

**THE EFFECTIVENESS OF CHIT CHAT STRATEGY IN
IMPROVING SPEAKING SKILLS**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG
2026**

**THE EFFECTIVENESS OF CHIT CHAT STRATEGY IN IMPROVING SPEAKING
SKILLS**

THESIS

Present to

**Universitas Muhammadiyah Palembang
in Partial Fulfilment of the Requirements
For the Degree of Sarjana in English Language Education**

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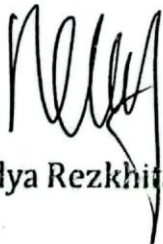
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APPROVAL

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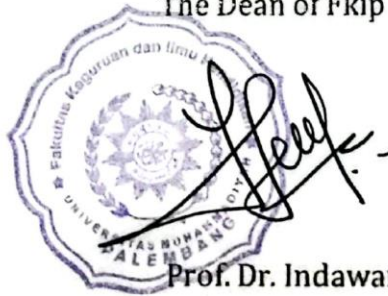
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The Effectiveness of Chit Chat Strategy in Improving Speaking Skills

Beserta seluruh isinya Adalah benar merupakan hasil karya sendiri dan tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam Masyarakat ilmiah

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang di tetapkan untuk itu, apabila di kemudian ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

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Yang menerangkan
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MOTTO AND DEDICATION

Motto :

“Work with responsibility, achieve with honor”

Dedication :

I would like to dedicate this thesis for people who always be special in my heart and who always there for me, they are :

1. My endless love, Mr Saidin (alm) and Mrs. Karsiem who always pray, support, motivate, and give all those loves.
2. My beloved Husband Kemas Fachrul Rozi who always pray, support, motivate, and give all those love and affection.
3. My beloved brother and sister, especially Karwandi and Sri Mintasi who always care and support me.
4. The honorable my advisor, Dr Kurnia Saputri, M.Pd. and Nadya Rezhkita Dwiana, S.Pd., M.Pd. thank you for your advice, guidance, and help me finish writing this thesis.
5. All of my lectures in Faculty of Teacher Training and Education of English Study Program of Muhammadiyah Palembang University for helping and give me suggestion.
6. SMPN 5 Palembang, all of teachers and students, especially in the seventh grade. Thank you for your participation.
7. All of my friends in class academic year 2022, especially Weam Kisa Ulandari and Dira Ramadhani thank you always support, share information, and inspiration.
8. Last but not least, I want to thank me for believing in me, I want to thank me for doing all this hard work, I want to thank me for having no days off, I want to thank me for traying to do more right than wrong, I want to thank me for never give up

ABSTRACT

Astuti, E.P. 2026. *“The Effectiveness of Chit Chat Strategy In Improving Speaking Skills.”* This was submitted to the English Education Study Program, Sarjana’s Degree (S1), Faculty of Teacher Training and Education , Universitas Muhammadiyah Palembang. Under the advisors of (I) Dr. Kurnia Saputri, M.Pd. (II) Nadya Rezkhita Dwiana, S.Pd., M.Pd.

This study aimed to determine the effectiveness of the *Chit Chat Strategy* in improving students’ speaking skills. This research employed a quantitative method with a quasi-experimental design involving two groups, namely the experimental group and the control group. The sample consisted of 40 students, with 20 students in each group. The instrument used in this study was a speaking test administered in the form of pre-test and post-test. The data were analyzed using statistical tests, including the normality test, homogeneity test, paired sample t-test, and independent sample t-test using SPSS. The results showed that there was a significant improvement in students’ speaking skills after the implementation of the *Chit Chat Strategy*. This was indicated by the result of the paired sample t-test which showed a significance value of 0.000 ($p < 0.05$), meaning that there was a significant difference between the pre-test and post-test scores. Furthermore, the independent sample t-test also showed a significant difference between the experimental group and the control group with a significance value of 0.000 ($p < 0.05$). The mean score increased from 60.28 in the pre-test to 73.72 in the post-test, indicating that the *Chit Chat Strategy* is effective in improving students’ speaking skills. Based on the findings, it can be concluded that the *Chit Chat Strategy* has a significant effect on improving students’ speaking skills.

Keywords: *Chit Chat strategy, Speaking Skills, quasi-experimental design*

ACKNOWLEDEMENTS



"In the name of Allah the Most Gracious and The Most Merciful" All praises to Allah Subhan Allahu Wa Ta'ala for mercy and guide until the researcher can finish this thesis on time. This thesis entitled "The Effectiveness of Chit Chat Strategy In Improving Speaking Skills" which is one of the requirements for the Sarjana Degree examination at the English Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang.

