THE EFFECT OF SMALL TALK TOWARDS STUDENTS' SPEAKING ABILITY AT SMP YLPI MARPOYAN PEKANBARU
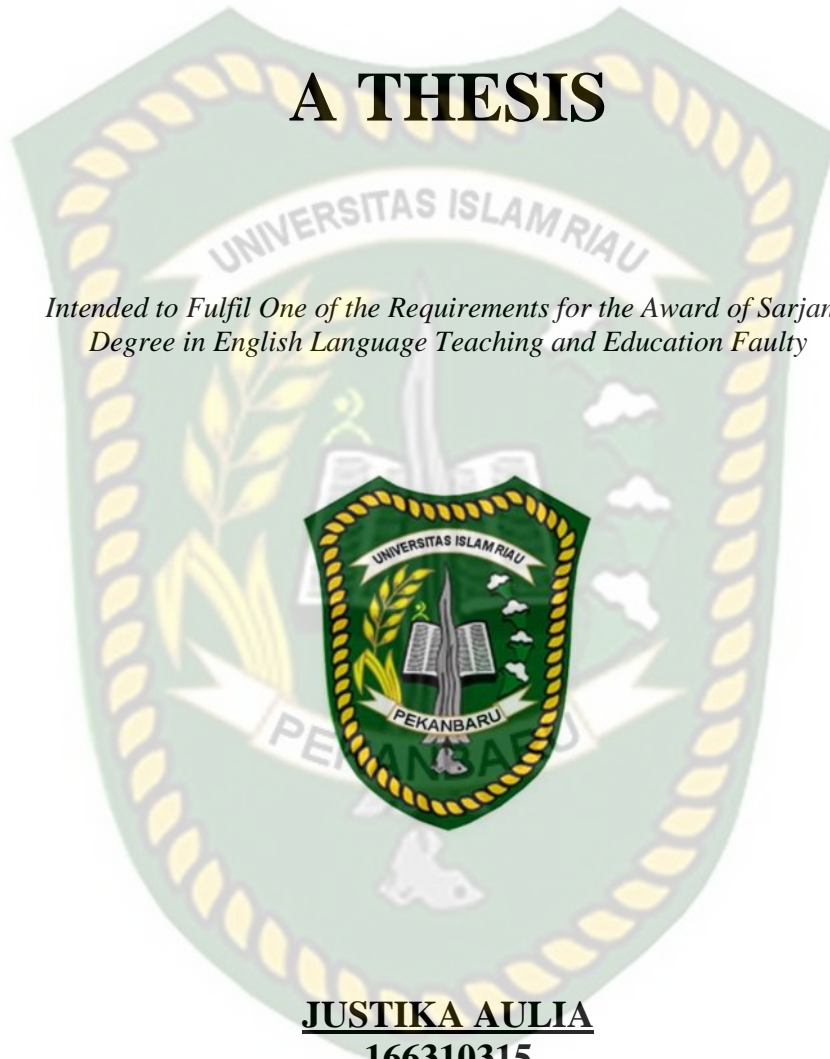
A THESIS

Intended to Fulfil One of the Requirements for the Award of Sarjana Degree in English Language Teaching and Education Faulty

JUSTIKA AULIA
166310315

ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
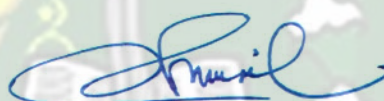**UNIVERSITAS ISLAM RIAU**
PEKANBARU
2020

THESIS APPROVAL

Title

"THE EFFECT OF SMALL TALK TOWARD STUDENTS' SPEAKING ABILITY AT SMP YLPI MARPOYAN PEKANBARU"
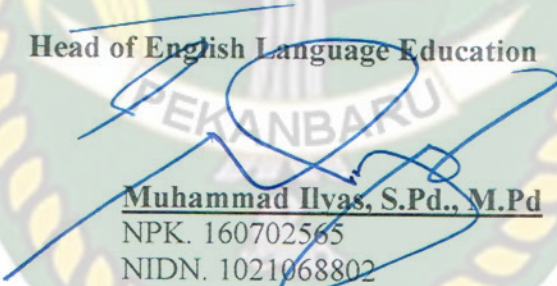
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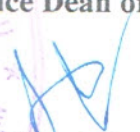
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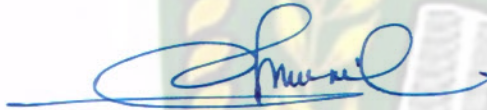
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THESIS

THE EFFECT OF SMALL TALK TOWARD STUDENTS' SPEAKING ABILITY AT SMP YLPI MARPOYAN PEKANBARU

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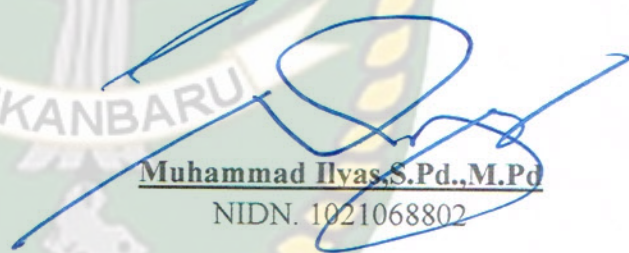
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LETTER OF NOTICE

The advisor hereby notices that:

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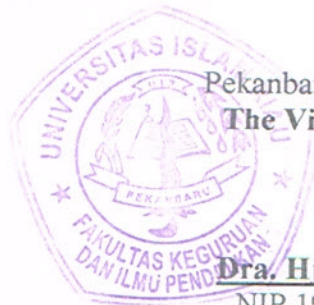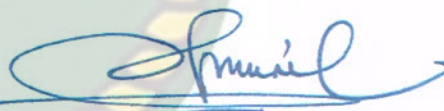Has been completely written a thesis which entitled:

THE EFFECT OF SMALL TALK TOWARD STUDENTS' SPEAKING ABILITY AT SMP YLPI MARPOYAN PEKANBARU

It had been examined. This letter was made to be used as it is needed.

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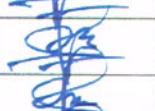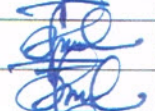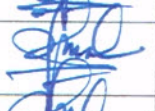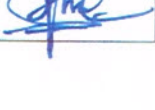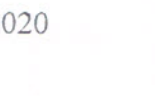
THESIS GUIDANCE AGENDA

Thesis guidance has been implemented to :

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Title   : **"The Effect of Small Talk Toward Students' Speaking Ability at SMP YLPI Marpoyan Pekanbaru "**

No	Date	Guidance Agenda	Sign
1	23th October 2019	ACC Tittle	
2	26th October 2019	Revised Chapter I	
3	23th December 2019	Revised Chapter II	
4	8th January 2020	Revised Chapter I,II	
5	15th January 2020	Approved to join Proposal Seminar	
6	10th February 2020	Join the Proposal Seminar	
7	13th February 2020	Revised Proposal	
8	15th June 2020	Revised Chapter III	
9	31th August 2020	Revised Chapter IV	
10	3th September 2020	Approved to join the Thesis Examination	
11	24th September 2020	Join the Thesis examination	

Pekanbaru,03 September 2020
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DECLARATION
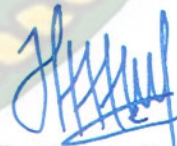
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Name   : Justika Aulia

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Place/date of birth   : Muaralembu, 05th June 1998

Study Program   : English Education (S1)

Faculty   : Teacher Training and Education

I admit this thesis from my own work and my own words, except some theories which quoted or taken from some various sources included in references. I am responsible for the rightness of the data and its content.

Pekanbaru, 03th September 2020

The researcher,

Justika Aulia
NPM. 166310315

ACKNOWLEDGMENT

Bismillahirrahmanirrahim…

The greatest gratitude is due to Allah SWT, for the blessing , the guidance and protection along the way to the researcher in completing this thesis entitle " The Effect of Small Talk Towards Students' Speaking Ability at SMP YLPI Marpoyan Pekanbaru".

It is intended to fulfill a compulsory requirement for the award of Sarjana Degree in English Study Program, the Language and Art Department of Teacher Training and Education Faculty of Islamic University of Riau.

Here, the researcher would like to acknowledgement special thanks to :

1. **Dra.Hj.Tity Hastuti,M.Pd** as the dean of FKIP UIR and all staff members of Teacher Training and Education Faculty who given their assistance for the completion of this thesis.

2. **Muhammad Ilyas,S.Pd,.M.Pd** as the chairman of English Department of FKIP UIR and all the lectures who have contributed their knowledge to me.

3. **Dra. Hj.Syofianis Ismail, M.Ed** as a head advisor who have been contributing a lot of time in giving advice, opinion, correction, and supporting me so much in finishing this thesis. My gratitude also goes to **all my lectures at English Language Education of FKIP UIR** for all the supports and encouragement over my years.

4. **Diana Indah Putri, S.Pd** as English teacher of **SMP YLPI Marpoyan** and for my beloved students VIII 2 for the cooperation.

5. For my parents **Alfian** and **Elfi Yanti** thank you for teaching me how to be strong person. Their pray is the most helpful thing for the researcher and thank you for my beloved brother **Farhan Mukroni** and **Rafbi Tri Mukroni** for your support and love.

6. For my second family (**Gamel Group**) **Cik Din (Julian Dini Astri,SE,M.Ak), Depen (Dania Sabila Farina,S.H), Acik (Ela Aprilina,S.E), Kitiang (Juwita Lestari,S.Pi), Ayik (Nurul Aini Yolanda,S.E)** thanks for your supports and love.

7. For my friends since Junior Hight School **Acik (Ayeng,S.Gz), Donut (Dona Despita,S.pd), Vining (Vifi Ningsih,S.pd)** for going on some supports among this study until finished this final project. And thank to my beloved friend **Alm.Yongki Oktober,** who always gives her support before he died. I always miss you.

8. For my Friends **(Sowaw Squad) iwit (Ns.Witya Natama Putri,S.Kep), Eca (Nesa Gusma Dewi,S.Sos), Eyen (Rensi Mianita)** thanks for your supports and love.

9. For my friends since first semester until now **Egik (Egi Dia Saputri,S.Pd)** and **Ila (Dilla Septianda,S.Pd)** thanks for your support and always willing to listen my drama when I'm tired. After all of this, I am going to miss a lot thing about us.

10. Last thank **my beloved classmates 9C** for all memories we created since the first semester.

Finally the writer realizes that the thesis still far from being perfect, Therefore, contructive, criticism, and suggestion are espected from the reader for the perfection of this thesis.

Pekanbaru, 03th September 2020

The researcher,

Justika Aulia
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ABSTRACT

Justika Aulia, 2020. *The Effect of Small Talk Towards Students' Speaking Ability at SMP YLPI Marpoyan Pekanbaru*. Thesis Pekanbaru: English Study Program, Education and Teacher Training Faculty, Universitas Islam Riau.

