

## The Effect Of Speaking Ability By Using One Minute Talk Technique To The Tenthgrade Students Of SMA Sultan Iskandar Muda

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### Abstrak

Dengan menggunakan teknik bicara satu menit, penelitian ini menyelidiki pengaruh keterampilan berbicara pada siswa kelas sepuluh di SMA Sultan Iskandar Muda Medan. Tujuan dari penelitian ini adalah untuk menyelidiki apakah keterampilan berbicara memiliki pengaruh yang dapat dilihat dengan menggunakan teknik bicara satu menit. Desain penelitian kuantitatif eksperimental digunakan untuk penelitian ini, yang dilakukan di Sekolah Menengah Atas Sultan Iskandar Muda Medan di Sumatera Utara. 20 siswa yang dipilih secara acak dari 105 siswa yang terdaftar di kelas sepuluh di Sultan Iskandar Muda Medan merupakan populasi penelitian. Kelompok eksperimen dan kontrol sama-sama menggunakan prosedur sebelum dan sesudah tes. Tes ini tersedia sebagai penilaian lisan. Data uji dihitung dengan menggunakan rumus uji-t. Temuan menunjukkan bahwa mengambil pengobatan secara signifikan meningkatkan kinerja berbicara murid. Beberapa siswa mampu berbicara secara persuasif dan percaya diri ketika peneliti menerapkan Teknik One Minute Talk. Murid-murid ini didorong untuk berbicara dengan cepat dan bekerja keras untuk mengekspresikan diri. Nilai rata-rata pre-test dan post-test kelas eksperimen masing-masing adalah 45,65 dan 62,5. Skor post-test adalah 50,687 sedangkan rata-rata pre-test untuk kelas kontrol adalah 45. Akibatnya, penggunaan Teknik One Minute Talk sebagai cara baru untuk berlatih berbicara bahasa Inggris, terutama untuk bakat berbicara, adalah mungkin.

**Kata kunci:** *Teknik One Minute Talk, Kemampuan Berbicara.*

### Abstract

Using the one-minute talk technique, this study investigates the effects of speaking skill on students in the tenth grade at SMA Sultan Iskandar Muda Medan. The purpose of the study is to investigate whether speaking skill has any discernible influence using the one-minute talk technique. An experimental quantitative research design was used for this study, which was conducted at the Senior High School Sultan Iskandar Muda Medan in North Sumatera. 20 randomly chosen students from the 105 pupils enrolled in the tenth grade at Sultan Iskandar Muda Medan make up the study's population. The experimental and control groups both used pre- and post-testing procedures. These tests are available as spoken assessments. The test data were calculated using the t-test formula. The findings showed that taking treatment significantly improved the pupils' speaking performance. Some of the pupils were able to talk persuasively and confidently when the researcher applied the One Minute Talk Technique. These pupils were driven to talk rapidly and worked hard to express themselves. The experimental class's pre-test and post-test mean scores were 45,65 and 62,5, respectively. The post-test score was 50,687 while the pre-test mean for the control class was 45. As a result, using the One Minute Talk Technique as a novel way to practice speaking English, especially for speaking talents, is possible.

**Keywords:** *One Minute Talk Technique, Speaking Ability.*

## INTRODUCTION

In human life, language plays a significant role in culture. Humans use language to communicate. However, language is fundamentally used for exchanging ideas, thoughts, opinions, experiences, and other emotions in addition to communication. (Riyani, 2016) Language development necessitates learner engagement in intentional language usage since language is functional and must be contextualized. Language development necessitates the learner's active participation in language use that is both functional and contextualized. Language evolves in both its usage and meaning; it is not static. The means of communication through which understanding is transmitted are words (Learners et al., 2012).

