre-test. It was conclude that small talk strategy help students to improved their speaking ability in English. This is research supported by Bella E, (2018), Nurul, S., Al Khaerani & Syamsidar (2022) they are said that Small talk is suitable for apply to the students. The material is very convinient and close with students' environment so it is easy to understand. Yansyah and Hidayah (2015) conclude that this technique increase students' individual ability and their creativity to set their own talk. In addition, Azfar (2019), stated that the students' speaking ability can be improved through the small talk strategy, because in this method they can find out the new ideas. And, if they got diffucly of expressing ideas, Small Talk strategy can reduce this problem. So, it is fun and interesting. They can be motivated in learning the English speaking ability.

CONCLUSION

This research was conducted to find out whether there is a significant of using small talk strategy on students' speaking ability to improve English speaking skill at SMP Muhammadiyah 3 Bontoala Makassar. Based on the explanation of data presentation and analysis on the previous chapter, the researcher conclude that the score of the students' vocabulary and pronunciation are good after getting treatment through small talk activity in the classroom, this research shows that the small talk effective to improve the students' speaking ability dealing with vocabulary and pronunciation. it can be seen from the significant data result, small talk contributed 72.50% to improved English speaking ability at SMP Muhammadiyah 3 Bontoala. The researcher hopes that the next researchers will use a small talk strategy to improve the other language skills, because small talk is a good method and activity to train the students' speaking ability and also this method makes the students active and have better self confidence to speak up and explore their ability in speaking English.

REFERENCES

- Ahmed, M. yaoud. 2017. "*Developing the Speaking Skills of English as a Foreign Language (EFL) Preparatory Schoolers Using Self-Study Strategies*".
- Dinda., Yunus, Muhammad., Syamsu, Awaluddin, (2022) Utilizing English Songs as Media to Enhance Students' Quality of Pronunciation in SMP Muhammadiyah 3 Bontoala. TAMADDUN Jurnal Bahasa, Sastra dan Budaya. Vol. 1, No. 1, p.1-6.
- Putra, A. Syah. 2017.i. The Correlation Between Motivation And Speaking Ability.
- M, Aleksandrzak. (2011). *Problems and Challenges in Teaching and Learning Speaking at Advanced Level*. Adam Mickiewicz: University Press Poznan.
- Karmadi, A. R. *Skripsi*. (2018). Utilization Of Self Talk Strategy (Sts) To Improve The Students' Speaking Skill At The First Grade Of Sman 1 Libureng. P.37-40.
- Utomo, Bella E.S. 2018. *Skripsi*. Improving Speaking Skills Using Simple Sentence In Small Talk Technique For Seventh Year Students Of Junior High School Darul Fikri Bawen.
- Rosdiana, et el. (2018). *Teacher Strategies to improve Accuracy and Fluency in Speaking*. Journal.

- Hanisah, H. (2018). *Skripsi*. The Implementation Of Pictures In Improving The Students' Speaking Ability At The Eighth Grade Of Mts Darussalam Seputih Banyak Central Lampung.
- Hadijah., Basri, D, Muhammad., Halijah, Sitti. (2018) Peranan ESP dalam Meningkatkan Kompetensi Bahasa Inggris Mahasiswa. Tamaddun (Jurnal Bahasa, Sastra dan Budaya).
- Holandyah, M. and Herlina. 2013. *Teaching Speaking Skill By Using Guided Conversation Technique Through Pair Taping to The Seventh Grade Students of SMP PTI Palembang*. 108-109.
- Ngabalin, J. (2020). *Skripsi*. The Influence of Thailand Students' Mother Tongue In English Reading in Ban Huai Nam Khaow School in Thailand.
- Amin, Maulidya. 2020. *Skripsi*. Enriching Students' Vocabulary Through Task Based Learning.
- Asfar, M. 2015. *Skripsi*. Using Small Talk In Activating Students' Speaking Ability At The Second Grade Students' Of Sma Negeri I Tompobulu Bantaeng.
- Munawwarah. 2021. *The Advantages and Disvantages of Impromptu Speaking Method in English Speaking*. E-journal.
- Sari, Nurfajhri. 2019. *Skripsi*. "Increasing Students' Speaking Skills By Intensifyng English Language at The Eight Grade of SMPN 24 Makassar".
- Sulaiman, Rizkariani., Akidah, Ihramsari. (2021) Pembelajaran Bahasa Inggris Menggunakan Media Flash Card Pada TPA Masjid Baitul Maqdis. Jurnal Madaniya. Vol. 2, No. 3, p.242-252.
- Syamsu, Awaluddin., Muhajir (2022) The Creative Exploitation of Pecha Kucha's Presentation Technique in English Teaching Classes. Qalam: Jurnal Ilmu Kependidikan. Vol. 11, No. 2, p.67-71.
- Syarifuddin, Salmia and Hasyim, Irmawaty (2019) A Review in Spoken Language Teaching. Tamaddun: Jurnal Bahasa, Sastra dan Budaya, 18 (1), p. 46-52.
- Nurmawati. 2018. *Skripsi*. "The Implementation of Daily Conversation Method (DCM) to Improve Student's Speaking Ability at Ma'had Al Jami'ah UIN Raden Intan Lampung".
- Rao, Parupalli S. 2019. "The Importance of Speaking Skills in English Classrooms". Journal.
- Dewi, Ratna S, et el. 2016. *Skripsi*. Using Communicative Games in Improving Students' Speaking Skills.
- Rianingsih, R. 2015. *Skripsi*. The Teacher Strategies in overcoming Students' Difficulties in Speaking at English Intensive Program of MA AN-NUR Cirebon.
- Melinda, R. 2017. *Skripsi*. "The Effect of Guessing Technique on Students' Speaking Ability at the Second Grade Students of MTsN Bohorok".
- Torky, S. 2006. *Skripsi*. "The Effectiveness A Task-Based Intruction Program in Developing the English Language Speaking of Secondary Stage Students".
- Lutfiah, S. (2020). *Skripsi*. Using Mapping Story Strategy In Enhancing Student's Reading Comprehension on Narrative Text.
- Nor, H. and Yansyah . (2015). *The Effect of Smalk Talk on Undergraduate Students' Speaking Ability*. Banjarmasin : 4rd ELTLT International Conference Proceedings. Journal.
- Nurul, Syam, Al Khaerani and Syamsidar (2022) The Use Show and Tell (S&T) Method in Teaching Speaking English Skills for Students of Senior High School 6 Soppeng. Jurnal KIMA: Karya Ilmiah Mahasiswa. Vol. 1, No. 2, p. 165-171.