

CHAPTER II

SPEAKING SKILL AND ONE MINUTE TALK

A. Student Speaking Skill

1. Definition of Speaking Skill

Speaking is one of part that is very important on the one hand, let us consider the first question: what if we need to improve speaking skills we need to know which skills or which features learners need to develop. In that respect, there are several authors that stated different goals or different dimensions that speakers needed to achieve. Goodwin, for instance, established several goals for a proper pronunciation. She called them ‘functional intelligibility, functional communicability, increased self-confidence, and speech-monitoring abilities’ (Goodwin, 2001: 118). She argued that learners should be able to speak an intelligible foreign language, that is to say, listeners need to understand the learner’s message without huge efforts; learners also need to be successful in a ‘specific communicative situation’ (Goodwin, 2001: 118); they need to ‘gain confidence in their ability to speak and be understood’ (Goodwin, 2001: 118); and finally, they need to monitor and control their own production by paying attention to their own speech. Goodwin specified those abilities that learners need to acquire through certain linguistic features that can be practiced: Intonation, rhythm, reduced speech, linking words, consonants and vowel sounds, word stress, etc. These are concrete speaking aspects in which learners should be trained in order to improve their speaking skills.

Speaking is one of the language skills that human basic needs life apart from the purpose. According to Richards and Renandya (2002:201), “speaking is one of elements of communication”. Furthermore, Effendi (2014) states “speaking is key to communication”. Day by day, people need not only speak to using

their mother tongue but also using a foreign language, especially the international language most of people of the world use it.

According to Kosarand Bedir (2014), speaking skill is an interactive process of constructing meaning that consists of producing and receiving information. Speaking as one of language skills requires communicative competence along with pronunciation, grammar, and vocabulary, fluency and comprehension skill Arismayang (2016). It has an important role in communication. It is the means through which people can communicate with others to accomplish certain goals or to express their feelings, opinions, intentions, hopes and viewpoints. People who speak a language are referred to “speakers” of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill.

Dewi (2016) states that there are several factors that make it possible to make students speaking skills unsuccessful as follows:

a) English is not used outside the classroom or in the community as a foreign language, b) Low of exposure to English in the community and environment, c) learning English on campus lacks emphasis on speaking skills, but focuses more on the structure and enrichment of vocabulary, d) Shame and fear of making mistakes when speaking exercises, e) English is not a primary requirement, unless there is an opportunity to go to an English-speaking country to continue education or tourist visit.

2. Basic Principle of Speaking skill

Speaking is productively skill because it can create many words continuously go on. Some students want to speak in a certain condition or stimuli. an event when the students express freely what the are feeling in front of the class without being shy to his/her friends. Of course it is not far from teacher role, how the teacher make his/her students become active in the class.

Principles can differ from one person to another Richard Zeoli (2019) mentions some basic principles of speaking that must be understood to know the perception of speaking.

a. Stop Trying to Be a Great “Public” Speaker

People want to listen to someone who is interesting, relaxed, and comfortable. In the routine conversations we have every day, we have no problem being ourselves. Yet too often, when we stand up to give a speech, something changes. We focus on the “public” at the expense of the “speaking.” To become effective at public speaking, you must do just the opposite: focus on the speaking and let go of the “public. “Think of it as a conversation between you and the audience. If you can carry on a relaxed conversation with one or two people, you can give a great speech. Whether your audience consists of two people or two thousand and whether you’re talking about the latest medical breakthrough or what you did today at work, be yourself; talk directly to people and make a connection with them.

b. Practice Makes Perfectly Good

Your goal is not to be a perfect public speaker. There is no such thing. Your goal is to be an effective public speaker. Like anything else in life, it takes practice to improve those public speaking skills. We too often take communication for granted because we speak to people every day. But when your prosperity is directly linked to how well you perform in front of a group, you need to give the task the same attention as if you were a professional athlete. Remember, even world champion athlete’s practice every day.

c. Make It Personal

Whatever the topic, audiences respond best when the presenter can personalize their message. It’s a terrific way to get intimate with large audiences. Take the opportunity to put a face on the facts of your presentation. People like to hear about other

people's experiences—the triumphs, tragedies, and everyday humorous anecdotes that make up their lives. Telling stories will give you credibility, and help your listeners engage more often. Whenever possible, insert a personal-interest element in your public speaking. This technique will make your listeners warm up to you, but it also do wonders at putting you at ease by helping you overcome any lingering nervousness.

d. Know Your Audience

Knowing your audience is crucial when it comes to public speaking. Understanding who you are speaking to allows you to tailor your message in a way that will be most effective and engaging for them. It helps you to anticipate the questions and concerns they may have, and to address those in your presentation. It also allows you to use language and examples that will resonate with your audience, making it easier for them to understand and relate to what you are saying. So before you take the stage, take some time to research and get to know your audience. It will make all the difference in how your message is received.

e. Speak to Serve

For a twist that is sure to take much of the fear out of public speaking, take the focus off yourself and shift it to your audience. After all, the objective is not to benefit the speaker but to benefit the audience, through your speaking skills teaching, motivation, or entertainment. So, in all your preparation and presentations, you should think about your purpose.

f. Deliver Your Speech Authentically

Delivering a speech authentically is crucial for engaging and connecting with your audience. When you speak from the heart and let your true personality shine through, confidence will be recognized in your delivery. This can help to establish trust and credibility with your audience, as they will sense that you are being genuine. Use your own voice and language, and don't be afraid to

show your emotions and passion for your topic. Remember, the more authentic you are, the more your audience will be able to relate to and connect with you.