This study was carried out to know whether there is a significant effect of small talk toward students speaking ability. Small talk is pleasant conversation about common interests. In this study small talk is a common conversation about asking and offering help.The researcher expected the students able to speak and considered the components of speaking ability well. They are fluency, grammar, vocabulary and pronunciation.

The design of the research is a experimental research. There was one group experimental class, which included quantitative research. This research have two variable, the independent variable is small talk activity and the dependent variable is speaking.

From the data analysis it could be seen that there was the progress in pre-test and post-test. The students got the mean score was 56.85 in pre-test and in the post-test got the means score was 74.03. The students' speaking score of each indicator in one group experimental got improvement. It was found that the higher score in speaking expression asking and offering help of experimental class is in indicator fluency. The improvement was 21.16 %. The lower score in speaking expression asking and offering help is in indicator pronunciation. The improvement was 10.08%. The result of the study showed that students' speaking expression asking and offering help got improvement from pretest to post test in one group experimental class. Students' post test score of one group experimental class is greater than the students score of pre test. Based on the result of students' speaking test it can be conclude that there was a significant effect of small talk toward students speaking ability at SMP YLPI Marpoyan Pekanbaru. From the result of the data the researcher also concluded that the use of small talk give the possitive effect in speaking ability, mean while this research focused on expression asking and offering help.

Key Words : The Effect, Speaking, Small Talk.

CHAPTER I

INTRODUCTION

1.1   Background of the Problem

People use language as a tool for communicating to express their feelings, ideas and share experiences with other people. Brown (2007:6) characterizes that language is a deliberate instrument which delivered by using sounds, gestures, or signs agreed for communicating ideas or feelings.

Speaking is one of the four language skill that communicate ideas in real situation to express what he/ she wants to say. According to (Hedge, 2000: 261), Speaking is a skill which judged people in the first impression are being formed. Speaking is the way of developing and presenting meaning through the use of verbal and non-verbal symbols. Speaking activity is mean of delivering ideas, information warning, suggestion, and advice and so on to orders in spoken form.

Students can express themselves and learn how to use a language because the goal of teaching speaking should improve students' communicative skills. To dominate speaking ability, students should be trained to use English in communication orally. The success in speaking ability will determine frequency in

using the language. It is an important part of daily interaction and most frequency the first trace of a person is accordance to his/her ability to speak fluently and comprehensibly. According to Rebecca (2005:5) language learner need to approved that speaking implicate three areas of knowledge, they are ;mechanics (pronunciation, grammar and vocabulary).

There are some problems in teaching learning speaking face by students, such as limited vocabulary, feel shy to speak English, low motivation to speak English. Jasmine (2004:1) define that small talk related to the phatic communion term, while phatic communion is a conversation which is aimless, purposeless and unintentional sometimes looks suspicious and even irrelevant which aims to establish human bonds. Small talk is pleasant conversation about about unimportant things that people make at social occasions. Small talk is very important to master in regards to learning English. Small talk is used for practice speaking, when discussing, etc. It is to be kind and get along with others at the events. Small talk leads to more interesting conversations and gets friendships started. Small talk is suitable for apply to the beginner students. The material is very convenient and close with student's environment so it is easy to understand.

There is a research relating to small talk in teaching speaking. Kelly, 2013 has been conducting the research at University of south Dakota. In his research entitle, "The Art of Making Conversation: Learning the Skills Small Talk'' conclude that small talk develops students' skills in opperative listening, self establishment,

nonverbal promptness, and tension/vulnerability the board in relational correspondence with outsiders .

Furthermore, in this research, the writer takes sample at SMP YLPI Pekanbaru. Based on writer view of observation at SMP YLPI Marpoyan Pekanbaru, There are some problems that happened there. It find some students have restricted vocabulary, so they don't have a clue what they need to state. It find some students don't have a clue how to convey and communicate their thoughts. It find some students have have low inspiration to speak because the students are not certain to speak

Therefore, what comes about the problems above in this research the writer interested to conduct the research at SMP YLPI Marpoyan Pekanbaru to upgrade students competence in peaking ability. The writer interest in carrying out research entitle: **THE EFFECT OF SMALL TALK TOWARD STUDENTS' SPEAKING ABILITY AT SMP YLPI MARPOYAN PEKANBARU**

1.2 Setting of the Problem

Some problem in learning English at SMP YLPI Marpoyan Pekanbaru. They are some problems appeared from previous interview with English teacher. First, it discover a few students have restricted vocabulary, so they don't have the foggiest idea what they need to state.

Second, it found some students shy to speak English because some students don't have a clue how to convey and communicate their thoughts. Third, it found

students have low inspiration to speak as well because the students are not confident to speak.

1.3   Limitation of the Problem

Because of the limitation of time and knowledge in this research, the writer has restricted the issues focuses on small talk activity and four indicators of speaking, they are vocabulary, Grammar, Fluency and Pronunciation.

1.4 The Formulation of the Problem

Is there any significant effect of using small talk activity toward the speaking ability of the first year students of SMP YLPI Marpoyan?

1.5 The Objective of the Research

To find out whether there is significant effect of the use small talk activity toward students speaking ability of the first year students of SMP YLPI Marpoyan?

1.6 Hypothesis

The hypotheses are formulated as follows:

H0: There is no significant effect in speaking ability by using small talk activities for the students.

H1: There is significant effect in speaking ability by using small talk activities for the students.

1.7 Need for the Study

The writer expects that teachers, students and other researchers can take the benefits of implementation of small talk.

For the teacher:

1. The outcome can be a device of reflection for the teacher.

2. This examination adds to the study of phonetic particularly language educating. Additionally it gives commitment in encouraging English particularly teaching learning speaking.

3. The outcome will help the teacher improving students' speaking ability.

For students:

1. The outcome will help the students in improve speaking ability

2. The outcome will help motivate students to learn English especially speaking ability.

1.8 Definition of the Key Terms

1. Speaking

Speaking Talking is the way toward building and sharing significance using verbal and non-verbal images, in an assortment of the specific situation. The aptitude is gained by much reiteration; it is fundamentally a neuromuscular and not a scholarly cycle. It comprises of

skill in sending and accepting messages (Chaney and Burke, 1998:13). In this research speaking ability is making use of words or being able to use a language expressing and making speech or conversation about common interests.

2. Small Talk

Small talk is pleasant conversation about common interests (Kenneth: 1997). In this study small talk is a common conversation about asking and offering help.
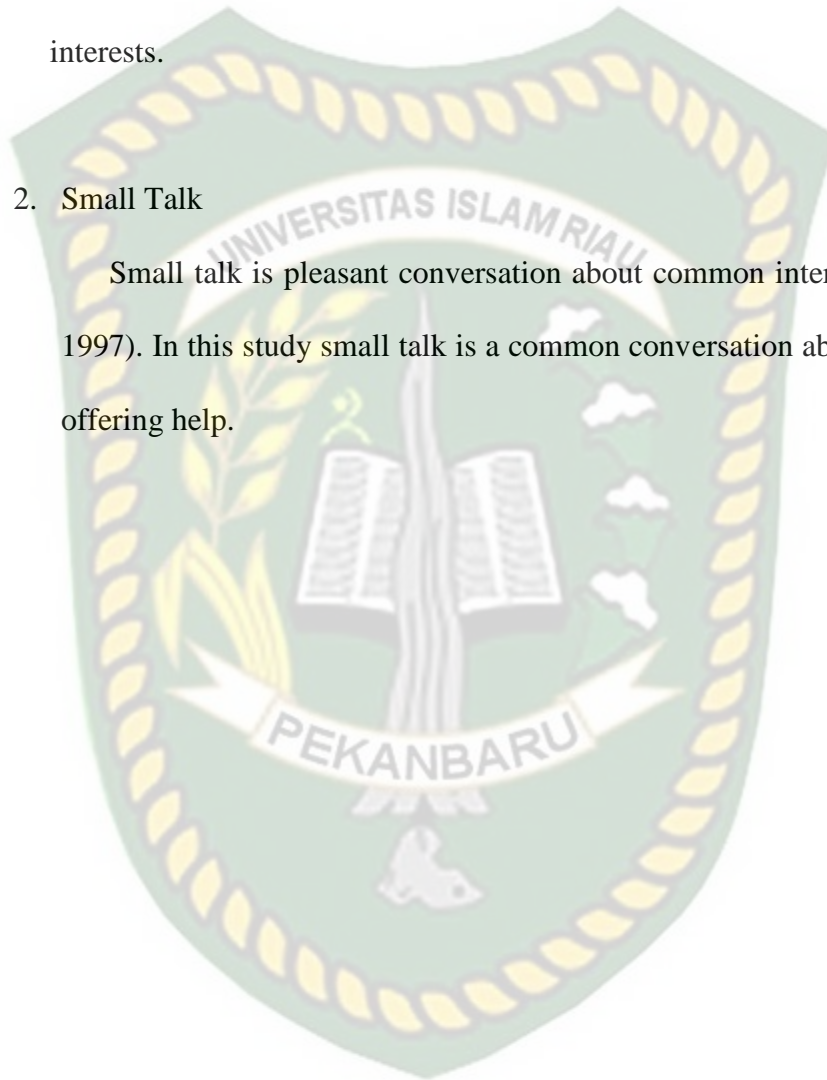
CHAPTER II

THEORETICAL FRAMEWORK

2.1 Relevance Theories

2.1.1 The Nature of Speaking

Speaking utilizing words in a common voice, offering words, knowing and having the option to utilize a language communicating one-self in words, and making discourse (Hornby, 2007:4). By suggestions, thoughts, ideas and other information speaking people can convey messages. Speaking is a vital piece of unknown dialect learning and instructing in light of the fact that they can communicate and figure out how to utilize a language. The authority of speaking ability is need for some unknown dialect students. Students thus frequently assess their accomplishment in language learning just as the adequacy of their seminar based on how well they believe they have improved in their communicated in language capability.

It is very important to master speaking well by using oral English in communication as often as possible. The more students use English, the better their English will be. If students always use English to share their feelings, opinions and ideas, they will speak English well and fluently. Brown (1997:40) defines that speaking is oral interaction where part pants need to negotiated meaning contained in ideas, felling and information, and manage in term of who is that, to who an about what. In this case, the speaker must see the relationship between ideas presented. Brown rephrased that a teacher of English did not only concern in developing the

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students' knowledge of structure, grammar and pronunciation, but we need to teach speaking.

2.1.2 The Components of Speaking

Speaking is a skill that needed in a language learning. It can create interaction with others. The goal in speaking is convey the important information to the others. Teachers should prepare the students to have the option to speak in English in reality outside the classroom and the testing room. Speaking is a perplexing expertise requiring the concurrent utilization of various capacities. Either four of five parts were commonly perceived in it.They were pronunciation, grammar, vocabulary, fluency and comprehension. In other to speak effectively, correctly and concisely.

