

**CHAPTER II**  
**STUDENTS SPEAKING SKILLS BY USING ONE MINUTE TALK**  
**TECHNIQUE**

**A. Theoretical Framework**

**1. The Definition of Speaking Skill**

Speaking skills are the skills of using language to communicate using words spoken directly or communicating through social media to interact. Speaking is part of the four language skills of reading, writing, listening, and speaking, where all four skills are known as productive skills. The essence of speaking skills is to communicate orally Speaking is the most important part of learning, especially in English lessons, communicating using a second language is clear and efficient contributing to the success of learning in schools. because in the classroom students are required to always speak in expressing opinions. Speaking is something that must be mastered by students, especially junior high school students, because based on the 2013 Curriculum, students are required to be active in the classroom, including in English learning, students are required to use English during these class hours. There are many things why people should talk to each other, the reasons for building and maintaining social relationships, using the one-minute talk technique can also describe a thing about animals, humans, and other objects as a topic of conversation.

Clark and Clark (1977:3) define communicating as related to listening and speaking, when speaking people can express their thoughts through words and feelings, with the intention that they want others to be able to understand what they express. Speaking is a speech from our daily activities Thornbury (2005:8). While Underwood (1997:7) says that speaking is an active interaction between the speaker and the listener that involves thoughts and emotions in speaking there are three areas of knowledge namely pronunciation, grammar, and vocabulary, this is the correct ability to use in speaking. Finocchiaro (1983:32) explains that there are six important things

to consider in speaking skills. There are: (1) Knowing what the learner wants to say, (2) choosing the words they was use, (3) choosing words that contain meaning, (4) using the correct wording, (5) ensuring appropriate words, and (6) placing the tongue and lips in certain positions to produce the appropriate tone. Speaking is an interaction that builds a meaning that involves one being able to produce and receive then get information" (Brown & Yule, 1994; Burns & Joyce, 1997). Speaking is the first assessment in English language learning and every learner must speak in English. This statement means that the obligations, and tasks, of being learners must be followed in learning, although we still find some students who speak little or even passively in the classroom, it is due to many things including students being embarrassed when asked by their teacher to speak in front of the class, the limited vocabulary they have and they are afraid to convey ideas.

## **2. The Concept of Speaking Skill**

Speaking is communicating in ordinary voices, by pronouncing words using language, and expressing oneself with words, then a kind of making speech (Hornby, 1987). From the definition above we can conclude that speaking is an important skill that we use in communicating using words, speaking is used to communicate with people in expressing ideas. (Harmer, 2002), English language skills require several elements to have, namely:

1. Speech related to English speakers must be effective and able to use speech that is clear and clear, in the classroom a teacher must involve students in oral speaking activities aimed at improving their speaking skills.
2. An expressive device, the British changed the tone and pressure of a certain part of speech, varying the volume and speed. Using this device can contribute to the skill of conveying meaning, in this case, students are expected to be able to convey expressions and emotions so that they can become effective communicators.
3. Lexis and grammar, when we speak orally are characterized by the use of lexical phrases, in certain language functions. Therefore, in learning activities, the teacher must provide various phrases with different

functions, for example, greetings, agreeing, and disagreeing.

4. Negotiation language, the effective benefit of using negotiation language is that the language we use can refer to the structure of what we say. When we speak, we not only master the amount of vocabulary but must also know the grammatical structure so that what we convey can be accepted by whoever hears it. Speaking learning is a process to improve speaking skills, speaking skills we can start by learning to pronounce the language, then practice it without fear of being wrong. In this case, the teacher can train students to speak orally. Below are the components in the analysis of the speaking process.

### **3. The Aspect of Speaking Skill**

#### **a. Pronunciation**

Pronunciation is a step for students to produce clear language when speaking students can communicate effectively when they can manage good intonation even though their vocabulary is limited. Pronunciation usually refers to words or habits. So, it can be concluded that pronunciation is a student's strategy to produce words with clear speech when they are speaking (Kline, 2001:69). In addition to the pronunciation of the sounds of language, there are aspects of speech namely easy to understand, including lip movements, sounds, intonation, body gesture, body language even eye contact (Fraser, 2001, 6). Based on this definition, pronunciation has aspects, namely lip movement, sound, intonation, body gesture, body language, and eye contact.

#### **b. Vocabulary**

In improving vocabulary speaking skills are needed for success in using language. It can be said that the key to successful speaking lies in the power of words. For that, we as students are required to be able to memorize vocabulary for fluency in speaking especially speaking English. In improving vocabulary speaking skills are needed for success in using language. It can be said that the key to successful speaking lies in the power of words. Vocabulary means the word we choose that is

appropriate and important when it comes to speaking. When we know more vocabulary, it was be easier for us to express ideas and feelings orally and in written form. In everyday life, vocabulary is widely used and familiar to people (2003,87). This means that vocabulary is not unfamiliar in everyday life vocabulary is familiarly used in everyday life, and vocabulary is the basis of language learning. Students should know how to name each word.