B. Learning One Minute Talk Technique

1. Definition of One Minute Talk

According to Sharifian (2005), as cited in Yusuf (2015) English is used by millions of people around the world. It means that English is a global communication for many activities. The activities encompass politics, economy, science, technology, culture, education, and entertainment (p. 144). English is a compulsory subject included in the curriculum in Indonesia. It is taught starting from elementary school to the university level because the students are expected to develop their communicative competence as the main objective of learning English as a foreign language.

The investigator used the “One Minute Talk” technique for this research. According to Gayathri (2016), having students give one minute lectures in front of their classmate and teacher as an “audience” is an effective way to boost their self-assurance. It is a great way to improve their fluency because they must recall relevant words quickly, especially if your teacher gives extra credit for creative answers.

Furthermore, Brown and Yule (1996:68). Explains that the teacher should prepare a certain form when evaluate students speaking performance. The form includes: type of speech required, grammatical correctness, appropriate vocabulary, fluency or pronunciation, and information transfer. While Brown (2004:265) explains that a communicative test has to meet some criteria: it has to test for grammatical, discourse, sociolinguistics and illocutionary competence as well as strategies competence. Since there are many opinions about methods on how to assess the students speaking skill, it is necessary for the researcher to choose the components that will be used to assess

the students speaking skill in this research the components that are chosen to be assessed are pronunciation, grammar, vocabulary, fluency and comprehension.

Communicative competence involves the ability to produce spoken or written discourse. Spoken discourse is useful to be able to communicate with others. It is in line with Crystal (2003) who states that English is really important to be learnt, such as: (1) as a tool to communicate each other, and (2) to create better chance for job. Therefore, speaking English is crucial to be learnt for communicating and working. Based on the above problems identified, it is important to select and utilize appropriate teaching aids to facilitate learning English and motivate the students to speak. The teacher also need to create a conducive learning atmosphere to make students practice their speaking skill. One Minute Talk technique in Teaching Speaking at Senior High School introduces an effective way to make the students speak during the class. Dixon (2004) mention that the students have to speak for 60 seconds about the topic given without hesitation, repetition or deviation. One of speaking topics studied in SMA Negeri 2 Mempawah Hulu for the elevent grade students is Descriptive text. Descriptive Text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. In this study the writer chose the descriptive text based on the curriculum related to descriptive text. According to Gayathri (2016), The use of one minute talk is helping students to develop confidence by challenging them to speak fluently and confidently, but in front of an ‘audience’ of their classmates and their teacher. It also good fluency practice, requiring the quick recall of appropriate vocabulary; this is especially true if the teacher gives bonus points for especially impressive word choices.

2. Procedure of One Minute Talk

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.

The students 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 Alan Jaelani & Imanda Rizkatria(2020) The procedures or steps of One Minute Talk are as follows:

- a. The teacher gives directions asking students to sit down.
- b. The students listen carefully to the instructions from the one minute talk.

The instructions is :

- 1) Students may only take 1 card in which there is one picture
 - 2) The cards taken are different for each student
 - 3) It is forbidden to copy other students work
 - 4) The time you have to describe the picture is five minute, after that students are asked to come forward in front of the class and speak for 1 minute for each student.
- c. The teacher gives a card that has a picture in it.
 - d. Students are asked to take turns choosing one card
 - e. The teacher gives the class five minutes to get ready to talk to the class one minute incessantly about the statement on their cards.

- f. The teacher calls on each students to deliver their "speech" in turn for 60 second or one minute.
- g. Students are free to describe the topic starting from physical characteristics, size, and color.
- h. When the challenge is given, the teacher notes how much time has passed.
- i. The teacher assesses students with the aspects and assessment sheets that have been provided.

3. Advantages of One Minute Talk

A study is inseparable from the advantages according to Sukamti (2009) states that there are several advantages of using the one minute speaking technique, namely:

a. Theoretical benefits

Theoretical benefits is mean that the research results can be used as the development of a learning theory so that it can be used as a reference in efforts to carry out further research in the aspect of developing the same theory but with different techniques.

b. Practical Benefits

Practical research results are expected to be useful for students who will be studied :

- 1) Mastery of learning materials is better because it uses interesting media and techniques.
- 2) Train students' vocabulary in developing patterns of thought.
- 3) Students understand more and focus on media images so that students can foster their creativity and thinking imagination by describing something through the image according to their own point of view.
- 4) Learning outcomes are more effective for students because they are given the opportunity to express thoughts, ideas so

that they can tell the results of observations through the media of images in good and correct language.