The four viewpoints beneath have extraordinary impact in speaking(Bailey, 1994:34):

1. Vocabulary

Vocabulary is one of the outrageous viewpoints that help talking movement. It manages the privilege and proper words. Ur (1997: 60). It seems that vocabulary plays an important role in speaking skill. Nunan (1995:117) contends that the aquisition of a sufficient vocabulary is fundamental for succesful second language use in light of the fact that without a broad vocabulary, individuals will be not able to

utilize the structures. One can not informative successfully or express their thoughts both oral and composed structure in the event that they don't have adequate vocabulary. Without punctuation almost no can be passed on, without vocabulary nothing can be passed on. (Willid, 1990). Along these lines, vocabulary implies the suitable expression which is utilized in correspondence.

2. Grammar

Correspondence in speaking runs easily on the off chance that it punctuation can be perceived. Thusly, speakers must know about the sentence structure that they use in speaking .Grammar is the standard by which we set up significant and some portion of a language to impart message that are intelligible and student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3. Fluency

Speaking is an activity of reproducing words orally. It means that there is a process of exchanging ideas between a speaker and a listener. Therefore, it is important to have fluency as having the capability of other components of speaking. Joyce (1997:424) states that fluency is the quality or condition of being fluent. It indicates since students understand each other in speaking it means that they have been fluent .fluency are ability to use language spontaneously and confidently and without undue pause and hesitations.

Joyce (1997: 424) states that fluency is the quality or condition of being fluert It is the ability to use the language spontaneously and confidently and without undue pause and hesitations.

4. Pronunciation

According to Roslina (2009:7) Pronunciation is way in which a language or a particular word or sound is spoken. Pronunciation includes vowel, consonant, and stress and intonation patterns. Hornby (1995) in Roslina 2009:7) defines sounds as a thing that can be heard, stress as an extra force to a word or syllables when somebody pronounce it.

Pronunciation is the way for students' to produce more clear language when they talk. It manages the phonological cycle that alludes to the segment of a sentence structure comprised of the components and rules that decide how sounds differ and design in a language.

2.1.3 Typical Outcomes for Speaking Activities

Speaking activities like portraying, examining, recounting stories, and clarifying don't really prompt any recognizable result. However having an unmistakable result can expand enthusiasm for the action by giving students a reason. They can perceive what work should be done so as to finish the movement. The idea of the result influences the language capacities that may happen, so it is valuable and critical to devise for understudies a suitable scope of results. The restricted measure of exploration here shows that particular language capacities can be inspired by

picking appropriate exercises and results (Staab, 1993). Here are a rundown of normal results for talking exercises incorporates the accompanying according to (Staab, 1993):

a. *Providing Directions*: This includes giving a lot of headings that others must follow so as to draw something, assemble a model, or follow a course on a guide.

b. *Completion*: Typical exercises incorporate orally finishing an image or an image story, and portraying the outcomes of activities, or the explanations behind them. Students can be needed to utilize genuine information, feeling, or their creative mind to do the consummation.

c. *Positioning, requesting or picking*: Learners are given elite of things and they need to arrange them or browse them because of understanding among the students.

d. *Tuning in, suggestion, causes or uses*: These exercises frequently utilize conceptualizing, where students consider the same number of potential answers without being basic about the recommendations.

e. *Coordinating, ordering, and recognizing*: These include the quest for l ikenesses and contrasts, and afterward dynamic dependent on the outcomes. For instance, the students are given at least ten pictures and need to make sets from them, for example coordinate them, and legitimize the coordinating. Another chance is that the students mastermind a few pictures into three or four gatherings, utilizing order measures that they choose themselves.

Recognizing practices include choosing if two things are significantly the equivalent, or on the off chance that they are unique. Finding the distinctions in two pictures is another form of recognizing.

f. *Information gathering*: Learners look for data from different students or others. The most common activities are the meeting and the oral survey

g. *Critical thinking*: The issue might be introduced either in composed or spoken structure, for instance, Stop robbery!

You see one of your schoolmates put something in their pocket in a shop. Unmistakably she or he expects to remove it from the shop without paying. You feel that his/her activity has been seen by a store investigator. What would it be a good idea for you to do?

The issue could likewise be as a graph. For instance, the students are given a graph indicating the format of a real estate parcel containing four houses, a few trees, a lake, and so on. They are informed that the land must be split among four individuals so each will feel that they have been given a decent amount. The students need to draw the partitioning lines on the chart.

h. *Creating material*: Speaking exercises of this sort incorporate setting up a radio program, planning to play out a play, getting ready for a discussion, and delivering some composed work. The talking action happens as a way to accomplish an objective which may likewise include talking.

2.1.4 Procedure of Speaking

Here are some suggestions for English language teachers while doing procedure of speaking activity (Kayi: 2006):

a) Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

b) Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.

c) Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.

d) Indicate positive signs when commenting on a student's response.

e) Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.

f) Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice…"

g) Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.

h) Involve speaking activities not only in class but also out of class; contact parents and other people who can help.

i) Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.

j) Provide the vocabulary beforehand that students need in speaking activities.

k) Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

2.1.5 The Nature of Small Talk

Small talk is a casual form of conversation about common interests that people make at social occasions. According to Jasmine (2004:1), small talk related to the phatic communion term, while phatic communion is a conversation which is aimless, purposeless and unintentional sometimes looks suspicious and even irrelevant which aims to establish human bonds. Small talk conversation is an easygoing structure that fills an off-kilter quietness between individuals. Casual discussion is discussion for the wellbeing of its own, or remarks on what is entirely self-evident. It is a casual sort of talk that doesn't cover any useful subjects of discussion or any exchanges that should be tended to. Small talk is easy to understand because the material is very convenient and close with students' environtment. It also increase students' creativity and individual ability to set their own talk. Small talk involves many different topics. There are some topics included in small talk according to Baehaki (2010:45). These are greeting, weather, calling a friend, describing People, expressing concern for someone, complimenting someone's clothes, leisure activities, favourite movie,

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favourite music, sport, invitation at movie, a sick classmate, sharing news and information, changing the subject, receiving to a party and ending conversation.

Baehaki (2010:45) states, the most common time for small talk to occur is the first time you see or meet someone on a given day. People use small talk for some different reasons. Such as; most obvious, break an uncomfortable silence or fill time. That is why it is so common to make small talk when someone is waiting for something. Some people make small talk in order to be polite. Means while, in teaching learning situations, small talk leads more interesting conversation between learners on the same level. However, the ability of small talk can help to get conversation following. It can be used by teacher as a way of developing the speaking ability. The teacher can motivate students to practice English in the classroom by using small talk .The ability of small talk related to the context and the balance the relative power of the two speakers. In the real fact, many English students are more interested in making effective small talk than knowing correct grammar structures - and rightly . Small talk gets friendships started and awkward silence before important discussions and other events.

It is sometime knowing how to start a conversation is the hardest part about making small talk for the students. The students may be feel shy using English language in the classroom, it is sometimes considered rude to say nothings. The teachers can review conversation starters and practice with the students and then take the time to see how much the students have learned about small talk by taking the

small talk quiz. On the other hand English speaking environment it is often better to make a few mistakes than to say nothing at all.

Small talk is also used in TOEFL. There will be a few short conversation between two person, such as student and teacher, lecture and student or between friends. The conversation can occur in any place in everyday life setting. Speaking and listening go hand-in-hand. Too often, though, students try not to understand that similar remains constant with regards to the TOEFL test. Often students will in general investigation abilities in somewhat of a vacuum, detaching one language aptitude from another except if they are rehearsing an incorporated inquiry. But since the listening segment includes a ton of casual expressions, a similar that are utilized in ordinary discussion, partaking in day by day discussion by utilizing with your schoolmates and instructors could prepare you more for the TOEFL just as forever post-test (Johnson, 2017).

A much of the time ignored aptitude is the capacity to change from casual discussion to what you really need to talk about. While we regularly partner changes with composing, they are similarly as significant and helpful in talking. Anyway, how would we get from casual banter to what you really need to talk about that day? By utilizing changes - similar advances that you may hear in a discussion on the TOEFL when an understudy goes to see his/her educator during available time, starts by being well mannered, and afterward gets to why he/she really halted by.

According to Johnson, 2017. Here are some key transitions that native speakers use that you can use as well when you want to move from small talk to the

real reason for why you started up a discussion or if you just want to change the topic of conversation for whatever reason.

1. By the way…

2. That reminds me of…

3. Speaking of…

4. Before I forget…

5. Oh, while I remember…

6. I just thought of something.

7. Oh, there's something else I wanted to say/ask you.

8. This has nothing to do with what we're talking about, but…

9. Changing the subject for a minute…

10. That's clever, in light of the fact that something comparable…

11. That's fascinating in light of the fact that I had a comparable circumstance

12. By chance, I realize this isn't generally what we are discussing, however…

13. I realize this is changing the subject, yet…

2.1.6 Advantages of Small Talk

Small talk has some advantages in teaching learning speaking. Here are some advantages of small talk strategy. Firstly, Students will active to speak English and stimulate student's participation in classroom activities. Secondly, small talk has developed into a comprehensive approach to developing accuracy, fluency, and

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complexity in oral production (Harris: 1998). Thirdly, students use their communicative ability in conversation without intervention by the teacher, and then receive feedback (Harris: 1998).

Ann (1999:35) said, there are some advantages of small talk. Firstly, small talk serves many functions in helping to define the relationships between friends, work colleagues, and new acquaintances. In particular, it helps new acquaintances to explore and categorize each other's social position. Secondly, It is closely related to the need for people to maintain positive face to feel approved-of by those who are listening to them.

2.1.7 The Procedure of Small Talk

To apply small talk activity, teacher must follow some procedure. Here are some procedures of small talk according to John (2016:103):

1. Teacher gives material related to the conversation as vocabulary and structure. Then, teacher divides students to small groups, each groups consist of four students.

2. Teacher give topics and ideas for stimulate the students.

3. Teacher suggests a situation in order to build students' visualization. For example, when two people wait a bus at a buss stop, wait airplane and watching football in stadium.

4. Student presents in front of the class and other student gives comment.

5. At the last section, the teacher asks question to the group.

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According to (Harris: 1998), small talk conversation started as an examination in student focused, intelligent educating of oral correspondence more than 20 years prior.. He divides small talk into some sessions. Here are some small talk sessions:

1. Teacher divides each group has a pre-selected understudy pioneer, who is liable for picking the point,

2. Teacher provides questions and applicable vocabulary to facilitate the conversation.

3. Teacher places students in group into little gatherings, timing the discussion, and driving a registration meeting toward the end, in which each gathering reports to the entire class on their discussion.

The stages and timing of a Small Talk meeting are typically like that demonstrated as follows (Harris: 1998).