c. Grammar

Grammar is very necessary for every student in compiling an appropriate and correct sentence in written and oral form. Grammar is a systematic way to find out speakers or listeners who know the language, this can be done so that the results of all utterances are formed properly and precisely when speaking (Purapura, 2004.6). In addition, the grammar stated by Nelson and Greenbaum (2002:1) grammar is the rule we use in combining words in the language. Grammar functions to compose correct sentences based on their contents and also to prevent misunderstanding.

d. Fluency

Fluency is the ability to speak fluently, and easily understood and the resulting intonation is precise and appropriate. Fluency is used in a free-spoken language without limitations in the teaching and learning process, which means that a teacher allows his students to express what they want to say without correcting the goal so that students can speak fluently even though what they say is not true (Pollard 2008:16).

e. Comprehension

Comprehension is the ability to understand a text in formulating a situation in the meaning of a sentence. Comprehension In learning English as a second language is more difficult to learn because it cannot be seen verbally but must be interpreted directly and indirectly by researchers and educators. Understanding refers to students fully understanding the nature of research when the steps are difficult and contain a risk (Cohen et al, 2005:51

Based on the explanation according to experts regarding aspects of speaking skills there are 5 aspects of speaking skills, namely, the first pronunciation is the first step for students to produce clear language when they are speaking, even with limited vocabulary students can communicate effectively and adjust their speech intonation. Second vocabulary, vocabulary is needed for language learning, and we as students are required to memorize vocabulary for fluency in speaking because when we learn a lot of vocabulary, it was be easier for us to speak. Third grammar is also needed when we want to compose appropriate and correct sentences in written and spoken form because grammar is the rule that we use in combining words in a language.

The fourth fluency is the ability to speak fluently and easily understood and have the appropriate intonation. In this case free to speak in the learning process, a student teacher has let his students express whatever they know the goal is so that students can speak well. Fifth comprehension, comprehension is the ability to understand a text in Concluding something in the meaning of a sentence, understanding in English is more difficult to learn because it cannot be seen verbally but must be direct, understanding here refers to students who can understand the steps and their nature. The fifth aspect to support the technique that the researcher uses, namely the One Minute Talk Technique in improving students' speaking skills.

#### **4. Strategy in Speaking**

When we become educators, we must have a teaching strategy that is used in the learning process. (Zulfiah et al. 2018) state that teachers can achieve teaching success when they have a strategy for their learning. According to (Maulidar et al. 2018) when the learning process uses a teacher's strategy it can determine success in achieving its learning objectives. From this definition, we can conclude that the success achieved by students in a lesson depends on the material provided by the teacher, when in class the teacher and students can work together in interaction so that the learning process can be effective.

(Sari Dan Zainil, 2020) stated that teacher and students must be active when the learning process takes place to achieve an effective learning process because each teacher teaches with the right strategy for students and students can also respond well so that it can produce increased learning as expected by the Teacher and students. Speaking in English is not an easy thing to do, so a teacher must use the right and appropriate strategy in the teaching process. (Saragih et al, 2019) said that in the teaching process, the teacher can use any strategy to achieve the expected goals. According to (Kayi, 2006) when in the process of teaching speaking there are several strategies such as:

a. Discussion

In the learning process in the classroom teacher often use the discussion method, this method is used to make students actively communicate with classmates. In this discussion method, the teacher gave students topics to discuss with other students. Then after that, the students conveyed the results of their discussion on the topics that have been given by the teacher. (Hadriana, 2008) when the teacher conveys a topic, there was be a discussion that can create an active activity in the learning process. With this discussion method, students can also directly speak orally with other students, not only that students can also express opinions, and can express themselves for this reason, this method can improve students' speaking skills.

b. Story Telling

When the teacher uses the storytelling method to convey material, students can listen and conclude the contents of the story that the teacher conveys. Besides the teacher, students can also tell about themselves in front of the class, this is a strategy that can help students speaking skills if they continue to do this. (Zuhriyah, 2017) states that the use of storytelling strategies can improve students' thinking patterns to be active in expressing opinions besides that students also get a lot of English vocabulary and can memorize it.

c. Picture Describing

In addition to the strategy of storytelling, the teacher can also use the strategy of picture describing in the teaching process, the strategy of picture describing can help students to remember the words they was convey, and the strategy of describing pictures can help improve students thinking. Based on (Nurdini, 2018) using a strategy of picture description can make the class atmosphere more active in receiving material. The strategy used by this teacher can help students in providing an understanding of learning.

d. Role Play

This strategy can be used by teachers to improve students speaking skills because students can feel happier when they are invited to play while talking. In this strategy, students not just play but the teacher was provide information or instructions about the game, for example playing cooking student becomes a chef and the teacher acts as a food buyer, through this game students was be more active in speaking English. According to (Syafitri, 2018) when doing role play students can improve speaking skills, because through the game students are required to speak to develop speaking skills, and it is clear that this strategy is very simple and can help.