In addition, the researcher would like to express her deepest beloved parents Saidin (alm) and Karsiem. Thank you for the truly love, always besides, pray and support the researcher. The greatest thanks go to Dr. Abid Djazuli, S.E., M.M., as Rector Universitas Muhammadiyah Palembang who permitted the researcher to conduct the study. Prof. Dr. Indawan Syahri, M.Pd as Dean of Teacher Training and Education Faculty of Universitas Muhammadiyah Palembang. Hj. Asti Gumartifa, S.Pd., M.Pd. as Head of English Education Study Program. Dr. Kurnia saputri, M.Pd. as Advisor I and Nadya Rezkhita Dwiana, S.Pd., M.Pd. as advisor II. Thank you so much for your guidance, advice, help, suggestion, correction, and encouragement which the researcher finds very helpful so that she could finish this thesis well. All the lecturers of the English Education Study Program in Universitas Muhammadiyah Palembang, who have taught, guided.

The researcher also expresses her thanks to Nursiah Lelawati, M.Pd as the head mistress of SMPN 5 Palembang and all the students of SMPN 5 Palembang. Thank you for help, participation, support, and contribution for this thesis.

Last but not least, the researcher realizes that this thesis is far from being perfect. There are still many weaknesses that needed to be improved in this thesis. So, any kinds of criticisms, comments, suggestions, and advice are much welcome.

The researcher accepts that this thesis could give a contribution for the readers and beneficial for the English teaching and learning process.

Palembang, April 2026
Researcher,

EPA

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CHAPTER I

INTRODUCTION

This chapter consists of (1) Background of the study (2) Formulation of the problem (3) Objectives of the study (4) Significant of the study (5) Hypothesis of the study (6) Criteria for testing hypotheses.

A. Background of the Study

Speaking is one of the most fundamental skills in language learning, serving as the main channel through which individuals communicate ideas, express emotions, and interact with others. It represents an essential component of human communication, as it allows individuals to convey information effectively and build social relationships. In English language education, speaking is often regarded as the most challenging yet crucial skill to master, as it requires not only linguistic knowledge but also the ability to use language spontaneously and appropriately in real communicative contexts. According to previous studies, the act of speaking involves a complex process that integrates linguistic elements such as vocabulary, grammar, and pronunciation with cognitive and social components like confidence, fluency, and interactional strategies. It demands both accuracy and fluency, meaning that learners must produce language that is grammatically correct while maintaining a natural flow of communication (Ghafar & Raheem, 2023)

Speaking, as an active and productive skill, plays a vital role in developing communicative competence. It is a skill that involves both mental and physical processes. Learners must mentally organize their ideas, select appropriate linguistic structures, and physically articulate sounds that can be understood by listeners. Several linguists have emphasized that speaking involves more than the production of words it also requires comprehension, responsiveness, and the ability to interpret meaning within social interaction. In other words, speaking is an interactive process of creating and exchanging meaning between two or more participants, involving not only verbal language but also nonverbal cues such as gestures, facial expressions, and intonation.

These factors together determine the success of communication and the speaker's ability to deliver messages effectively (Fakhrudin & Lukita, 2023).

Despite its importance, speaking remains one of the most difficult skills for students learning English as a foreign language. Many students experience significant challenges when they attempt to express their ideas in English. These difficulties are caused by various linguistic, psychological, and environmental factors. Linguistically, students often struggle with a lack of vocabulary, grammatical inaccuracies, and mispronunciation, all of which affect the clarity of their speech. Psychologically, fear of making mistakes, lack of confidence, and anxiety in front of others often lead to hesitation and reduced participation in classroom discussions. Moreover, external factors such as limited exposure to English outside the classroom and insufficient practice opportunities further worsen the situation. As a result, many students remain passive and reluctant to speak English even after several years of learning it in school (Ork et al., 2024)

The ability to speak English fluently and confidently is particularly important in the context of global communication, where English functions as an international language. In Indonesia, English has been introduced in schools as a foreign language to prepare students to engage in global interactions.

However, many Indonesian students still face persistent challenges in developing their speaking skills. This condition is often attributed to traditional teaching methods that focus primarily on grammar, reading, and writing, rather than oral communication. Classroom activities tend to be teacher-centered, leaving students with limited opportunities to practice speaking in authentic situations. In addition, students' learning environments outside the classroom where English is rarely used in daily life make it difficult for them to develop fluency and confidence (Sharma, 2024)

Based on an interview conducted by the researcher with an English teacher at SMP Negeri 5 Palembang, several major issues regarding students' speaking abilities were identified. The teacher explained that many students were unmotivated to participate in speaking activities and lacked encouragement from their peers and surroundings. The majority of students rarely practiced speaking English either in class or in their daily interactions.