1. The day preceding the meeting, the pioneer reports the point.

2. Toward the start of the meeting, the pioneer composes conversation questions and vocabulary on the board, once again introduces the point, and explains any disarray; the pioneer additionally places the students into gatherings of three to four and advises the students to start.

3. Gatherings examine the theme.

4. The pioneer requests that the gatherings wrap their discussion up and plan for check in; the gatherings choose what to answer to the class and who will do it. (5 minutes)

5. The pioneer welcomes each gathering to check in with the class about the features of their discussion. (5–10 minutes)

6. The pioneer thanks the class and helps them to remember the following Small Talk date.

7. The understudies are energized, in Stages 4 and 5 above, to ponder and report the elements of their association and their own part in it. This makes unequivocal the nature of conversational cooperation as both a social build (for example various societies do discussion in altogether different manners) and a quantifiable variable (for example we can recognize the highlights of proper connection and assess our utilization of them).

The instructor, having no function in or obligation regarding the discussions, can watch the collaborations and a while later to propose manners by which they can be improved (Harris: 1998). In a normal brief class, there are typically ten minutes toward the end for instructing, when the educator remarks on the connection and elements of the Small Talk meeting. For example, It frequently instruct or remind calm or non-familiar understudies approaches to express what is on their mind; remind ruling talkers to be quiet and to welcome others to partake; and we practice how to listen effectively, to show questioners our understanding and to hinder for explanation at whatever point essential. Casual conversation is accordingly powerful

in expanding the understudies' businesslike capability since it offers them a chance to rehearse, in a generally low-stress condition, the sorts of discourse acts they would require in higher pressure collaborations outside the study hall. It additionally places understudies in the situation, as pioneers, to rehearse an assortment of discourse acts and talk the executives methodologies that are typically limited to the educator. (3–5 minutes)

2.1.8 The Function of Small Talk

Social associations in a truly adaptable manner, despite the fact that the ideal capacity is frequently subject forthright in the discussion at which the casual banter happens (Cuncic, 2010: 12):

1. Toward the start of a discussion

At the point when the talkers don't have any acquaintance with one another, it permits them to show that they have agreeable expectations and want a type of positive collaboration. In a conference, it empowers individuals to set up one another's notoriety and level of ability. Where there is now a connection between the two talkers, their casual chitchat fills in as a delicate presentation before participating in more useful subjects of discussion. It permits them to flag their own mind-set and to detect the mind-set of the other individual.

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2. Toward the finish of a discussion

Out of nowhere finishing a trade may chance seeming to dismiss the other individual. Casual banter can be utilized to relieve that dismissal, certify the connection between the two individuals, and mellow the splitting.

3. As space filler

In numerous societies, hushes between two individuals are normally viewed as awkward. Strain can be diminished by beginning casual conversation until a more generous subject emerges.

2.1.9 The General Topic of Small Talk

The subjects of small talk discussions are commonly less significant than their social capacity. The chose point typically relies upon any previous connection between the two individuals, and the conditions of the discussion. In either case, somebody starting casual banter will in general pick a theme for which they can expect shared foundation information, to forestall the discussion being too uneven (Cuncic, 2010:28)

Subjects can be summed up as being either immediate or circuitous. Direct points incorporate individual perceptions, for example, wellbeing or looks. Roundabout subjects allude to a situational setting, for example, the most recent news, or the states of the open circumstance. A few themes are viewed as sheltered as a rule (Cuncic, 2010: 12):

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1. The climate

   Late shared encounters, for instance "Great gathering the previous evening, was not it?"

2. Television and movies

3. Sports

   The level of detail offered should not overstep the bounds of interpersonal space. When asked, "How are you?" by an acquaintance they do not know well, a person is likely to choose a simple, generalized reply such as, "Fine, thank you." In this circumstance it would probably not be appropriate for them to reply with a list of symptoms of any medical conditions they were suffering from. To do so would assume a greater degree of familiarity between the two people than is actually the case and this may create an uncomfortable situation.

4. Conversational patterns

   An investigation of casual chitchat in circumstances which include the opportunity meeting of outsiders has been completed by Washburn, N. (1995). His hypotheses that such a discussion comprises of various genuinely unsurprising portions, or moves.

   The principal move is generally expressed so it is simple for the other individual to concur. It might be either an inquiry, or an announcement of assessment with a label question. For instance, an initial line, for example, "Dazzling climate, isn't it?" is an unmistakable greeting for arrangement.

The subsequent move is the other individual's reaction. In utilitarian discussions that address a specific subject, Grice's Maxim of Quantity proposes that reactions ought to contain no more data than was expressly requested. Schneider claims that one of the standards of casual conversation negates the Maxim of Quantity. He proposes that good manners in casual chitchat is augmented by reacting with a more significant answer.

Schneider depicts that ensuing moves may include an affirmation, for example, "I see", a positive assessment, for example, "That is pleasant", or what's designated "sitting practices, for example, "Mmm", or "Truly?"

5. Gender contrasts

Discourse designs between ladies will in general be more collective than those of men, and will in general help each other's contribution in the discussion. Subjects for casual chitchat are bound to incorporate commendations about some part of individual appearance. For instance, "That dress truly suits you." Small talk between ladies who are companions may likewise include a more noteworthy level of self exposure. Themes may cover more close to home parts of their life, their difficulties, and their mysteries. This self-divulgence both produces a closer connection among them, and furthermore is a sign of that closeness.

Conversely, men's casual conversation will in general be more serious. It might highlight verbal competing matches, energetic abuse, and putdowns. Notwithstanding, in a way these are additionally the two makers and signs of

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solidarity, the men are flagging that they are agreeable enough with one another's organization to have the option to express these things without their being taken as put-down.

6. Cultural contrasts

Small talk conversation rules and subjects can contrast generally between societies. Climate is a typical point in locales where the atmosphere has extraordinary variety and can be eccentric. Inquiries concerning the family are normal in some Asian and Arabic nations, albeit male supporters of the Islamic confidence abstain from getting some information about another man's significant other. In societies that are profoundly status-arranged, for example, China and Japan, casual discussion between new associates may include various inquiries that empower social classification of one another. In numerous European societies it is entirely expected to talk about the climate, legislative issues or the economy, in spite of the fact that in certain nations individual money issues, for example, pay are viewed as no-no.

7. Hobbies

Individuals like to discuss their leisure activities and are probably going to be keen on their. On the off chance that understudies don't have any side interests, consider taking a stab at something new. Not exclusively will they have something to discuss, yet having a leisure activity will allow us to meet others with like interests.

8. Hometown

Students may be gotten some information about their old neighborhood. How is it not the same as where their live at this point? For what reason did their leave? Get some information about the places where they grew up also. Understudies never realize who may be from a similar spot as them.

9. News

An extraordinary method to plan for casual banter is to peruse the news ordinary. Know about what is happening on the planet and in your city.

10. Family

Individuals are probably going to get some information about family. Do you have any siblings or sisters? How long have you been hitched? Do you have any youngsters? Be ready for these kinds of inquiries and respond by posing to others about their families.

11. Work

Another well known small talk discussion point is work. Understudies might be asked what their companions do and whether they like their activity. In the event that they accomplish something strange that is difficult to clarify, consider keeping business cards in your wallet. This works especially well in the event that they organization or occupation has a site that individuals can visit.

12. Travel

Individuals like to catch wind of get-aways. In the event that the understudies travel, be prepared to respond to questions and offer thoughts about the spots

their have visited. Set up collections that they can show individuals who visit your home.

13. Celebrity Gossip

It isn't important to follow big name tattle to make casual discussion. In any case, it is a smart thought to know a smidgen about the absolute most mainstream VIPs on the off chance that the theme comes up.

2.2 Relevance Studies

There is a research relating to small talk in teaching speaking:

Kelly, 2013 has been conducting the research at University of south Dakota. In his research entitle, "The Art of Making Conversation: Learning the Skills Small Talk''. The research analysis shows that small talk develops students' presume that casual banter builds up students' abilities in undivided attention, self-divulgence, nonverbal instantaneousness, and uneasiness/vulnerability the executives in relational correspondence with outsiders.

The second research has been conducting by Furukawa, Chie 2014 entittle, "A Study of Small Talk Among Males: Comparing the U.S. and Japan". This research attempted to understand the differences in small talk between two different cultures. Based on the characterization of 'small talk' found in the literature, he defined small talk as a sociolinguistic term referring to informal talk whose main purpose is mere socialization without a practical purpose. Small talk frequently happens in everyday life as well as during transactional interactions. It may happen between anyone;

friends, family members, colleagues, acquaintances, teachers and students, customers and cashiers, and strangers. The function of and conventions about small talk vary by culture.

The next research relating to small talk in teaching speaking skill of second grade of SMA Zainul hasan 1 Probolingo has bee conducting by Komaqriah and kandias Kanzah in 2017. Their research entitle, "Impoving students' speaking skill of second grade of SMA Zainul hasan 1 Probolingo Through Small Talk Strategy". The research design used was classroom action research. From result of their research, they found students speking score were low. Only five students from twenty six students who passed the minimum score. It mean that only 19% students passed the minimum score.

