

# THE IMPLEMENTATION OF ONE MINUTE TALK TECHNIQUE TO IMPROVE SPEAKING SKILL IN DESCRIPTIVE TEXT AT 7TH GRADE IN SMP 1 JUWANA

Erlina Damayanti<sup>1</sup>, Wiyaka<sup>2</sup>, Sukma Nur Ardini<sup>3</sup>

<sup>1</sup>University of PGRI Semarang, Indonesia

<sup>2</sup>University of PGRI Semarang, Indonesia

<sup>3</sup>University of PGRI Semarang, Indonesia

[erlinadamayanti49@gmail.com](mailto:erlinadamayanti49@gmail.com)

## Abstract.

Numerous pupils can write and read in English but need more confidence to speak the language. The researcher hoped that by applying the strategy of speaking English for one minute per day, pupils would gain confidence, enhance their vocabulary, and become accustomed to pronouncing English words. (1) Determine the extent to which the one-minute talk technique improves the speaking performance of students taught with this method. (2) To determine the extent of the student's speaking performance when the one-minute talk approach is not utilized. (3) Determine if there are variations in speaking performance between students taught utilizing the one-minute talk technique and those who are not. This research design was quantitative-experimental. The population of this study is seventh-grade students at SMP N 1 Juwana, and the sample consists of experimental class 7A and control class 7B. There were substantial differences in pronunciation, grammar, fluency, vocabulary, and comprehension between classes taught using the One Minute Talk technique versus classes taught without the One Minute Talk technique. The statistics validated the hypothesis since the mean score of students in the Experimental Class was 68.62, while the mean score in the Control Class was 53.75. So, the technique must be used to teach speaking, as it could assist the teacher in conveying the subject to students and pique their interest in growing their speaking abilities.

**Keyword:** *One Minute Talk Technique, Speaking Skill, Descriptive Text.*

## 1. Introduction

English is a worldwide language since it is the primary language in most countries. In addition, English is an essential international language to master or study. Several nations, mainly the former British colonies, made English a second language that must be learned after the country's native tongue (Byslina Maduwu, 2016). Students in Indonesia must study learn English as a second language. English is today an essential global language for us. Health, engineering, education, advanced studies, business, technology, banking, computing, and tourism rely greatly on English.

All recent developments in computer programs, online chat features, and website accessibility are handled in English. There was a preponderance of English-language research and data collection. Most students of languages other than English strive to learn it because of its usefulness in international communication. The four pillars of language development in children are not optional. The ability to read, write, communicate, and listen is fundamental to any successful relationship. Skills in speaking and writing were differentiated from those in listening and reading, which were considered receptive. All Indonesian students must take at least one English course per semester. Students from kindergarten onwards who study English as a second language do so to improve their oral and written communication abilities.

According to Parupalli (2019), speaking skills assist learners in establishing themselves in their careers. In the modern world, it has become usual for candidates to demonstrate their abilities during job interviews, and many hiring decisions depend on interview performance. Speaking skills are essential for all students who want to learn English to better themselves professionally, grow their businesses, boost their self-esteem, broaden their employment options, speak in public, go on job interviews, argue in groups, and so on. A person's ability to communicate in the modern world is crucial. Someone with formidable oratory abilities can rule the world. Better communication skills are the key to opening up more professional doors.

Speaking is a productive ability that can be immediately and experimentally seen, according to Brown (2004). Saying results from creative language construction; the speaker chooses the lexicon, structure, and discourse. Speaking is dissimilar to writing. When writing a message, pupils can proofread and correct their work. But, if they talk freely, they tend to make errors immediately after saying the words, making it impossible to rectify their speech. It is difficult for the students because English is not their native tongue. Students only sometimes speak English. Nonetheless, they must tell the native language. Students may experience confusion and have difficulty learning to speak.

Speaking is difficult to learn, making it challenging for teachers to instruct the skill. Speaking would be easier for kids to master if professors could uncover the most effective methods. Middle school curriculums cover a wide variety of textual genres. The purpose, organization, and language features of each document are different. Junior high school students in the seventh grade learn about and read descriptive texts. Descriptive writing, as defined by Wiyaka, B., and Subhan Ansori, I. (2013), is used to paint a vivid picture of a person, place, thing, or event, such as when describing a specific location and explain what makes it unique, when illustrating the most crucial person in your life, or when describing an animal's habitat.

