

THE IMPACT OF USING ONE-MINUTE TALK TECHNIQUE TO THE FIRST-GRADE STUDENTS' SPEAKING MASTERY AT SMPN 4 PACITAN IN THE ACADEMIC YEAR OF 2023/2024

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Abstract: This research aimed to determine the impact of using the one-minute talk technique on speaking mastery of seventh-grade students at SMP Negeri 4 Pacitan in the 2023/2024 academic year. This study used a quasi-experimental method with 30 students for the experimental group and 30 for the control group. In this research, there were significant results between the control group and the experimental group, where the control group. The experimental group of students had a mean score of 55.8 on the pre-test and 71.4 on the post-test. The students' pre-test control group had a mean score of 51.6, while their post-test score was 59.7. The experimental and control groups' learning results scores differed, as evidenced by the independent sample t-test findings of $0.000 < 0.05$. Therefore, it can be said that there was a notable difference in the speaking proficiency of the students in the control class, which was taught using the memorization technique, and the first experimental class, which was taught using the one-minute talk technique.

KEYWORDS: One-Minute Talk Technique; Students' Speaking Mastery; English Language

INTRODUCTION

English has developed into a universal language utilized for international communication today. People from many nations use English to communicate. Good speaking ability is necessary to facilitate and produce effective communication. One of the most crucial language skills for learning a second or foreign language is speaking (Parveen, 2016). Speaking is an essential component of language learning and a useful learning ability. It includes all aspects of communication performance, including vocabulary, grammar, fluency, pronunciation, and comprehension.

Speaking is a crucial aspect of learning English. It enables learners to actively participate in using the language, practicing and applying grammar rules, vocabulary, and expressions in real-world contexts. Effective speaking skills enable individuals to convey ideas, information, and messages clearly and precisely, which helps prevent misunderstandings and ensures accurate comprehension.

Brown, as cited in (Emirza and Sahril, 2021), states that speaking involves actively creating meaning through the interactive process of generating, receiving, and processing information. Speaking skills are crucial for effective communication and creating a friendly conversation atmosphere (Rao, 2019). Good communication fosters

positive connections, ensuring clear and enjoyable exchanges of ideas.

Speaking is essential for students learning a language since the goal is communication (Syakur et al., 2020). Effective communication is necessary for expressing oneself and transmitting information (Rifamole et al., 2023). Pengemanan (2019) emphasizes that speaking skills are acquired through cognitive understanding and practical application, requiring both knowledge and sentence construction skills.

For the physical aspect of communication, the speaker needs to maintain proper posture and eye contact. In terms of gestures, they should complement their words with appropriate physical movements. Additionally, for the visual component, they should create visuals that effectively engage the audience (Khalawi & Asmaniar, n.d.).

Speaking abilities are developed when language is used in a communicative setting, (Oflaz, 2019). Students employ their grammar, vocabulary, fluency, and pronunciation all at once when they talk. Students strive to properly enunciate language components and become proficient in managing emphasis, intonation, and rhythm when speaking aloud.

Many students encounter difficulties in learning English, especially when it comes to speaking. Speaking is often one of the most challenging skills for high school students to develop (Puspitasari, 2019).

Effective communication between two people is essential in speaking. Speaking is a crucial productive skill in learning English that students must master, as it is vital for communication and knowledge exchange (Triana et al., n.d.).

In this research, researchers observed 7th-grade students of SMPN 4 Pacitan regarding their difficulties in speaking English. Some of the factors affecting these difficulties include the lack of English lessons at the primary school level, which causes students to not have a strong foundation in the language. In addition, many students feel afraid to try speaking and practicing words or sentences in English. Lack of self-confidence also contributes to students' low ability to develop vocabulary and speaking fluency.

Mastering a foreign language is a challenging and intricate process. It requires dedication, consistent practice, and a deep understanding of both the linguistic and cultural nuances of the language. Learners must develop proficiency in different abilities including, speaking, reading, writing and listening. Additionally, they need to

acquire a broad vocabulary, grasp complex grammatical structures, and become adept at using the language in diverse contexts. The journey to fluency is often long and demanding, but the rewards of being able communicated effectively in a foreign language are substantial, including expanded opportunities for personal growth, cultural exchange, and professional advancement (Rahayu, 2023).