English is used as a medium of communication in other nations besides those where it is the primary language, such as those where it is a second or foreign tongue. Speaking is a talent that pertains to English. It needs to be diligently studied and practiced. It can be beneficial for kids to express their views, feelings, suggestions, and remarks in front of others. It was the first item that demonstrated their quality in English. The ability to produce spoken or written discourse is a component of communication competency. Learning English is crucial for a number of reasons, including: (1) improving interpersonal communication; and (2) increasing one's chances of finding employment. The fundamental knowledge in the SMA curriculum According to Sultan Iskandar Muda, pupils should be able to express meanings in short functional texts that are both formal and informal with ease and acceptability in everyday situations. Speaking is a suitable technique to convey our meaning and our words to others. State (Bailey, 2014) provided a helpful difference between the transactional purpose of speaking, which focuses on the exchange of information, and the interactional function, which establishes and maintains social relationships. Speaking ability is therefore a crucial instrument for fostering social engagement.

Five different forms of speaking are suggested by (Brown and Abey 2010:13), as follows: A person who imitates a native speaker's pronunciation is said to be "imitative," as they are primarily focused in what is referred to as "pronunciation." B. Intensive This refers to a person's capacity to understand a conversation's significance in light of its surroundings. c. Reactive It refers to someone understanding small talk, formal greetings, and casual conversation. d. There are two types of interactive interactions. e. Widespread (monologue) Speech, oral presentations, and narrative are examples of extensive oral production; conversely, the potential for oral involvement from listeners is either very rare.

Extensive (monologue) speaking is the speaking kind used in this study for the designing evaluation. Extensive speaking duties frequently require sophisticated, generally long discourse stretches. Visual images, such as pictures, photos, diagrams, and charts, are frequently used to induce speech production. For the lengthy speaking job, a sample cue card is available. Using the aforementioned explanation as a guide, we may conclude that speaking is the most direct and sociable way to explain an idea. Speaking is crucial for enhancing our pronunciation because it focuses on information exchange. Speaking ability is therefore a crucial instrument for fostering social engagement. Speaking is an extremely challenging and complex skill to learn, particularly for pupils learning a foreign language. Speaking ability is a combination of a language's structural and functional aspects, according to Plaisance et al. (2008). It implies that a student's proficiency in a language is not ultimately determined by how well they can use sentences that are grammatically accurate. The most crucial skill to master in order to demonstrate proficiency in the English language is speaking. It is clear from the aforementioned justifications that the capacity to communicate

clearly and effectively is a skill that involves communicating speech sounds in order to articulate and convey thoughts. Students need to be able to talk well while also thinking clearly. But also to become proficient in a variety of areas that will aid in their pursuit of the objectives of speaking.

Speaking evaluation can be a very judgmental matter, and people often associate it to the fundamental pronunciation (Luoma, 2004). Another skill is strategic competence, which requires the speaker to employ the appropriate language in the right circumstances when the dialogue breaks down. The sorts of speaking that will be evaluated, however, may affect how the speaking evaluation is designed.

- a. Grammar
- b. Vocabulary
- c. Fluency
- d. Pronunciation

**Table 1. Speaking Assessment according to (Brown 2010:13, n.d.)**

Speaking Skill	E	G	S	P	Comment
<b>Pronunciation</b>					
<b>Grammatical range and accuracy</b>					
<b>Fluency</b>					
<b>Vocabulary</b>					
<b>TOTAL</b>					

**Table 2. Rating Points**

Criteria	Score	The Range
Excellent	4 Points	86-100
Very Good	3 Points	75-85
Satisfactorily	2 Points	68-75
Poor	1 Points	51-67
	0 Points	0-50

The students will take a test from the researcher, and they must pass the requirements from the assessment guidelines listed in the table. Grammar, vocabulary, pronunciation, and fluency are the requirements. Using the One Minute Talk Technique is a great way to teach speaking. According to Gayathri (2016), the One Minute Talk Technique emphasizes effective speaking and dictating through extempore speech and attentive listening. It takes place in a demanding setting where the listener tries to spot a variety of mistakes. When speakers make mistakes, their opponents "challenger" them. The challenger has the remaining minute to talk on the same subject if the challenge is successful. The challenger has the remaining minute to talk on the same subject if the challenge is successful. There are several awarded points:

- a. Without reiteration, hesitancy, or diversion, the entire 60 seconds were spoken.
- b. mastering the four speaking-related skills of fluency, grammar, pronunciation, and vocabulary.