2.3 Conceptual Framework

Figure 2.1 Conceptual Framework

THE EFFECT OF SMALL TALK TOWARD STUDENTS'
SPEAKING ABILITY AT SMP YLPI MARPOYAN
PEKANBARU

One Group Experimental Class

Pre Test

Treatment by Using Small Talk

Post Test
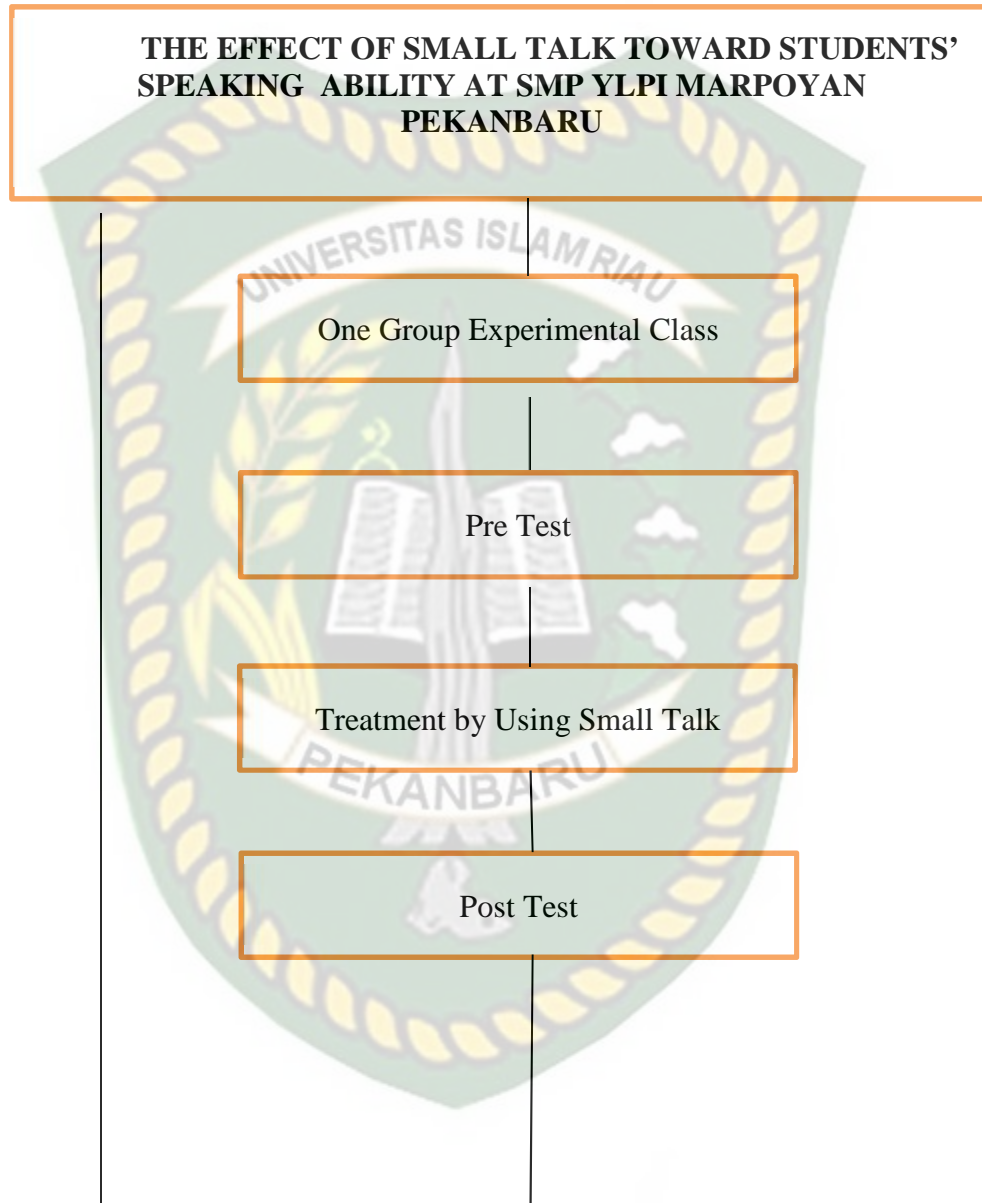
The study focuses on experimental research to prove whether there is a significant effect of small talk towards students' speaking ablity at SMP YLPI

Marpoyan Pekanbaru. The students low inspiration to represent speaking, actually stress over their vocabulary, grammar, fluency and pronunciation.

2.4 Hyphothesis

The hypothesis are formulated as follows:

H0: There is no significant effect in speaking ability by using small talk activities for the students.

H1: There is significant effect in speaking ability by using small talk activities for the students.
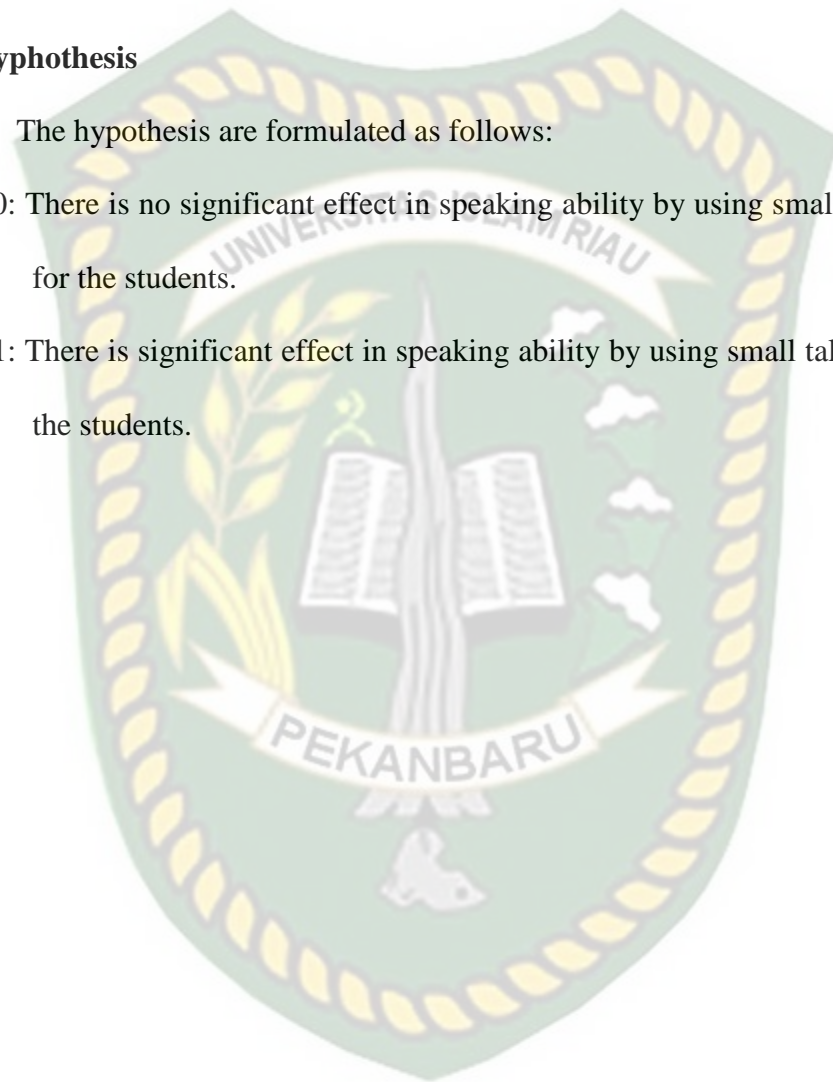
CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this research is experimental research, which included quantitative research. Gay (2000:12) it consists of two variables. They are small talk activity and speaking ability. The independent variable is small talk activity and the dependent variable is speaking. This study use pre-experimental research: one group pretest posttest.

The research design is drawn as follows:

Figure 3.1

The Research Design

Independent Variable (X)		Dependent Variable (Y)
Small Talk	⟹	Students' Speaking Ability
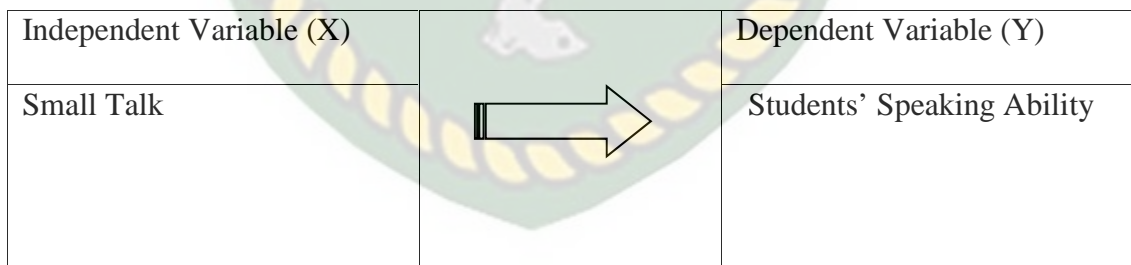
3.2 Time an Location

This research carried out at SMP YLPI Marpoyan Pekanbaru, located on Jl Kharuddin Nasution km 11, Simpang Tiga, Mapoyan Damai Pekanbaru, especially second year students academic year 2020/2021. It conducted on 14 [th], July 2020 until 25 [th] , July 2020 .

3.3 Population and Sample

3.3.1 Population

The population of this reasearchis second year students of SMP YLPI Marpoyan academic year 2020/2021. The number of population is 52 students which divided into 2 classes. They are VIII 1 and VIII 2. The sampling is the process of selecting individuals for a study. The technique used to be determining is cluster sampling, which mean each individual from the populace has and equivalent and free possibility of being chosen for the example. Cluster sampling is used when it is more convinient to select groups of individuals that it is to select individuals from a defined population.

Table 3.1 The Students' Population

No.	Class	Population
1.	VIII 1	26
2.	VIII 2	26
	TOTAL	52

3.3.2 Sample

The samples of this research is one class. The sample of this research is class VIII 2. There are 26 students in class. The reseacher choose that class became the sample because that class already been taught speaking ability by the teacher but do not applied any specific activity of small talk and the English teacher recomended that class because more active and cooperative.

3.4 Instrument of the Research

In conducting this research, the writer used one instrument. It is speaking test.

3.4.1 Variable X

Variable X in this research is students' small talk activity.

3.4.2 Variable Y

Variable Y in this research is students' Speaking Ability.

3.4.3 Validity of the Instrument

To understanding the relationship between two variables in a quantitative research, the researcher used to validity test using SPSS. It can be follow SPSS aplication by opening menu analyze then correlate and then bivariate

3.4.4 Reability of the Instrument

To understanding the relationship between two variables in a quantitative research, the researcher used to Reability test using SPSS. It can be follow SPSS aplication by opening menu analyze then scale and then anlyze

3.5 Data Collection Technique

3.5.1 Pretest

The pretest gave to students before the treatment . One goal of giving the test is to measure students' speaking skill before being taught by small talk. Here are the procedure of Pretest:

1. Teacher divide student in group.

2. Teacher asks student in a group to do a conversation

3. Teacher ask the student to perform in font of class

4. To have reliable on this test, the teacher use camera to record the activity.

3.5.2 Treatment

Participants of this research are all of students in class VIII 1. Materials will teach by the writer in class $VIII_1$. To get a good result of achievement, the teacher gave some ways or lesson plan of teacher used in a class. Material for treatments is descriptive text. The treatments gave by the writer to student by using small talk activity. In applied of small talk (treatment) there are procedures that would be following:

1. Teacher gave material related to the conversation as vocabulary and structure. Then, teacher divides students to small groups, each groups consist of four students.

2. Teacher gave topics and ideas for stimulate the students.

3. Teacher suggested a situation in order to build students' visualization. For example, when two people wait a bus at a buss stop, wait airplane and watching football in stadium.

