

46_Bella+Ayu+Pratiwi_(385-392)

by CEK TURNITIN

Submission date: 17-Mar-2025 09:55AM (UTC+0400)

Submission ID: 2616946251

File name: 46_Bella_Ayu_Pratiwi__385-392.pdf (418.83K)

Word count: 3013

Character count: 17076

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

Bella Ayu Pratiwi^{1*}, Indah Puspitasari², Saptanto Hari Wibawa³

^{1,2,3}STKIP PGRI Pacitan

Pacitan, Indonesia

bellaayupratiwi87@gmail.com; indahkusdinar47@gmail.com;

saptantowibawa@gmail.com

Abstract

English has become a global language, it was meant that the main means of communication among countries. The most challenging part of English learning was speaking. Learning of speaking was not easy because it required adequate vocabulary so that the speakers could communicate their ideas which they would convey. The lack of vocabulary is an obstacle in making a sentence. Moreover, a word in English and a word in the native language have different pronunciations. So, it is difficult for speakers to do spelling in English because they are used to words and writing in the first language. Therefore, the researcher conducted a study by looking at the impact of using the one-minute talk technique in learning speaking. The purpose of this study was to determine the impact of using the one-minute talk technique on speaking mastery of seventh-grade students at SMPN 4 Pacitan in the 2023/2024 academic year. This study used a quasi-experimental method with 30 students for the control group and 30 students for the experimental group. In this research there were significant results between the control group and the experimental group, where the control group. The mean score of the students' pre-test experimental group was 55,8 and post-test score was 71,4 and the mean score of the students' pre-test control group was 51,6 and the post-test score was 59,7. The results of the independent sample t-test was $0,000 < 0,05$ indicates a difference in learning results scores between the experimental and control groups. Thus, it can be concluded that there was a significant difference between students' speaking mastery to the first experimental class which was taught by using one-minute talk technique and the control class which was taught by the memorizing 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 allows learners to actively engage with the language and practice and apply grammar rules, vocabulary, and expressions in

real-life situations. 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, (Ofiaz, 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 face challenges in learning English, particularly with speaking. For most high school students, speaking is one of the more difficult skills to master (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 various skills such as speaking, listening, reading, and writing. 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 to communicate effectively in a foreign language are substantial, including expanded opportunities for personal growth, cultural exchange, and professional advancement (Rahayu, 2023).

English learning is sometimes perceived as boring for some students, as teachers often deliver the material solely based on the reference book, without offering opportunities for students to engage in the learning process actively. 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 teaching 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 is a simple and effective way to improve 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 vocabulary, 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

This research methodology was quasi-experimental. It involved two groups: one control class and one experimental class. The experimental class received treatment, while the control class served as a comparison for the experimental class that had been given treatment. The researcher employed the "One-Minute Talk Technique" to assess students' speaking proficiency in this study. This research has two variables: the independent variable (X), the one-minute talk technique, and the dependent variable (Y),

Proceeding:

International Conference on Learning and Education (ICLE) Volume 3, 2024

387

which is the student's speaking mastery. Data was collected through both pre-tests and post-tests. The tests conducted were pre-tests and post-tests for each experimental class. Before the treatment is given, both experimental classes will receive the pre-test. After both classes have received treatment, the post-test is conducted. This test was conducted after the learning was completed. The target population in this study were all grade 7 students in SMPN 4 Pacitan. The target population was all students of class XI AK SMKN 2 Pacitan in the even semester of the 2023/2024 academic year. The selection of classes using purposive sampling is using class 7A and 7B with each class totalling 30 students. The data obtained will be tested and analysed using statistical tests, through prerequisite tests, namely normality tests using the Shapiro-Wilk test at a significant level of $\alpha = 0.05$ and homogeneity tests using Lavene's test at a significant level of $\alpha = 0.05$.

Table 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 aims to determine the impact of using the one minute talk technique on the mastery of speaking 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. 1 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

The results in Table 1 show that out of 30 students who participated in the class, the mean pre-test score was 51,6, and the mean post-test score was 59.07. The pre-test had a minimum score of 36 and a maximum of 60, also the post-test had a minimum score of 44 and a maximum of 84.

Table.2 Results Scoring Experimental Class

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

Proceeding:

MAX	72	96
-----	----	----

Table 2 displays the mean pre-test score of 55,8 and mean post-test score of 71.4 for the thirty students who took part in the class. The pre-test score ranged from 44 to 72 at the lowest and greatest, respectively. In addition, there was a minimum of 72 and a maximum of 96 on the post-test.

The Normality Test

Normality test is conducted after descriptive statistical analysis.

Table 3 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						

Based on Table 3, the pre-test score for the experimental group has a value of sig.0,112 > 0,05, indicating that the pre-test data was normally distributed. Then, the post-test score for the experimental group got a value sig.0,175 > 0,05, showing that the data was regularly distributed. Conversely, the control group pre-test value was sig.0,209 > 0,05, indicating that the data was normally distributed. The post-test score of the control group had a value of sig.0,050 > 0,05, indicating that the post-test data for the control group was normally distributed.

The T-Test

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

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test	-	7.726	1.411	-	-12.715	-1.551	29	0.000
	Eksperimen - Post-Test Eksperimen	15.600			18.485				

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

Paired Samples Test									
		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:				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 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 was calculated using the paired sample t-test findings $0,000 < 0,05$, representing a difference between the average pre-test and post-test scores in the control group.