It can be said that using this strategy helps pupils improve their capacity for critical thought regarding a single problem that will be discussed in class. Taking care of this, It can be intimidating for learners to use this strategy by jumping right into a discussion or presentation, so it can be helpful to start with a quick, enjoyable activity that gets them speaking in front of people. The well-known descriptive text, which asks participants to speak about a specific topic for one minute without reiterating themselves, hesitating, or straying from the point, is used by students to practice speaking in front of a group. This indicates that the one-minute talk technique gives all students the best opportunity to get engaged and actively participate in speaking class. Use of the one-minute talk technique has certain purposes. The one-minute talk technique's goals include enhancing oral language fluency, enhancing pronunciation, emphasizing attentive listening, exercising quick logical thought, and practicing speaking in front of a group. From second grade through adult learners of English as a second language, this method is also suitable for them. Regarding the explanation, the purpose of this exercise is to speak continuously for one minute about a chosen topic. It facilitates the development of speaking, listening, and thinking abilities in a fun atmosphere. One-minute talks can be used in a variety of ways in the classroom, including the following: Each topic should only have one word, Students get a chance to practice conducting conversations outside of the classroom when they are allowed to have open discussions. Students can use those to hone their speaking skills outside of class. There are just three successful challenge grounds.

According to (Brander, 2001), the One Minute Talk Technique process is as follows: A. The instructor instructs the class to form a circle, and B. The teacher instructs the class to pass the hat around. b. The instructor gives the class five minutes to get ready for a one-minute, nonstop discussion of the statement on their slip of paper. d. The teacher instructs the class to form a circle and calls on each kid to deliver their "speech" in turn. a. The teacher tells the class to provide two or three minutes for brief comments following each "speech." The guidelines for a one-minute talk are as follows:

1. The instructor compiles a list of subject matter
2. The first speaker is given a subject and has 60 seconds to try to talk about it.
3. The instructor instructs the pupils on how to challenge the speaker by arguing that they misused a word or phrase, paused too long, or deviated from the topic.
4. When the challenge is presented, the teacher notes how much time has passed.
5. The teacher announces the winner of that round, who receives an extra point, as the person who speaks at the end of the minute.

## **METHOD**

The research design of this study is an experimental investigation. This study uses two variables: speaking skills of the students as the dependent variable and the One Minute Talk Technique as the independent variable. By the academic year 2021–2022, X.1 and X.2 pupils in the tenth grade will be the study's subjects. The design is used to contrast the data collected from the two groups. While the control group is instructed using the conventional method, the experimental group is taught utilizing the One Minute Talk Technique.

**Table3. Model of Research**

Group	Pre-test	Treatment	Post-test
Experimental Group	X1		X2
Control Group	Y1		Y2

Population is a set (or collection) of all elements processing one or more qualities of interest, according to (Arikunto 2010:173). The population of the study in this study was decided upon by the researcher to be the five classes of SMA Sultan Iskandar Muda Medan's tenth grade pupils. The population of X.1 was 32 students, X.2 was 33 students, X.3 was 40 students, X.4 was 43 students, and X.5 was 35 kids, for a total of 183 students. A sample is a group that reflects the entire population of people (Arikunto 174:2010). The research sample was composed of 10 students from the experimental class and 10 students from the control class drawn from the SMA Sultan Iskandar Muda Medan tenth graders, namely from classes X.1 and X.2. The research instrument, according to (Sugiyono, 2012), is a tool used by the researcher when gathering data to make his work easier and to produce better results. It should also be complete and methodical to make the data easy to analyze. Pretest and Posttest portions made up the test. The pre-test evaluated the students' starting point before using One Minute Talk, and the post-test examined the improvement in the experimental group's students' speaking abilities following use of the One Minute Talk Technique. These items will serve as the pre-test and post-test, which entails three processes, for the researcher's data collection. Pretest, therapy, and posttest are those.

