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# ELTE *Journal*

## *(Journal of English Language Teaching & Education)*

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ELTE Journal is published twice a year in the months of February and September. It presents articles on the English Language Teaching and Education. The contents cover analysis, studies, application of theories reports, and material development.

ELTE Journal invites articles that have never been published before anywhere else. Manuscripts should be type-written, one and a half-spaced on quarto (A4) sized paper 9 - 20 pages in length; preferably on a standard floppy diskette with one hard copy. The article format should comply with the standard form of scientific writing. Articles will be reviewed by the Editors and/or Subjects Reviewers. The Editors reserve the right to edit articles for format consistency without altering the substance.

# Preface

Welcome to the Journal of English Language Teaching and Education (ELTE Journal) Volume: 6 Number 1, February 2018. This journal presents some articles on the English Language Teaching and Education. This journal is intended to provide a platform both for established and early–career researchers. ELTE Journal provides a high profile, for academics, professionals, educators, practitioners and students in the field to contribute and disseminate innovative new work on language teaching and education. The contents included analysis, studies, application of theories reports from Teachers of English both Junior and Senior High School teachers, lecturers and students of Graduate Program PGRI University of Palembang.

The journal is published twice a year and accepts research papers and forum articles from the fields of English Language Teaching and Education. ELTE Journal invites original, previously unpublished, research and survey articles, on both practical and theoretical aspects of language learning and teaching as well as research. Research papers and forum articles are all subject to peer review before being accepted for inclusion.

For this edition, February 2018, the editors received 12 articles from the teachers, lecturers and students not only from Graduate Program PGRI University of Palembang but also from other schools, and universities. But there are only 8 articles are selected and published in this edition. Furthermore, in selecting the articles for this volume, the reviewers analyzed and selected them based on the requirements for journal writing.

Finally, the editors would like to thank several people and parties for their help, support and contribution. Any constructive comment, suggestion, criticism and contributions for future editions are welcome.

**Editors**

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**The Impact of Minimal Response Strategy on the Students' Speaking Skill**

**to the Tenth Grade Students of State Senior High School 10 Palembang**

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## Abstract

The problem of this study is formulated into the following question: 'Is there any significant impact of minimal response strategy on the student's speaking skill of the tenth grade of state Senior High School 10 of Palembang?. It can be concluded that the impact of Minimal Response Strategy to the students' speaking skill of state Senior High School 10 of Palembang was significant. It can be seen from the result of pre-test and post-test scores.The students average score in pre-test was 14, 10. The highest score was 18 which were achieved by two students, while the lowest score was 9 which were achieved by two students. The students average score in post-test was 15, 32. The highest score was 18 which were achieved by three students, while the lowest score was 13 which were achieved by seven students. From the result of the matched t-test, it was found that the t-obtained was higher than t-table value. The result of matched t-test formula was 2.77 and t-critical value of t-distribution table was 2.68. It means that the alternative hyphotesis (Ha) with 0, 05% significance level in one tailed testing was accepted consequently and the null hyphothesis (Ho) was rejected. It is concluded that minimal response strategy is effective to improve students' speaking ability.

*Keywords: impact of minimal response strategy, speaking skill, improve students' speaking ability*

## Background of the Study

English has many functions. As stated in the 2004 curriculum that English is a means for the students to develop science, technology, culture and art. The final objective of teaching and learning process is the students are expected to master the four skills of language that are listening, speaking, reading, and writing. Teaching and learning will be successful if it is supported by some factors such as the method that is used in teaching English, completeness of teaching facilities, interesting media, and condition of school environment. Speaking is not a part of our examinations. Learning to speak also demands a lot of practice and attention. We learn to speak our mother tongue just by listening and repeating. The teacher can adopt the same natural way. The Teacher can give them certain

structures and ask them to repeat. This will remove their shyness. He can give those drills in the basic patterns of language. Asking short questions and the use of short dialogues in the class room can also develop this skill. Among the communicative strategies found in conversational interaction, a minimal response is one central phenomenon. Students are often said to use minimal responses differently. It is reported that women use minimal responses to show their support to the current speaker while men prefer the delayed minimal responses in order to achieve the dominance in conversation.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response. It means that minimal response is the way to increase student's confident and make them speak in the class. By using minimal response is giving a chance for stuents to express their knowledge. A language learner who has lack confidence in their ability to participate successfully in oral interaction often listens in silence while others are talking. One way to encourage such learners to begin to participate is to help them building up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Confidence is a very important element in learning to speak a language.

**Research Questions**

Speaking is one of important skills in learning a language. It is used in order to express the ideas, and feeling orally. However, the tenth grade students of the state Senior High School 10 of Palembang still have difficulties in speaking. This happened because the students seldom practice speaking, the students have no any confident to speak and the strategies used by the teachers do not give the chance for students to speak.        This study is limited to the inquiry on the impact of minimal response strategy to the students' speaking ability with the theme agreement and disagreement expressions to the eleventh grade of state Senior High School 10 of Palembang. The problem of this study is formulated into the following question: 'Is there any significant impact of minimal response

strategy on the student's speaking skill of the tenth grade of state Senior High School 10 of Palembang?.

**Conceptual Framework**

Concept of Minimal Responses Strategy

According to Yin He (2009:7), minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response. To increase the speaking skill we need strategy to be used. One of them is minimal response. The definition of minimal responses is one central phenomenon. Students are often said to use minimal responses differently. It is reported that student use minimal responses to show their support to the current speaker while student prefer the delayed minimal responses in order to achieve the dominance in conversation

Minimal responses are very useful to use as a strategy in speaking activities. The students try to give short answers to questions, they come to use of simple sentences, phrases and also greetings and they also can discussing about different topics. By minimal will make students' responses are increase and by minimal responses students will easy to response what other speaker is saying.