DISCUSSION

This research aimed to measure the impact of the One-Minute Talk Technique on speaking skills. It involved pre-tests and post-tests for experimental and control groups. The experimental group's average pre-test score was 55.8 (min 44, max 72), and post-test score was 71.4 (min 56, max 94). The control group's average pre-test score was 51.6 (min 36, max 60), and post-test score was 59.07 (min 44, max 84). Both groups improved, but the experimental group showed significantly higher gains. An independent sample t-test confirmed a significant difference in post-test scores, indicating the One-Minute Talk Technique positively impacted students' speaking mastery. Initially, students struggled with vocabulary and confidence in speaking English. The One-Minute Talk Technique was introduced at SMPN 4 Pacitan for the first time.

Based on the research, the following was the impact of using the one-minute talk technique.

- Impact on Speaking Performance:** The experimental group's post-test scores were significantly higher than the control group's, demonstrating the technique's effectiveness.
- Implementation Process:** The technique involved planning, topic assignment, vocabulary preparation, mind mapping, and one-minute spontaneous talks, followed by feedback.
- Improved Confidence:** Students showed increased 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 improved speaking mastery, with the experimental group's post-test scores surpassing those of the control group. The technique involved planning, topic selection, instruction, demonstration, scoring, and feedback. It increased students' enthusiasm, comfort, and confidence in speaking English, and improved their grammar, vocabulary, pronunciation, fluency, and comprehension. This was evidenced by a significant increase in the experimental group's post-test scores and confirmed by a paired sample t-test with a significant value of $0.000 < 0.05$, demonstrating the technique's effectiveness in enhancing speaking mastery among 7th graders at SMP Negeri 4 Pacitan.

REFERENCES

- Brown, H. D. (1994). *Teaching by Principles : An Interactive Approach to Language Paedagogy*. Englewood Cliffs: Prentice Hall Regents.
- Buzan, (2010), *Free Mind Mapping Guide*, Illumine Limited, Vale House, 100 Vale Road, Windsor, Berkshire.
- Emirza, F., & Sahril, M. (2021). An Investigation of English Speaking Skills Performance of Introvert Students in Speaking Class. *English Journal*, 15(1), 10–17.
- Gayathri, S. (2016). Just a Minute (or JAM): A Joyous Communication Enhancement Game. *International Journal of Communication and Media Studies*, 6(1). Retrieved from <https://ssrn.com/abstract=2724379>
- Oflaz, A. (2019). The Effects of Anxiety, Shyness and Language Learning Strategies on Speaking Skills and Academic Achievement. *European Journal of Educational Research*, 8(4), 999-1011. ISSN: 2165-8714. Retrieved from <http://www.eu-er.com>
- Parveen, B. W. (2016). Use of technology in improving speaking skills. *Journal of English language and literature (JOELL)*, 3(2).
- Rao, P. S. (2019). The importance of speaking skills in English classrooms. 2(2), 6-18.
- Syakur, A., Sugirin, S., Margana, M., Junining, E., & Sabat, Y. (2020). Improving English Language Speaking Skills Using "Absyak" On-Line Learning Model for Second Semester in Higher Education. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(2), 684-694.
- Khalawi, H., Education Program, E., PGRI Pacitan, S., & Sari Semesta, H. (n.d.). *Jurnal Pengabdian kepada Masyarakat (JP-Mas) STKIP PGRI Jombang THE STUDY OF STUDENTS' SPEECH ABILITY IN ISLAMIC SENIOR HIGH SCHOOL*.
- Puspitasari, I. (n.d.). *ENHANCING STUDENTS' ENGLISH SPEAKING SKILL THROUGH COMMUNICATIVE ACTIVITIES*.
- Puspitasari, I. (2019). *THE EFFECT OF USING GALLERY WALK AS AN ALTERNATIVE TECHNIQUE TO STUDENTS' ACHIEVEMENT IN SPEAKING*. 3.
- Rahayu, D. (2023). Interlanguage as An Oral Communication Strategy Used by The First Graders of The English Education Study Program of STKIP PGRI Pacitan. *Jurnal Penelitian Pendidikan*, 15(1), 10–14. <https://doi.org/10.21137/jpp.2023.15.1.2>
- Triana, E., Sila Arlistya, N., Puspitasari, I., & PGRI Pacitan, S. (n.d.). *HIGH SCHOOL STUDENTS' STRATEGY FOR OVERCOMING DIFFICULTIES IN SPEAKING ENGLISH*.

Wijanarko, D., Hadi, S., Puspitasari, I., PGRI Pacitan, S., Cut Nyat Dien No, J., Kebon, -a, Pacitan, K., & Pacitan, K. (2017). The influence of playing digital game in distance learning towards students' speaking skill. / *Journal of English Language Teaching*, 6(1). <http://journal.unnes.ac.id/sju/index.php/elt>

ORIGINALITY REPORT

25%

SIMILARITY INDEX

20%

INTERNET SOURCES

20%

PUBLICATIONS

8%

STUDENT PAPERS

MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

7%

★ Brucke, Candice Yarbray. "Impact of Using Children's Literature with Middle-Level Mathematics", Southern Wesleyan University, 2023

Publication

Exclude quotes Off

Exclude bibliography On

Exclude matches Off

FINAL GRADE

GENERAL COMMENTS

/100

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8