There were numerous instances in which multiple students needed more English proficiency. According to Ardiana Mumtaza, A., Ambarini, R., and Ardini, S. N. (2022) English language learners typically experience difficulties with various facets of their speech, including but not limited to pronunciation, grammar, vocabulary, fluency, and comprehension. According to Samira Al Hosni (2014), most students need help pronouncing words correctly because they lack the lexical and grammatical resources necessary to speak English properly. And because they can't compose sentences in any other language, they stick to their home tongue. Students also tend to avoid speaking up because they are afraid of the judgment of their peers

if they make a mistake. A person's communication ability depends on pronunciation, grammar, fluency, vocabulary, and comprehension. Using this method, kids have an easier time communicating the sounds that represent concepts. Everyone knows that listening carefully to what others say is a prerequisite to responding wisely. A broken part up top makes it impossible for listeners to grasp the meaning.

The investigator used the "One Minute Talk" technique for this study. According to Gayathri (2016), having students give one-minute lectures in front of their classmates and teacher as an "audience" is an effective way to boost their self-assurance. It's a great way to improve your fluency because you must recall relevant words quickly, especially if your teacher gives extra credit for creative answers. Teaching Speaking in Junior High School presents a helpful method for stimulating classroom discussion by introducing the One Minute Talk. In SMP 1 Juwana, a seventh-grade speaking course, students learn to describe things in their own words. In light of the previous, the researcher wished to investigate methods of bettering one's communication skills. First, is there a significant difference in speaking performance between students taught using the one-minute talk technique and those who did not? Second, how is the linguistic version of students who are prepared without using the one-minute talk technique? And third, is there a significant difference between students taught using the one-minute talk technique and those who do not? These questions and more are highlighted in the present study.

## **Review of Literature**

### **Speaking**

Speaking is a critical component of language learning but is also one of the most challenging skills to teach and master. The ultimate goal of most students of foreign languages is to become fluent in that language. Speech is a dynamic process that calls for the active participation of both the speaker and the listener. The ability to express meaning and emotion within the discourse and make sense of it oneself are prerequisites to the listener accepting what we say.

### **Description of the One-Minute Talk**

The BBC radio show Just a Minute (JAM), also known as "one-minute talk," has this feature. Ian Messiter founded JAM, and Nicholas Parsons is currently chairman. When Messiter was in elementary school, and his teacher caught him daydreaming, he devised the idea for this radio show. His professor reprimanded him by making him verbatim recite everything said throughout the lecture. Messiter brought the idea back to life and used it as the basis for a new version of a phenomenally successful game. With over 800 episodes under its belt, JAM has become a global phenomenon perfect for use in language classrooms worldwide. According to this research, a one-minute lecture is like a radio broadcast in the classroom.

### **Descriptive Text**

2. According to Lailatul Husna, Zainil, and Yenni Rozimela (2013), descriptive writing is one in which the author attempts to evoke an image of the subject being described. A description describes a specific thing, location, or person.

## **3. Method**

This research methodology was experimental quantitative research. According to the preceding statement, this research employed a practical design. The objective of empirical

research was to establish a causal link between two events. The researcher aims to identify this single variable. The independent variable changes the dependent and other variables (Ni Made Retnaningsih, 2010).

In this study, the researcher utilized a pre-experimental approach to examine the "One Minute Speaking Method" to enhance students' speaking abilities. The researcher conducted experimental research using pre-test and post-test. The empirical research design as follows:

In this study, the researcher utilized equipment to collect data. The item was used to evaluate the student's spoken communication skills. Pre-test and post-test were the two types of examinations used by the researcher. To administer the study, the researcher requested that the students practice speaking in front of the class. Before teaching the One Minute Speaking Method, these exams are administered to determine the student's speaking abilities.