English learning can sometimes be seen as dull by students, as teachers often rely solely on textbooks, limiting occasions for students to engage actively in the teaching-learning process. Speaking learning should be done through direct practice (Puspitasari, n.d.). Thus, speaking practice should be done with fun things so that students are interested during learning. This approach results in less effective learning, causing students to lose interest, become bored with the material taught, and struggle to understand the given material. In order to, learn English something fun and not stressful is needed.

The use of digital games is essential for enhancing our teaching and learning tools in EFL, particularly in the current context. Many researchers contend that games offer significant educational benefits by creating enjoyable and low-pressure learning experiences for students (Wijanarko et al., 2017).

The researcher using the "One-Minute Talk" technique for this research. Encouraging students to present a one-minute talk technique in the presence of classmates and teachers serves as an alternative method to enhance student's self-confidence (Gayathri, 2016). One- Minute Talk technique in learning speaking at Junior High School introduces an alternative way to make the students speak during the class. In this task, students have to speak for one minute about the topic given without hesitation, repetition, or deviation.

The "One-Minute Talk" technique proved to be a straightforward and effective method for enhancing speaking skills. In this method, a student delivers a short, spontaneous speech on a topic within one minute. The goal is to enhance the ability to speak clearly, confidently, and concisely. This technique helps participants focus on key points and improves their communication impact. It is useful for formal presentations and everyday speaking skills, increasing adaptability and effective communication through routine practice.

According to Gayathri (2016), the technique challenges participants to deliver a

one-minute speech without hesitation, repetition, or deviation, promoting clear and coherent communication.

The one-minute talk encourages students to speak confidently in front of peers, improving pronunciation, attentive listening, and oral fluency (Gayathri, 2016). Teachers should assess vocabulary, grammar, pronunciation, fluency, and comprehension. This technique stimulates speaking skills and helps students identify challenges in a fun and engaging way.

Points are awarded based on the following criteria:

1. Successfully delivering the entire 60 seconds without repetition, hesitation, or deviation.
2. Mastery of the four speaking skills aspects, including vocabular grammar, pronunciation, and fluency.

In an attempt to improve pupils' group speaking abilities, a one-minute talk method is being implemented. Within a minute, students must be able to use photographs to explain a specific thing, place, or person in this exercise. Utilizing the one-minute speaking technique can also help students become more confident speakers who don't worry about making mistakes.

METHOD

The methodology for this study was quasi-experimental. A control and an experimental class were the two groups participating. The experimental class received therapy, and the control class served as a reference for the class of experimental. The "One-Minute Talk Technique" was employed in this study to assess the students' speaking proficiency. The two variables in this study are the speaking proficiency of the students (Y), the dependent variable, and the one- minute talk technique (X), the independent variable. Data were gathered by both pre- and post- tests. For the experimental classes, pre-and post-tests were administered. The pre-test will be given to both experimental classes before starting the treatment. The post-test is given following therapy for both classes. This exam was given following the completion of the course material. The study's target group was the kids in grade 7 at SMP Negeri 4 Pacitan. The entire SMP Negeri 4 Pacitan class in the even semester of the 2023–2024 school year was the target population. Purposive sampling is being used to pick courses, and classes 7A and 7B, each with 30 students, are being used. Prerequisite tests, namely homogeneity tests using Lavene's test

at a significant level of $\alpha = 0.05$ and normality tests using the Shapiro-Wilk test at a significant level of $\alpha = 0.05$, will be used to examine and analyze the collected data using statistical tests.

Table.1 Research Design

Group	Pre-test	Treatment	Post-Test
Experiment	O	X	O
Control	O		O

Description:

O : Pretest = Posttest

X : one-minute talk technique treatment.

RESULT AND DISCUSSION

Result

This study aimed to determine the impact of using the one minute talk technique on the speaking mastery of seventh grade students at SMPN Pacitan in the 2023/2024 academic year.

Scoring of Pre-Test and Post-Test

Here the results the pre-test and post-test of experimental class.

Table. 2 Results Scoring Experimental Class

CONTROL CLASS		
	PRE-TEST	POST-TEST
MEAN	51.6	59.07
MEDIAN	52	56
MODE	48	56
MIN	36	44
MAX	60	84

Table 1 presents the thirty students who participated in the class, with a mean pre-test score of 51,6 and a mean post-test score of 59.07. The lowest possible pre-test score was between 36 and 60, while the greatest possible post-test score was between 44 and 84.