4. Student presented in front of the class and other student gives comment.

5. At the last section, the teacher asked question to the group.

3.5.3 Post-Test

This kind of the test managed in order to know the sample respondents' ability. Whether there is improving in speaking ability after attending a process of treatment or not. The procedures of administrating this test as follow:

1. Teacher divides student in group.

   2. Teacher asked student in a group to do a conversation

   3. Teacher asked the student to perform in font of class

   4. To have reliable on this test, the teacher used camera to record the activity.

3.6   Data Analysis Technique

Data analysis analized by using SPSS. The data analyzed as follow:

1)   The evaluating rubric used is a holistic scoring rubric (Moskal,2000)

Table 3.2 Scoring Rubric of Speaking Ability

No	Indicators	Explanation	Scoring Rubric
1	**Vocabulary**	Use the right and suitable words.	4= Able to utilize the privilege and suitable words 3= A couple of minor troubles to utilize the privilege and fitting words 2=A significant challenges to utilize the privilege and suitable words. 1=Unable to utilize the privilege and fitting words

| 2 | **Grammar** | Use meaningful and part of a language to communicate message are comprehensible. | 4= Able to utilize important and some portion of a language to convey message are intelligible

 3= A couple of minor challenges to utilize important and some portion of a language to convey message are conceivable

 2=A significant challenges to utilize important and some portion of a language to impart message are conceivable

 1=Unable to utilize important and some portion of a language to convey message are fathomable. |
| 3 | **Fluency** | use language spontaneously and confidently and without undue pause and hesitations | 4=Able to use language spontaneously and confidently and without undue pause and hesitations

 3=A few minor difficulties to utilize language immediately and |

			unquestionably and immediately and ditherings
			2=A significant troubles to utilize language immediately and unhesitatingly and immediately and falterings
			1=Unable use language unexpectedly and unquestionably and immediately and ditherings
4	**Pronunciation**	produce clearer language when they speak	4=Able to create more clear language when they talk
			3=A hardly any minor challenges to deliver more clear language when they talk
			2=A significant challenges to deliver more clear language when they talk
			1=Unable to deliver more clear language when they talk

1) In order to get the description of scoring by the students, the data would be

analyzed by using Wayan's formula as quoted by Narita (1986) as follows:

,

$$M = \frac{x}{N} \times 100$$

Where:

M: individual score

X: correct answer

N: number of items

Here are level of students ability, adapted from Sudjono (2008) in Deni Ardiansyah (2014 :42)

Table 3.3 Interpretation of the Students's Scoring Rubric

No	Score Range	Categories
1	81 – 100	Excellent
2	61 – 80	Good
3	41 – 60	Average
4	21 – 40	Poor
5	0 – 20	Very Poor

Cohen (1994 : 328) in Novi Rizki R (2017)

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Presentation

This chapter presented research findings dealing with data analyzed interpreted, which have been taken from the pretest and posttest of one group experimental. Subsequently, it show the students' score increase from pre-test to post-test in order to find out whether or not experimental group's achievement by using small talk toward speaking ability at SMP YLPI Marpoyan Pekanbaru.

4.1.1 The Result of Pre-Test

Before giving treatments, the researcher gave pre-test to students. The pre test was conducted in one class. It was done to know the ability of students in speaking ability. The data of students' speaking ability before using small talk were taken from pretest in class VIII[2] as experimental class. The score of pretest in experimental class could be seen in the table 4.1.

Table 4.1 The Result of Students' Pre-test in Experimental Class

No	Students	Indicators				Total Score	Score	Level of Ability (Category)
		V	G	F	P			
1	Participant 1	50	50	75	75	250	62.50	Good
2	Participant 2	50	50	50	50	200	50.00	average
3	Participant 3	75	75	75	75	296	74.00	Good
4	Participant 4	75	75	75	75	296	74.00	Good
5	Participant 5	50	50	75	75	250	62.50	Good
6	Participant 6	50	75	75	75	275	68.75	Good
7	Participant 7	50	50	50	50	200	50.00	average
8	Participant 8	50	50	75	50	225	56.25	average
9	Participant 9	50	50	75	75	250	62.50	Good
10	Participant 10	75	50	50	50	225	56.25	average
11	Participant 11	75	50	50	50	225	56.25	average
12	Participant 12	75	50	50	50	225	56.25	average
13	Participant 13	50	50	50	50	200	50.00	average
14	Participant 14	50	50	50	50	200	50.00	average
15	Participant 15	50	50	50	50	200	50.00	average
16	Participant 16	50	50	50	50	200	50.00	average
17	Participant 17	50	50	75	75	250	62.50	Good
18	Participant 18	50	50	75	75	250	62.50	Good
19	Participant 19	50	75	50	50	225	56.25	average
20	Participant 20	50	50	50	50	200	50.00	average
21	Participant 21	50	50	50	50	200	50,00	average
22	Participant 22	50	50	75	75	250	62.50	Good
23	Participant 23	25	25	50	50	150	3750	Poor
24	Participant 24	75	75	75	75	296	74.00	Good
25	Participant 25	50	50	75	50	225	56.25	average
26	Participant 26	50	50	50	25	175	43.75	average
	Total score	1425	1400	1600	1525	5938	1478.1	Average
	Mean score	54.8	53.84	61.53	58.65	228.38	56.85	

Table 4.1 showed the student's score of pre-test in speaking. Based on the data above from 26 students were classified that 15 students (57.69%) were in average level, 10 students (38.46 %) were in good level and 1 students (3.8%) were in poor level, no one students in excelent level. The data showed that most of students have average skill in speaking ability. It proved that students had serious problems in speaking. Futher, the maximum score in pre-test of experimental class was 74,00 and the minimum score was 37.50.

From the data above total score of 26 students was 1478.1 before doing treatment. Here, it can be calculated that the mean score of experimental class in pre-test was 56.85. It means that the students' means score classified as average level.

4.1.2 Result of Post-Test

After teaching four meeting in experimental class by using small talk to ward speaking a posttest established in the last meeting. The score of test had been taken as data of research. The score of post-test in experimenal class could be seen in the table 4.2.

Table 4.2 The Result of Students' Post- test in Experimental Class

No	Students	Indicators				Total Score	Score	Level of Ability (Category)
		V	G	F	P			
1	Participant 1	75	50	100	75	300	75	Good
2	Participant 2	75	75	50	50	250	62.50	Good
3	Participant 3	75	75	100	75	325	81,25	Good
4	Participant 4	75	75	100	75	325	81,25	Good
5	Participant 5	75	75	100	100	350	87.50	Excellent
6	Participant 6	75	75	75	75	300	75.00	Good
7	Participant 7	50	50	75	50	250	62.50	Good
8	Participant 8	75	75	75	75	300	75.00	Good
9	Participant 9	75	75	75	75	300	75.00	Good
10	Participant 10	75	75	75	50	275	68,75	Good
11	Participant 11	75	75	75	50	275	68.75	Good
12	Participant 12	75	75	75	75	300	75.00	Good
13	Participant 13	50	75	75	50	250	62.50	Good
14	Participant 14	75	50	75	50	250	62.50	Average
15	Participant 15	75	50	75	75	275	68.75	Good
16	Participant 16	75	75	75	75	300	75.00	Good
17	Participant 17	75	100	100	75	350	87.50	Excellent
18	Participant 18	75	75	100	75	325	81,25	Good
19	Participant 19	75	75	75	50	275	68.75	Good
20	Participant 20	75	75	100	100	350	87.50	Excellent
21	Participant 21	75	75	75	50	275	68.75	Good
22	Participant 22	50	75	100	75	300	75.00	Good
23	Participant 23	75	50	75	75	275	68.75	Good
24	Participant 24	75	75	100	75	325	81.25	Good
25	Participant 25	75	50	75	75	275	68.75	Good
26	Participant 26	50	75	75	75	275	68.75	Good
	Total score	1849.9	1825	2150	1800	7650	1924.35	Good
	Mean score	71.15	70.19	82.69	69.23	294,23	74.03	

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Table 4.2 showed the students score of post-test in speaking ability of experimental class. Based on the data above from 26 students, 22 students (84.61%) in good level, 3 students (11.53 %) were in excellent level and 1 students (3.84%) in everage level, and no one students in poor level. The data showed that most of students good in speaking ability because they could increase the test score from previous score. Futher, the maximum score in post-test of experimental class 87.50, the minimum score 62.50.

From data above total score of 26 students was 1856.35 doing treatment by using small talk in speaking ability. Here, it could be calculated that mean score experimental class in posttest   74.03. It means that the students' means score classified as good level.

4.1.3. The Increasing From Pre-test to Post-test

Result data of students' speaking ability by using small talk calculated by SPSS 25 program taken from pre-test and post-test can be seen in the table 4.3

Table 4.3 The Students' Statistics of Pre-test and Post-test in Experimental Group

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	26	37,50	74,00	56,8558	1,83372	9,35018
Posttest	26	62,50	87,50	74,0385	1,53846	7,84465
Valid N (listwise)	26					

From table 4.3. It can be seen that there were 26 students in experimental. In the pretest maximum was 74.00 and minimum was 37.50. While the post-test maximum was 87.50 and minimum was 62.50. Beside, mean score of pretest 56.85 and mean score of posttest 74.03. Standart deviation in pretest was 9.35 and post-test 7.84. It means the students had improvement in speaking ability, it was proved by students total score in speaking ability had improvement after treatments by using small talk.

Table 4.4 The Increasing From Pre test to Post test

	Pre Test	Post test	Increasing
Minimum	37.50	62.50	25.00
Maximum	74.00	87.50	13.50
Mean	56.85	74.03	17.18
Std. Deviation	9.35	7.84	- 1.51

Table 4.4 explained there is incresing of students' test result minimum score, maximum score, mean of one group experimental calss by using small talk in speaking ability. Based on the table 4.4 the writer concludes that the increasing of mean score precentage of posttest was higher than pretest (74.03 > 56.85) where the increase 17.18 %.

4.1.4. The Progress of students' Score in Speaking Ability Components

After calculating the result of the tests. We could seen students' progress of each speaking component ability at pretest and posttest.