Their limited vocabulary made it difficult for them to construct sentences and express ideas clearly. Furthermore, some students felt anxious or embarrassed to speak English because they were afraid of making mistakes. The teacher also noted that the learning environment was not supportive enough to stimulate students' interest in improving their speaking skills. These challenges suggest that a combination of psychological and environmental factors significantly contributes to students' difficulties in learning to speak English.

Students' affective factors also play a crucial role in shaping their speaking performance. Feelings of nervousness, shyness, and fear of failure often prevent them from speaking actively in class. When students are worried about being corrected or judged by others, they tend to remain silent or give minimal responses. This kind of avoidance behavior is counterproductive, as it limits opportunities for practice and improvement. A lack of confidence also leads students to rely on short answers, pauses, or fillers during speaking activities, which in turn affects their fluency. In such conditions, students need both psychological support and a learning environment that encourages them to speak freely without fear of mistakes (Rajendran et al., 2025)

Given these challenges, teachers play a key role in designing effective learning strategies that promote students' active participation in speaking activities. An effective teaching method should not only focus on linguistic accuracy but also foster motivation, creativity, and confidence. One of the strategies that has recently gained attention in improving students' speaking abilities is the Chit Chat strategy. This strategy emphasizes informal, interactive, and engaging communication among students. It encourages learners to participate in natural conversations and express their ideas freely, thereby improving both their fluency and confidence. Studies have found that using the Chit Chat strategy in the classroom can increase students' motivation to speak English and make learning more enjoyable (Derakhshan et al., 2016)

Several researchers have supported the effectiveness of this strategy. It has been found that Chit Chat activities help learners to practice real-life conversations, exchange ideas, and build interpersonal relationships with peers. This method creates a relaxed atmosphere where students are not afraid

to make mistakes, which is essential for language development. It also allows teachers to provide immediate feedback in a supportive manner, helping students recognize and correct their errors naturally. Moreover, the Chit Chat strategy promotes collaborative learning, where students learn from one another through interaction and discussion. As a result, students become more confident and willing to speak in front of others (Agustina, 2022)

Considering these factors, the implementation of the Chit Chat strategy is seen as a promising approach to enhance students' speaking performance. It not only provides opportunities for authentic communication but also addresses the affective barriers that often hinder students from speaking. By creating a fun and interactive learning environment, this strategy can help students overcome fear and hesitation, expand their vocabulary, and improve their overall speaking fluency. Therefore, this study aims to investigate the use of the Chit Chat strategy in improving students' speaking skills and to explore how it contributes to a more effective and engaging learning process in the English classroom.

B. Formulation of the Problems

Referring to the background of this research, the problem of the study is formulated as follows: was the application of the Chit Chat Strategy effective to improve the speaking skills of seventh-grade students at SMP Negeri 5 Palembang?

C. Objectives of the Study

Based on the problem formulation above, this study aims to identify whether the Chit Chat Strategy was an effective to improve speaking performances of seventh- grade students at SMP Negeri 5 Palembang.

D. Significance of the Study

The outcomes of this study were expected to provide valuable insights not only for the researcher but also for English teachers, students, readers, and future researchers.

1. For the Researcher

Through this study, the researcher gains a deeper understanding of how the Chit Chat Strategy can be utilized to enhance speaking instruction for seventh- grade students at SMP Negeri 5 Palembang.

2. For Teachers

The findings may serve as useful input for English teachers in improving students' speaking abilities through the Chit Chat Strategy, helping to create a more enjoyable and interactive classroom atmosphere.

3. For Students

The Chit Chat Strategy can motivate students to be more active, expressive, and confident in speaking activities, particularly when performing in front of the class.

4. For Other Researchers

This study was expected to serve as a reference or comparative material for other researchers who wish to conduct further studies related to strategies for improving students' Englishspeaking competence.

5. For Readers

It is anticipated that readers will gain a better understanding of the implementation and impact of the Chit Chat Strategy and may apply its principles in language learning practices.

E. Hypotheses of the Study

This research includes both the alternative and null hypotheses, formulated as follows:

1. Ha: The Chit Chat Strategy was effective on teaching speaking skills to seventh-grade students at SMP Negeri 5 Palembang.
2. Ho: The Chit Chat Strategy was not effective on teaching speaking skills to seventh-grade students at SMP Negeri 5 Palembang.

F. Criteria for Testing the Hypotheses

In testing the hypothesis, the researcher employs a t-test to determine the significance of the findings. When the value of t-obtained is equal to or

exceeds that of t-table, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. However, if the t-obtained value is smaller than the t-table, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected.

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