The pre-test served as a basis for the experiment. It was used to determine the capability of the kids before treatment. The researcher utilized a basic self-description to assess the students' speaking abilities before treatment. While the researcher videotaped, students were asked to practice descriptive speaking on an unidentified or free topic for around three minutes.

Post-tests are used to determine the amount to which pupils have developed after conducting research. Often, a post-test was administered as the final step of the analysis. The researcher performed a post-test to determine the effectiveness of teaching spoken descriptive language using the One Minute Talk Method to seventh-grade SMP N 1 Juwana students. Hence, the researcher observed the difference between giving verbal descriptions before using the One Minute Talk Method to enhance students' speaking skills and after performing the treatment

In this study, the researcher collected data via a test. The test was a spoken test in which students practiced the oral description individually. The students were given three minutes to prepare an explanation based on the verbal topic. Here, the researcher described the rating criteria. It consisted of correct pronunciation, grammar, vocabulary, fluency, and comprehension.

4. Rating of Speaking Ability According to Brown (2004:172-173), oral or speaking examinations were utilized to collect data for this study. Therefore drilling can improve specific components of a student's English speaking skills. The five components are Pronunciation, Grammar, Fluency, Vocabulary, and Comprehension.

5. This study's sample consisted of all seventh-grade students from SMP 1 Juwana. Two hundred seventy-two pupils were separated into eight different courses. For example, the researcher selected 7A and 7B, which had 62 pupils, or 20% of the population.

## **6. Findings and Discussion**

This study aimed to compare the spoken language skills of seventh-grade students at SMP N 1 Juwana who were taught using the "One Minute Talk" technique to those who were not.

Students in the 7th grade at SMP N 1 Juwana in the 2022–2023 school year participated in the study. In this study, two classes were sampled: class 7A as the experimental class that used "The One Minute Talk" to develop speaking skills in Descriptive Text, and class 7B as the

control class that did not use "The One Minute Talk" treatment. In the experimental group, thirty-two seventh-grade students were assigned to practice speaking English independently daily for one minute. In the meantime, 32 students in 7B did not receive treatment.

The researcher has taken the following steps to collect data:

The researcher initially created a research instrument. Using the "One Minute Talk Method," the research instrument was designed to collect data on the element determining students' spoken descriptive achievement. Second, the researcher observes the atmosphere at SMP N 1 Juwana locations 7A and 7B. Thirdly, the researcher provided the students with information on verbal descriptions. They practiced describing their peers or themselves in front of the class; the researcher then videotaped their activities to collect data for the pre-test. The researcher then told the topic verbally using the "One Minute Talk Method."

In this research, the researcher employed a quantitative-experimental approach to collect data, and this was a direct survey in which the researcher made direct contact with respondents. The researcher conducted two group tests. The procedure for data analysis in this study consists of the following steps:

The pre-test served as a basis for the experiment. It was used to determine the capability of the kids before treatment. The researcher utilized a basic self-description to assess the student's speaking abilities before treatment. While the researcher videotaped, students were asked to practice descriptive speaking on an unidentified or free topic for around three minutes.

In this study, the researcher addressed the teaching-learning relationship. Initially, the researcher separated the sample subdivided into an experimental group (class VII A) and a control group (class VII B). Second, researcher asks students to practice spoken descriptive language separately based on the topic, describing persons or places. The researcher provided the students with information about spoken descriptive language utilizing "One Minute Talk" as a post-test medium in the experimental class.

Post-tests were utilized to determine how much students had developed after receiving research. Often, a post-test was administered as the final step of the study. The researcher performed a post-test to determine the effectiveness of teaching spoken descriptive language using the One Minute Talk Method to seventh-grade SMP N 1 Juwana students. Hence, the researcher observed the difference between giving verbal descriptions before using the One Minute Talk Method to enhance students' speaking skills and after performing the One Minute Talk Technique.

The data were evaluated to determine the difference in speaking ability between students taught with and without the "One Minute Talk" technique and to assess the significance of student achievement in improving the speaking ability of SMP N 1 Juwana pupils.