Table 4.5 Students' Increasing on Speaking Ability Components from Pre-test

to Post-test

No	Students	Indicators	Pre-test	Post-test	Increasing
1	Participant 1	Vocabulary	50	75	25
		Grammar	50	50	0
		Fluency	75	100	25
		Pronunciation	75	75	0
2	Student 2	Vocabulary	50	50	0
		Grammar	50	50	0
		Fluency	50	75	25

		Pronunciation	50	75	25
3	Student 3	Vocabulary	75	75	0
		Grammar	75	75	0
		Fluency	75	75	0
		Pronunciation	75	100	0
4	Student 4	Vocabulary	75	75	0
		Grammar	75	75	0
		Fluency	75	100	25
		Pronunciation	75	100	25
5	Student 5	Vocabulary	50	75	25
		Grammar	50	75	25
		Fluency	75	100	25
		Pronunciation	75	100	25
6	Student 6	Vocabulary	50	75	25
		Grammar	75	75	0
		Fluency	75	75	0
		Pronunciation	75	75	0
7	Student 7	Vocabulary	50	50	0
		Grammar	50	50	0
		Fluency	50	75	25
		Pronunciation	50	50	0

8	Student 8	Vocabulary	50	75	25
		Grammar	50	75	25
		Fluency	75	75	0
		Pronunciation	50	75	25
9	Student 9	Vocabulary	50	75	25
		Grammar	50	75	25
		Fluency	75	75	0
		Pronunciation	75	75	0
10	Student 10	Vocabulary	75	75	0
		Grammar	50	75	25
		Fluency	50	75	25
		Pronunciation	50	75	25
11	Student 11	Vocabulary	75	75	0
		Grammar	50	75	25
		Fluency	50	75	25
		Pronunciation	50	50	0
12	Student 12	Vocabulary	75	75	0
		Grammar	50	75	25
		Fluency	50	75	25
		Pronunciation	50	75	25
13	Student 13	Vocabulary	50	50	0

		Grammar	50	75	25
		Fluency	50	75	25
		Pronunciation	50	50	0
14	Student 14	Vocabulary	50	75	25
		Grammar	50	50	0
		Fluency	50	75	25
		Pronunciation	50	75	0
15	Student 15	Vocabulary	50	75	25
		Grammar	50	50	0
		Fluency	50	75	25
		Pronunciation	50	75	25
16	Student 16	Vocabulary	50	75	25
		Grammar	50	75	25
		Fluency	50	75	25
		Pronunciation	50	75	25
17	Student 17	Vocabulary	50	75	25
		Grammar	50	100	50
		Fluency	75	100	25
		Pronunciation	75	75	0
18	Student 18	Vocabulary	50	75	25
		Grammar	50	75	25

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		Fluency	75	100	25
		Pronunciation	75	75	0
19	Student 19	Vocabulary	50	75	25
		Grammar	75	75	0
		Fluency	50	75	25
		Pronunciation	50	50	0
20	Student 20	Vocabulary	50	75	25
		Grammar	50	75	25
		Fluency	50	100	50
		Pronunciation	50	100	50
21	Student 21	Vocabulary	50	75	25
		Grammar	50	75	25
		Fluency	50	75	25
		Pronunciation	50	50	0
22	Student 22	Vocabulary	50	50	0
		Grammar	50	75	25
		Fluency	75	100	25
		Pronunciation	75	75	0
23	Student 23	Vocabulary	25	75	25
		Grammar	25	50	25
		Fluency	50	75	25

		Pronunciation	50	75	25
24	Student 24	Vocabulary	75	75	0
		Grammar	75	75	0
		Fluency	75	100	0
		Pronunciation	75	75	0
25	Student 25	Vocabulary	50	75	25
		Grammar	50	50	0
		Fluency	75	75	0
		Pronunciation	75	75	0
26	Student 26	Vocabulary	50	50	0
		Grammar	50	75	25
		Fluency	50	75	25
		Pronunciation	25	75	50

From table 4.5 Showed the students' increasing on each indicator of speaking ability from pretest and posttest. It could be seen increasing of participants' 1 speaking ability for indicator vocabulary and fluency was 25 and there were not increasing of participants' 1 speaking ability for indicator grammar and pronunciation from pretest to posttest. The increasing participants' 2 speaking ability for indicator fluency and pronunciation were 25, and there were not increasing for indicator vocabulary and grammar. The increasing of participants' 3 and

participants' 4 speaking ability for indicator fluency was 25, there were not increasing of participants' 3 and participants' 4 speaking ability for indicator vocabulary, grammar and prounciation. The increasing of participants' 5 in speaking ability for indicator vocabulary, grammar, fluency and pronunciation was 25 from pretest to posttest. The increasing participants' 6 in speaking ability for indicator vocabulary was 25, there were not increasing of participants' 6 speaking ability for indicator grammar, fluency and pronunciation from pretest to posttest. The increasing of participants' 7 in speaking ability for indicator flency was 25, there were not increasing of participants' 7 in speaking ability for indicator vocabulary, grammar, and pronunciation from pretest to posttest. The increasing participants' 8 in speaking ability for indicator vocabulary, grammar and pronunciation were 25, there were not increasing participants' 8 speaking ability for indicator fluency from pretest to posttest. The increasing of participants' 9 in speaking ability for indicator vocabulary and grammar were 25, there were not increasing participants' 9 in speaking ability for indicator fluency and pronunciation from pretest to posttest. The increasing participants' 10 in speaking ability for indicator grammar and fluency 25, there were not increasing participants' 10 in speaking ability for indicator vocabulary and pronunciation from pretest to posttest. The increasing participants' 11 in speaking ability for indicator grammar and fluency were 25, there were not increasing of participants' 11 speaking ability for indicator vocabulary and pronunciation from pretest to posttest. The increasing participants' 12 in speaking ability for indicator grammar, fluency and pronunciation was 25, there were not increasing participants'

12 speaking ability for indicator vocabulary from pretest to posttest. The increasing participants' 13 in speaking ability for indicator grammar was 25, there were not increasing participants' 13 in speaking ability for indicator vocabulary, fluency and pronunciation from pretest to posttest. The increasing participants' 14 speaking ability for indicator vocabulary and fluency was 25, there were not increasing of participants' 14 in speaking ability for indicator grammar and pronunciation from pretest to posttest. The increasing participants' 15 speaking ability for indicator vocabulary was 25, there were not increasing of participants' 15 speaking ability for indicator grammar, fluency and pronunciation from pretest to posttest. The increasing participants' 16 speaking ability for indicator vocabulary, grammar, fluency and pronunciation was 25 from pretest to posttest. The increasing participants' 17 in speaking ability for indicator vocabulary and fluency were 25, grammar was 50 there were not increasing of participants' 17 speaking ability for indicator pronunciation from pretest to posttest. The increasing participants' 18 in speaking ability for indicator vocabulary, grammar, and fluency were 25, there were not increasing participants' 18 in speaking ability for indicator pronunciation from pretest to posttest. The increasing participants' 19 in speaking ability for indicator vocabulary and fluency were 25, there were not increasing participants' 19 in speaking ability for indicator vocabulary and pronunciation from pretest to posttest. The increasing participants' 20 in speaking ability for indicator vocabulary and grammar were 25, fluency and pronunciation were 50 from pretest to posttest. The increasing participants' 21 in speaking ability for indicator vocabulary, grammar and fluency

were 25, there were not increasing participants' 21 in speaking ability for indicator pronunciation from pretest to posttest. The increasing participants' 22 in speaking ability for indicator grammar and fluency 25, there were not increasing participants' 22 in speaking ability for indicator vocabulary and pronunciation from pretest to posttest. The increasing participants' 23 in speaking ability for indicator vocabulary, grammar, fluency and pronunciation was 25 from pretest to posttest. The increasing participants' 24 in speaking ability for indicator fluency 25, There were not increasing participants' 24 in speaking ability for indicator vocabulary, grammar and pronunciation was from pretest to posttest. The increasing participants' 25 speaking ability for indicator vocabulary was 25 there were not increasing participants' 25 in speaking ability for indicator grammar, fluency and pronunciation from pretest to posttest. The increasing of participants' 26 speaking ability for indicator grammar and fluency was 25, pronunciation was 50 there were not increasing of participants' 26 speaking ability for indicator vocabulary and from pretest to posttest.

Table 4.6 Mean of Speaking Ability Components

No	Indicators of Speaking Ability	Pre-test	Post-test	Increasing
1.	Vocabulary	54.80	71.15	16.35%
2.	Grammar	53.84	70.19	16.35%
3.	Fluency	61.53	82.69	21.16%
4.	Pronunciation	58.65	69.23	10.58%

We can see from table 4.6 that the expanding is appeared by students in speaking capacity who educated by using small talk. It could be seen the increasing of students' speaking ability for vocabulary was 16.35%. The increasing of students' speaking ability for grammar from pre-test was 16.35%. The increasing of students' speaking ability for fluency from pre-test was 21.16%. The increasing of students' speaking ability for pronunciation was 10.58 %. It can be seen most of speaking components increased, especially for vocabulary and grammar. The precentage of students' speaking ability components can be seen in this following graphic:

Figure 4.1 Students' Increasing in Speaking Ability
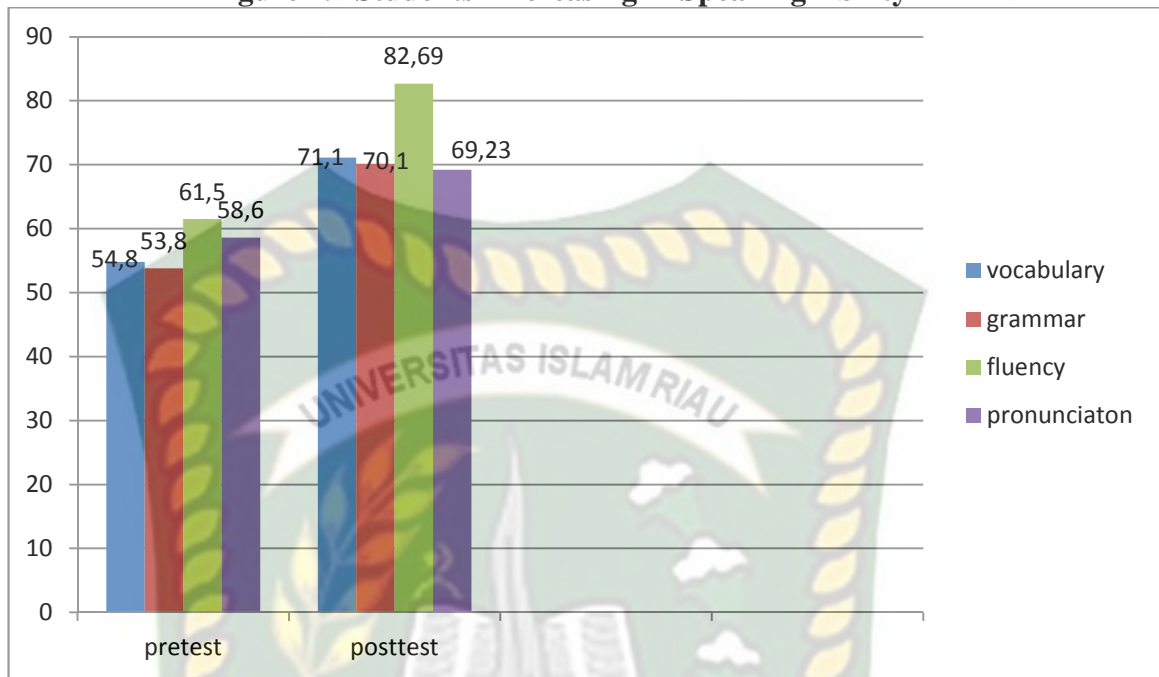
Based on figure 4.1 showed the students' ability in speaking such indicators for pretest and posttest in one group experimental group. First, from graphic we can see that the students' speaking ability for vocabulary 54.80 in pretest and in posttest increased become 71.15. Second, for Grammar 53.84 in pretest and in posttest increased become 70.19. Third, for fluency 61.53 in pretest and in posttest increased become 82.69. Fourth, for pronunciation was 58.65 in pre-test and in post test increased become 69.23.