4. Disadvantages of One Minute Talk

In a study, of course, there are drawbacks according to Yuzulia (2020) That is:

- a. Each student has a different level of knowledge and the teacher does not know the abilities of the students, making it difficult to carry out an assessment.
- b. The learning achievements of each student can be different, so it is quite troublesome to evaluate and handle these achievements, it takes extra effort from all learning components to achieve the goals as planned from the start.

In conclusion, there are several advantages in learning speaking, especially in this technique students can independently manage their learning methods, provide equal opportunities for each individual, encourage self-confidence, responsibility, focus, hone abilities, increase student motivation, take part part in guiding and accompanying students and directing them to more effective and directed learning.

C. Previous Study

Previous research is an important element whenever researchers conduct research, this previous research is proof that a scientific work written by the author is pure scientific work and can be accounted for. One of the important things in reference to previous research or previous research is to be a comparison with research that will be carried out by researchers in the future. The researcher did not find research with the same title as the researcher's research title, but the researcher raised several studies as references in enriching the study material in this study.

In other research on speaking skill with the title “Improving Speaking Skills through the application of the show and tell method”.this research was conducted in 2017 by Maya & Desak. The assessment was carried out when the students spoke through the media of picture series in their own

language with the appropriate pronunciation and intonation. The assessment took place objectively. Referring to the research analysis of cycle I, the average score on students' speaking skills was 11.9. Based on the results of the first cycle observations, there were fourteen students who received less .Based on the number of individual completeness, the learning completeness achieved is only 73.8%. it was concluded that the research conducted in cycle I had not yet reached the expected standard of completeness. Therefore, the researcher conducted cycle II with the hope that it would be able to further improve students' speaking skills through media picture series in Koto Aur Malintang. Based on data from observations in cycle I, the researcher felt it was necessary to prepare a learning implementation plan with all the components to be carried out in cycle II with the hope that the teacher could further improve students' speaking skills through media picture series. The learning process that starts with the teaching preparation phase when competencies and methodologies have been identified, will assist teachers in organizing standard material and anticipating students and problems. The process of delivering speaking skills learning material that has been going on so far only asks students to tell about their experiences by conducting questions and answers. Even though the learning process can be done more creatively so that it is fun for students, namely by using more varied media and learning that is not monotonous by giving time for students to do fun activities such as singing while clapping. For this reason, it is hoped that teachers will better understand the components of teaching preparation.

The same two studies were also conducted by Asnimar. In a study entitled “ Improving English Speaking Skills Through Game Techniques” this research was conducted 2019. From the results of process assessment, reflection, and discussion as well as research discussion, it was concluded that media games were able to improve English speaking skills of class VII.3 students of SMPN 3 Pekanbaru. Based on data from cycle 1 to cycle II, there was an increase of 15.43%. In cycle 1 for classical completeness it only reached 70.39% while in cycle 2 it had reached 85.82%. students did

not complete in cycle II to increase to 25 students who completed and 5 people who did not complete. There were several things that were noted by researchers in cycle II, namely: (1) Not many students had problems in pronouncing certain words in English; (2) The students' grammar skills have almost no significant mistakes. This can be seen when they describe what their speaking partners are asking for; (3) when they are talking explaining questions their speaking partner almost does not find them suddenly stopping or stuck due to limited mastery of vocabulary and ideas; (4) Almost always understand what is being asked or explained by the interlocutor; 5) students can speak fluently.

In other research on speaking skill with the title “Improving Students Speaking Skills through the use of Picture Series Media”. This research was conducted in 2016 by Tana. The assessment was carried out when students spoke which consisted of four aspects, namely; (1) Courage in telling stories, (2) Fluency in telling stories, (3) Conformity of story content with pictures, and (4) Pronunciation and intonation. Based on the assessment data in cycle II, the average score obtained by students was 13.2% with a completeness percentage of 82.5%. So, it can be said that the teacher has succeeded in teaching students, it can be seen from the results of the assessment. So an assessment of the process and student learning outcomes can provide an overview of the abilities of each student in the process of learning speaking skills through the media of picture series in their own language using the appropriate pronunciation and intonation. Improving speaking skills can be done through picture series media by telling picture series media using their own language with appropriate pronunciation and intonation. In cycle I, the average percentage of the four aspects of speaking skill obtained was 73.8%. Whereas in cycle II, the average percentage of the four aspects of speaking skills acquired was 82.5%. Improving students' speaking skills is also supported by the preparation of learning implementation plans based on the curriculum and all its supporting components, which consist of indicators, steps learning, media and assessment.

Based the data above, the researcher conclude One minute talk is an effective method to improve students speaking skill at the class. So, the students can esy to express their feeling, their idea when they speaking when ever them. Especially, the students speaking skill at the Eleventh Grade of SMA Negeri 2 Mempawah Hulu.