### **1. The speaking ability of students before treatment**

It has been noted that the researcher wishes to determine if there were changes in the results of SMP N 1 Juwana students before and after they were taught speaking utilizing the "One Minute Talk" technique, mainly about improving their speaking skills. As a sample, the researcher attended two classes at SMP N 1 Juwana. The sample consisted of 64 pupils in 7A and 7B.

Before being instructed to utilize the "One Minute Talk Method," the pupils' average score was 55. Based on the median score of the previous diagnostic test, we know that seventh graders at SMP N 1 Juwana have abysmal language skills. The pre-test was given before any treatment was given. And it was an oral exam. **Students' speaking Ability after treatment**

2. The researcher gave a speaking exam to the experimental class again after they had used
3. the "One Minute Talk" technique to improve their public speaking skills. Students taught
4. using the "One Minute Talk" method averaged 68.62 out of 100. In the academic year
5. 2022/23, after being introduced to the "One Minute Talk" technique, the 7A students of
6. SMP N 1 Juwana had a low mean post-test score, suggesting that they had a low level of
7. speaking skill. The post-main test's benefit was gauging the student's progress regarding
8. their verbal skills after receiving therapy.

9.

**10. Students' public speaking skills are not developed using the "One Minute Talk" method.**

7. Two classes were chosen randomly by the researcher at SMP N 1 Juwana. There were 64 seventh graders and eighth graders included in the sample. Class B as a normative sample, pre-test results from seventh graders. The average of the control group was 53.37. The students of SMP N 1 Juwana in seventh grade B were found to have subpar proficiency in spoken English, as determined by the effective mean of the pre-test.

**8. There is a striking contrast in the oratory skills of students taught with and those prepared without the one-minute lecture technique.**

9. After obtaining the scores for the experimental and control classes, the researcher analyzed the results of the scores using a t-test to determine whether there was a significant difference between students taught with and without the One Minute Talk Method. The researcher determined the standard deviation of each group and the standard error of each group's mean. The researcher then decided the standard error of the difference between means. Pre-Test data for the Experimental class have a mean of 55.50, while Post-Test data for the Experimental type have a mean of 68.62. From the statistics, there was a difference in the mean score.

10. Based on the preceding Paired Sample T-test, it can be seen that t obtained 11.24 will be compared to the t-table at a 5% significance level of 2.042. The conclusion is that the t computes greater than the t table. On the other hand, it may be read  $11,24 > 2.042$  based on

the score, which indicates that  $H_0$  is rejected and  $H_a$  is approved, meaning that The One Minute Talk Method significantly affects students' descriptive speaking ability.

## 11. Discussion

The researcher will summarize the findings from The Application of the One-Minute Talk Technique to Improve Oral Communication Skills in Descriptive Writing at the Seventh-Grade Level in SMP 1 Juwana in this paragraph.

The researcher found that the control class students still had work to do to reach proficiency in spoken English based on pre-and post-tests administered to the students. 56% of students received a failing grade, and 43% received a low rate. Mistakes (pronunciation, grammar, fluency, vocabulary, and comprehension) were made across the board when the practice test was given. There was no improvement in the student's descriptive-speaking abilities, as evidenced by the mean score on the pretest being 53.37 and the mean score on the posttest being 53.75.

The study determined that the students improved after receiving "One Minute Talk" therapies. The table revealed that the percentage category grew, particularly in the experimental group. There were 15,63% good students, 25% fair students, and 59.37% low kids. According to the statistics presented above, student performance was considerably improved after the researcher administered treatments. The researcher instructed 7A students to utilize the strategy. The mean score on the pre-test was 55.50, and the post-test was 68.62, indicating that the student's ability to speak descriptive text improved.

12. The descriptive text-speaking ability of students taught with and without the One Minute Talk approach was equivalent. After comparing the t-test score to the t-table score, the researcher found that  $11.24 > 2.042$ , meaning that the t-test is valid.

## 13. Conclusions

14. The researcher hopes to wrap up this study by having students practice their public speaking skills using the "One Minute Talk" method, drawing on the data and discussion presented in the previous chapter. The "One Minute Talk" method has been shown to substantially impact the academic performance of seventh-grade students at SMP N 1 Juwana.

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