4.1.5 Description of Teaching Learning Process

The first meeting on Tuesday, 14 [th] July 2020. At first meeting, the researcher has done online class at 8.00 a.m. There were 26 in the class VII2 . All students in

attendance. Researcher has given students pre-test. Firstly, researcher explained about the instruction of speaking test.   After 10 minutes, the researcher asked students to create a conversation in pairs with the topic "asking and offering help" . Researcher asked students to speak and record used voice note via whats up group .

The second meeting on Tuesday, 21st July 2020, the researcher has done online class at 08.00 a.m. using zoom aplication. In the first treatment, from 26 students attended 15 students.The researcher showed a model of small talk conversation in restaurant situation by using video. The tittle was ''*asking and offering help in the restaurant''*. Researcher asked students to observe video given. Then the researcher asked students to ask some questions related to the video given. After that, researcher and students collect some information from the video related to the some expressions of asking and offering help. After that researcher explained about the material of asking and offering help.

The third meeting on Tuesday, 28st July 2020, the researcher has done online class at 08.00 a.m using whats up aplication. In the second treatment, from 26 students attended 19 students.The researcher showed a model of small talk conversation in some situations by using video. The tittle was ''*asking and offering help in canteen, bus stations, and school* '' After that researcher explained students how to identify the video given. Then, researcher divided students into groups. After that, the researcher gave each group scene of situation (in the living room). Then, the researcher asked students to create the small talk conversation in their group based on situation given. The researcher gave approximately 40 minutes to finish their task

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based on situation given. Researcher and students collaborated to do small talk conversation online and record by using video then collect it via whats up group.

The fourth meeting on Tuesday, 4th August 2020, the researcher has done online class at 08.00 a.m using zoom aplication. In the first treatment, from 26 students attended 19 students. Researcher showed some video of small talk conversation from last meeting. After that the researcher and students give corrections to the video given. After discuss and got corrections, the researcher gave each group scene of situation (in the terrace). Then, the researcher asked students to create the small talk conversation in their group based on situation given. The researcher gave approximately 40 minutes to finish their task based on situation given. Researcher and students collaborated to do small talk conversation online and record by using video then collect it via whats up group.

The fifth meeting on Tuesday, 18th August 2020, the researcher has done online class at 08.00 a.m using zoom alicaion. In the first treatment, from 26 students attended 21 students.The researcher showed some video of small talk conversation from last meeting. After that the researcher and students give corrections to the video given. After discuss and got corrections, the researcher gave each group scene of situation (in the kitchen). Then, the researcher asked students to create the small talk conversation in their group based on situation given. The researcher gave approximately 40 minutes to finish their task based on situation given. The Researcher asked students to do small talk conversation online and record by using video then collect it via whats up group.

The last meeting on Tuesday, 25 th August 2020. At last meeting, the researcher has done online class at 8.00 a.m using zoom aplication. There were 26 in the class VII2 . All students in attendance. Researcher has given students posttest. Firstly, researcher explained about the instruction of speaking test. After 10 minutes, the researcher explained how to create a conversation in pairs with the topic "asking and offering help" . The researcher explained the students to speak and record used voice note via whats up group.

4.2 Data Interpretation

In this interpretation was focused on result of research and data analysis which was the effectiveness of small talk toward students' speaking ability at the second years students SMP YLPI Marpoyan Pekanbaru. From the data analysis it could be seen that there was the progress in pre-test and post-test. The students got the mean score 56.85 in pretest and posttest got the means score was 71.39. Most of students' speaking score of each indicator in one group experimental got improvement. However the score of each indicator of speaking ability in posttest higher than in pretest, and then the researcher found that means score of post-test improve significantly after treatment conducted. It implies that there was a possitive effect of using small talk toward students' speaking ability of the second years students at SMP YLPI Marpoyan Pekanbaru.

4.3 Hypothesis Testing

To test the hypothesis of the result process by using small talk, the researcher used paired sample test. Paired sample test can be seen follow:

Based on output SPSS 25 program, paired sample T-test showed differences to find out the same variance.

If sig. (2 tailed) > 0,05 Ho is accepted and Ha is rejected

If sig. (2 tailed) < 0,05 H0 is rejected and Ha is accepted

Table 4.7 Paired Sample Test

Paired Samples Test

| | Paired Differences | | | | | | |
| | | | 95% Confidence Interval of the Difference | | | | Sig. (2-tailed) |
Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	
14,53846	9,46961	1,85714	18,36332	10,71360	7,828	25	,000

From the table 4.7 as the paired sample test. Paired sample test used to find whether any significant effect of using small talk toward students' speaking ability at the second years students at SMP YLPI Marpoyan Pekanbaru. According to Sugiono (2011 : 308). The alternative hypothesis is accepted if, the value of t0 is grater than the value of t1. However, if t1 is greater than to the alternative hypothesis is rejected. The researcher was already calculated and analyzed the data.

From calculation of analysis data, it could be seen that the value of $T_{calculated}$ (t_o) in experiment group was 7.828. While t_t of level significant 5 % was 2,079. It can read 7.828 > 2,079. t $_{calculated}$ (t_o) higher than T $_{table}$ (t_t). Furthermore, from the table above, it could be seen that the significant value in experimental class was 0,000 and it was lower than   significant 5 % (0,05). It mean that 0,000 < 0,05. Therefore null hypothesis (H0) was rejected and alternative hypothesis was accepted. It can be concluded that there was significant effect of using small talk toward students' speaking ability at the second years students at SMP YLPI Marpoyan Pekanbaru.

From the outcome of the research it can be concluded that the use of small talk toward students' speaking ability. Researcher also concluded that   the use of small talk give the possitive effect in speaking ability, mean while this research focused on speaking conversation asking and offering help.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusions

This research is an experimental research. It was done the teaching of speaking by using small talk in one group experimental. The location of the research at SMP YLPI Marpoyan Pekanbaru which is located at Jl. Kaharuddin Nasution, Simpang Tiga, Bukit Raya, Pekanbaru, Riau, with the target population of this research was the second years students' at SMP YLPI Marpoyan Pekanbaru 2020/2021. Exactly, the writer took 26 students' as the sample.

Having analyzed the data presented in the previous chapter, the conclusion can be drawn as follow:

1. There is significant difference of students' speaking ability after being taught by small talk. In other words, the use of small talk produce better outcome and also gives positive contribution to raise the students' ability in speaking.

2. The effect of small talk toward students' speaking ability in post test higher than pre test. The mean score of pre-test 56.85 and post-test 71.39. It conclude the increase Mean score of the posttest is more significant than the pretest.

3. The score observed statistic was found the value of $T_{calculated}$ (t_o) in experiment group was 7.828. While t_t of level significant 5 % was 2,079. It can read 7.828 > 2,079. It means that t $_{calculated}$ (t_o) higher than

T_{table} (t$_t$). Furthermore, from the table above, it could be seen that the significant value in experimental class was 0,000 and it was lower than significant 5 % (0,05). It mean that 0,000 < 0,05. Therefore null hypothesis (H0) was rejected and alternative hypothesis was accepted. It can be concluded that there was significant effect of using small talk towards students' speaking ability at the second years students at SMP YLPI Marpoyan Pekanbaru.

4.   By using small talk, the students can develop their self-confidents. It means that the students more active in studying with small talk.

5.2 Suggestions

Dealing with the result of this research, some suggestion are given as follows:

1. The English teachers need to provide guidance activity in their speaking instruction.

2. The English teachers should strive for the classroom in which the students feel comfortable and confident, feel free to take a risk and have sufficient opportunity for listening and speaking.

3. In this research the students' post-test scores of small talk at one group experimental on each indicators of speaking is greater than pre-test , it is a good method as one of better solution to minimize phenomena faced by students in English speaking activities. In other occasion, the writer suggested

that it would be better if this action research to be continued in order to get the

maximal result or to improve the students' speaking ability .

4. The next researcher can apply small talk in other school because it is a

practical method and can be used for everyone in other various learning

approached,   it is also more useful in terms of encouraging the students'

speaking ability well.
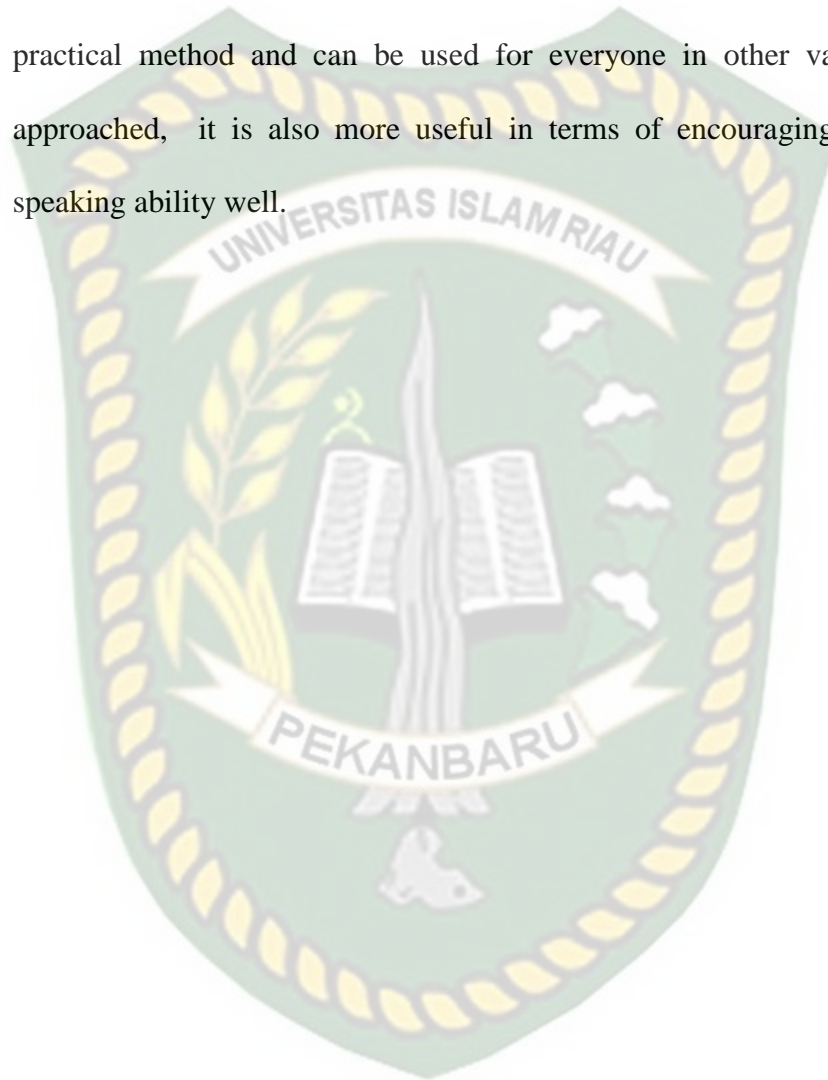
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