Concept of Speaking Skill

Brown (2007:14) states that speaking is a productive skill that can be directly and empirically observed. Those observations are invariably collared by the accuracy and fluency. While, he also states that speaking is the product of creative construction of linguistic strings, the speakers make choices of lexicon, structure, and discourse.It means that as a teacher have to train the student's speaking ability because speaking is the product of creative, so the teachers should allow students to develop their creativity to make their express whatever they think through the langauge eventhough the language is a foreign language.

The classical meaning of speaking is the ability to talk, and to speak. The main purpose of speaking is to send the message for the other one or to be able

to Scommunicate about something in language and understood by someone who becomes a listener.

According to Nunan (2015:53) there are four skill areas of speaking competence required for effective communication

a.  Phonological skills. Learners need to be able to blend the phonemes ofthe language they are learning. In addition, they must use appropriatestress and intonation.

b.  Speech functions. Learners need to achieve specifi c communicative functionsin social and transactional exchanges such as agreeing with someone, asking for clarifi cation or offering a reason.

c.  Interactional skills. In face-to-face exchanges, learners must manageinteractions by regulating turn taking, redirecting the topic, and negotiatingmeaning, in addition to initiating, maintaining and closing aconversation.

d.  Extended discourse skills.Learners must often produce long stretches ofuninterrupted language and they need to structure what they say so itis easy for others to follow. This requires the use of established conventionsfor structuring different kinds of extended spoken language suchas narrative, procedural, expository, or descriptive discourse.

Speaking ability consists of two words, that is speaking and ability. To avoid misunderstanding about the meaning of speaking ability, it will clarify one by one. Ability potential capacity of power to do something physically or mentally. This description may conclude ability is capability of human which is identical with ability. According to British Journal of Arts and Social Sciences (2011:38) speaking is productive skill in the oral mode.

**Methodology**

Method is the way that teachers need to deliver the knowledge. For this research the writer used pre experimental method. According to Hatch and Farhady (1982:19) pre experimental is easy and useful ways of getting preliminary information on research questions. The writer used the one group pre-test and post-test design.

According to fraenkel et.al (2011:236) one group is measured or observed not only exposed to treatment of some sort but also before.

Population is a general are includes, object/Subject (Sugiyono, 2014:80). That has quantity and characteristic determined by researcher to be learn and then taken the conclusion about it (Arikunto, 2010:173) state that population is the total number of research subject. Population of this study is the tenth grade students of the state Senior High School 10 of Palembang in the school academic year 2016/2017

A sample in a research study is the group on which information is obtained Fraenkel et al (2012:91) while Arikunto (2013:174) states that sample is the representative of the population which will be studied. In this study, the writer will use purposive non random sampling. Arikunto (2013:183) states that purposive sampling is take the sample not based on strata, randomly or religion but it is based on the particular purpose of the researcher. In this case, the writer will use X.2 as a sample. It was based on the writer's consideration and after consulted with the teacher of English

**Results and Discussion**

In collecting the data, the writer used an oral test. A test is a method of measuring persons's ability or knowledge in a given area, the technique is very good strategy in research (Sugiyono, 2009:224). Test was given to help the students assess the effects of experimentation and to know how far the students can understand what they have learned.

In this research, there were pre-test and post-test that are used to measure students' achievement in speaking. According to Fraenkel et al ( 2011 : 127 ), validity is the most important idea to consider when preparing or selecting an instrument of use. In this study, the writer used one type of validity that is content validity. Content validity was a form of validity which is based on the degree to which a test adequently and sufficient measure particular skills behavior it set out to measure. It refers to how well the items appropiate emphasis to various component of the construct.

According to Fraenkel et al (2012:154), realibility is the concistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. A test is set to be reliable if it gave the consistent result when it is given on different occasion or when it is used by different people. Reliable test that is correct and

dependable although it was given on different occasion or different people, but it gave the same result. To measure the reability of test items, the writer used inter-rater reliability.

In line with the data that had been analayzed, it was found that there were differences between achievement of the tenth grade students of State of Senior High School 10 of Palembang in speaking before the treatment (pre-test) and after the treatment (post-test). The average of students' scores in  pre-test was 14,10   and students' averange score in post-test was 15,32   .The result of matched t-test found was 2,77  The critical value was 2,68. It means that the alternative hyphoteses (Ha) was accepted. In others words, it was signifcantly give impact of minimal response strategy to the students' speaking skill of State Senior High School 10 of Palembang.

The result of the matched t-test calculation was used to find out whether or not it was giving impact of minimal response strategy to the students' speaking ability to the eleventh grade students of senior high school Sriguna . Moreover, related to the hyphoteses of the study, the statistical analysis was used to know which hyphoteses was accepted and which one was rejected which was describe as follows.In this research, it was found that the result of t-obtained  was 2,77 while the value of t-table was 2.68 at significance level of 0,05%. Since the t-obtained was higher than value of the t-table. Consequently, the null hypothesis (Ho) was rejected while the alternative hyphothesis (Ha) was accepted. Therefore, the use of "minimal response strategy" gave significant impact in students' speaking skill to the tenth grade students of State Senior High School 10 of Palembang.

**Conclusion**

It can be concluded that the impact of Minimal Response Strategy to the students' speaking skill of state Senior High School 10 of Palembang was significant. It can be seen from the result of pre-test and post-test scores.

The students average score in pre-test was 14, 10. The highest score was 18 which were achieved by two students, while the lowest score was 9 which were achieved by two students. The students average score in post-test was 15,

32. The highest score was 18 which were achieved by three students, while the lowest score was 13 which were achieved by seven students.

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