Table.3 Results Scoring Experimental Class

EXPERIMENTAL CLASS		
	PRE-TEST	POST-TEST
MEAN	55.8	71.4
MEDIAN	56	70
MODE	48	68
MIN	44	56
MAX	72	96

Table 2 displays the average score of 55.6 for the pre-test and 71.4 for the post-test. 44 and 72 were the lowest and highest pre-test scores, respectively. This data also included a minimum of 72 and a maximum of 96 of post-test result.

The Normality Test

Normality test is conducted after descriptive statistical analysis.

Table 4 Results of Test Normality

Tests of Normality						
	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-Test Experiment	0.156	30	0.059	0.943	30	0.112
Post-Test Experiment	0.132	30	0.192	0.951	30	0.175
Pre-Test Control	0.140	30	0.137	0.953	30	0.209
Post-Test Control	0.144	30	0.117	0.930	30	0.050
Lilliefors Significance Correction						

As shown in Table 3, the pre-test data for the experimental group was normally distributed, with a significance value of $0.112 > 0.05$. Similarly, the post-test score for the experimental group was found to be normally distributed with a significance value of $0.175 > 0.05$. For the control group, the pre-test value had a significance of $0.209 > 0.05$, indicating normal distribution. The control group also showed normal distribution with a significance value of $0.050 > 0.05$ of post-test score.

The T-Test

Table 4 The Results of Paired Sample T-test of Experimental Group

		Paired Samples Test					T	Df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Eksperimen - Post-Test Eksperimen	-15.600	7.726	1.411	-18.485	-12.715	-1.881	29	0.000

Table.5 The Results of Paired Sample T-test of Control Group

		Paired Samples Test					T	Df	Sig. (2-tailed)
		Paired Differences Based on the results of paired sample t-test obtained a significant value of $0,000 < 0,05$, indicates a difference average score between the pre-test and post-test in the experimental group. The results of paired sample t-test of control group shown in table below:							
Pair	Pre-Test Kontrol - Post-Test Kontrol	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
2	Pre-Test Kontrol - Post-Test Kontrol	-7.467	8.772	1.602	-10.742	-4.191	-4.662	29	0.000

The significant value, obtained from the paired sample t-test, indicated a difference between the control group's average pre-test and post-test scores, with a result of $0.000 < 0.05$.

DISCUSSION

This research aimed to assess the impact of the One-Minute Talk Technique on speaking skills. Both the control and experimental groups underwent pre- and post-tests. The experimental group's average post-test score was 71.4 (ranging from 56 to 94), with a pre-test average of 55.8 (ranging from 44 to 72). For the group control, the post-test average was 59.07 (ranging from 44 to 84), and the pre-test average was 51.6 (ranging from 36 to 60). While both groups made progress, the experimental group's gains were noticeably larger. A substantial change in post-test results was confirmed by an independent sample t-test, suggesting that the One-Minute Talk Technique improved students' speaking proficiency. Students initially had trouble speaking English confidently and with a large vocabulary. At SMPN 4 Pacitan, the One-Minute Talk Technique was first presented.

Based on the research, the following was the impact of using the one-minute talk technique. (1) **Impact on Speaking Performance:** The experimental group's post-test scores were significantly higher than the control group, demonstrating the technique's effectiveness. (2) **Implementation Process:** The technique involved planning, topic assignment, vocabulary preparation, mind mapping, and one-minute spontaneous talks, followed by feedback. (3) **Improved Confidence:** Students showed gained confidence

and proficiency in speaking, reflected in better post-test performance. The technique also improved vocabulary mastery by encouraging spontaneous speaking and providing immediate feedback.

CONCLUSION

The study concluded that the One-Minute Talk Technique significantly enhanced speaking proficiency, as evidenced by the higher post-test scores in the experimental group compared to the control group. The technique involved planning, topic selection, instruction, demonstration, scoring, and feedback, which collectively boosted students' enthusiasm, comfort, and confidence in speaking English. It also improved their grammar, vocabulary, pronunciation, fluency, and comprehension. The substantial gain in the experimental group's post-test scores was further validated by paired sample T-test, with a significant of $0.000 < 0.05$ result. These findings indicated that the technique was effective in enhancing speaking skills among 7th graders at SMP Negeri 4 Pacitan.

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