The degree to which an instrument measures what it is intended to measure is often referred to as validity. Arikunto (2010) defines validity as a measurement of an instrument's ability to provide the researcher with the relevant data they require. The researchers used content validity to determine whether or not the test could accurately assess students' speaking abilities. The researcher also used the following process to analyze the data: analysis, tabulation, and interpretation.

1. The formula for the t-test is as follows, according to Arikunto (2013:24):

$$t = \frac{Mx - My}{\sqrt{\left[ \frac{\sum x^2 + \sum y^2}{Nx + Ny - 2} \right] \left[ \frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

2. Mean score of the group/class formula :

$$m = \frac{\sum x/y}{n}$$

## FINDINGS

After the researcher conducted the study with both the experimental and control groups, the results were quite similar since YExp was 21,855 and Yctrl was 137,5. It indicated that there wasn't much of a distinction between the two classes. Given the results, it is clear that the One Minute Talk Technique had a substantial impact on the students' capacity to communicate, since some of them were able to speak quickly and confidently even when there was still time left.

To determine if a hypothesis is accepted or rejected, hypothesis testing should be conducted. As a result, it was determined that t-observed (2,05) was greater than the t-table (1,734 according to the value of the t-table at level of significances 0,05). (1,734). As a consequence of the t-finding test's that speaking ability using the one-minute talk technique had a substantial impact on the tenth grade

students at SMA Sultan Iskandar Muda Medan, it can be said that the  $H_a$  hypothesis was accepted and the  $H_o$  hypothesis was rejected.

## DISCUSSION

Here, the researcher went through each student's mean score on the pre- and post-tests from both classes one at a time. And the author provided an explanation of the increase in pupils from both classes. The scores that the students received were used to determine whether they received a high score or a low score. The points might also be determined by how naturally or nervously the kids spoke. The grammatical mean of the point in the experimental class of the pre-test was 1,6, and the pupils in that class continued to receive lower grades. While therapy was also provided in the experimental class after the researcher completed the pre-test in order to determine its impact, we could determine this from the mean point that pupils improved. Therefore, in this instance, the experimental class's mean post-test point was 2,6. Here, the students' ability to speak was evaluated based on how well they pronounced their words. In the experimental class, the mean point comparison between the pre-test and post-test was 1,4 and 2,8, not a comparison. The mean point either increases or decreases. According to the researcher's previous research, some pupils still had trouble telling some things, but the words they created were often sufficient. The mean point in the control class was 1, 2, and 1, 9 when compared between the pre-test and post-test. From this point, the students' ability to produce words while speaking was evaluated. Students in the experimental class improved by 2.5 on average on the pre-test administered by the researcher. Some students were able to achieve the higher score of 4, which they earned for speaking more than 121 words, but many others only received 1 point for speaking less than 100 words, demonstrating that they lacked the necessary communication skills. The post-test mean point for the experimental class was 2.0. Pre-test mean scores for the control class were 1,8, and post-test mean scores were 3,2, which is nearly ideal. In the post-test, the majority of them spoke in lengths of words, albeit pausing sometimes. The pupils' speaking speed was evaluated based on how frequently they paused, repeated the same phrases at once, or even hesitated while speaking. The pre-test and post-test mean points for the experimental class were 1,9 and 3,5, respectively. The data shows that after the class had previously received the treatment, the kids improved by 1,6 points. Pre-test mean point and post-test mean were 2,2 and 2,1 in the control class, respectively.

Grammar, vocabulary, pronunciation, and fluency results for the experimental class ranged from 1,6 to 2,6; 1,4 to 2,8; 2,5 to 2; and 1,9 to 3,5. Grammar, vocabulary, and pronunciation improved, but fluency decreased as a result of some students feeling rushed to think of something to say before the time ran out. As a result, some of them became anxious about what to say and were only able to say a few words, while other students used the One Minute Talk Technique to produce more than 100 words. These students saw the benefits of the technique.

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