e. Simulation

Simulation is stated to be more difficult than role play, in this strategy students are asked to bring material in carrying out a performance. Then the tools that students bring to be used in simulation performances, for example, students are asked to be comedic so students bring a microphone to use when they do comedy in front of the class. (Hardianty et al, 2013) Stating that this activity can be beneficial for first-time students, it can entertain and increase students' confidence in speaking, and this means that this strategy can improve students' speaking skills.

f. Drilling

According to (Larosa et.al, 2020) drilling is a verbal practice strategy in the repetition of practice that can lead students to improve their speaking skills in English. In this strategy, students repeat or explain again according to their language about what the teacher said, and of course, this strategy can help students say the words they know to improve their speaking skills, with this strategy, students can repeat back what they find difficult to pronounce.

g. Conversation

A conversation is a communication that is usually carried out by two or more people in discussing a topic. According to (Romadlon, 2016) when we communicate with someone it is a conversational practice that can facilitate students in the context of improving communication skills. In addition, this strategy can interact verbally with students in using English, therefore this strategy can help students improve their speaking skills.

## **B. Definition of One minute talk**

One minute talk technique is one of the techniques that the researcher used to improve speaking skills in students in a way, students were be asked to advance in the classroom one by one then the researcher provided a topic about humans, animals, or objects and later students described the topic during one minute using English but, in this case, the researcher does not allow students to use notes. According to Gayathri (2016), using a one-minute talk helps students to develop self-confidence by challenging them to speak fluently and confidently, but in front of the 'audience' of their classmates and their teacher. This is also a good practice of fluency, which requires a suitable quick memory vocabulary; this is especially true if the teacher gives more points for a special impressive choice of words

## **C. The Concept of One Minute Talk**

One-minute talk is a technique that can be used by teachers in teaching speaking English at school, this technique is used for students to improve their



speaking skills by speaking for one minute in front of the class. The use of this technique is very simple, each student was be given a different topic, the topic can be about animals, humans, and objects, then students are asked to describe or explain the topic in front of the class for one minute without repetition, without hesitation and embarrassment, students are also not allowed to take notes. But before students practice speaking in front of the class, the teacher was given time for students to observe, think and practice at their desks. When speaking for one-minute students must follow the assessment guidelines set by the teacher, namely grammar, vocabulary, pronunciation, and fluency. This practice is done individually. So, the Points in this technique are awarded for: 1. Speak in front of the class for one minute without repetition, without hesitation and embarrassment, and the topic does not deviate. 2. Mastering the four speaking-related skills of fluency, grammar, pronunciation, and vocabulary. So based on the assessment above this technique can improve their speaking skills, besides that, it can also develop their thinking skills about a topic.

According to (Brander, 2001) the one-minute talk technique is as follows, the teacher instructs students to form groups and make a circle, the teacher gives five minutes for students to prepare before practicing speaking for one minute, and the teacher calls students to deliver a speech. Then after practicing the teacher ask several people to provide comments to students who have already given speeches, in speaking one minute must follow the following guidelines:1 The teacher compiles a list of material, 2. Students are given a topic and one minute to describe it, 3. The teacher instructs how to comment on errors in using words or phrases, 4. While the practice is running the teacher records some time that has passed, 5. The teacher informs the winner in practice speaks for one minute and gives points. According to Gayathri (2016), the One Minute Speech Technique emphasizes speaking and dictating effectively through extemporaneous speech and listening intently. It takes place in a demanding setting where listeners try to find various faults. When speakers make mistakes, confront them and "challenge" them. The challenger has minutes remaining to talk on the same subject if the successful challenge. The

challenger has minutes remaining to talk on the same subject if the successful challenge. There are several points awarded:

#### **D. The Advantages of One Minute Talk Technique**

The advantage of using the one-minute talk technique in teaching speaking skills, according to Pertiwi (2017), first, it can help students develop their level of confidence by challenging them to speak in front of their classmates and teachers. This technique is good for use in facilitating speaking, in this technique the researcher was given bonus points to each student who speaks in front of them with, no repetition in speaking the appropriate pronunciation, mention of the right vocabulary, and appropriate grammar. In this technique it seems very fun because each student got the opportunity to come forward to talk for one minute about the topic that has been given by the researcher, then students were described tell the topic. In this technique, students tried to think about what they were say when they come in front of the class later, in carrying out practice students are not allowed to take notes, but before coming forward students are given time to study at their respective desks. Furthermore, at the end of the application of this technique, the researcher provides feedback to each student to help correct mistakes that have been made which aims to improve students' speaking skills.

#### **E. Implementation One Minute Talk Technique Teaching Speaking at Junior High School**

Applying the one-minute talk technique in improving students' speaking skills with five steps for implementing the one-minute talk technique in English class. According to Dixon (2014), there are five steps in implementing one minute talk which is described as follows:

##### **1. Setting**

The assigned teacher divides the class into three groups arranged randomly consisting of three participants.

## 2. Preparing a topic

The researcher has prepared three topics related to the lesson about descriptive text participants namely, about Cat, President Joko Widodo and House.



1. Cat



2. House



3. President Joko Widodo

## 3. Rules

The researcher briefly explained the rules for using the one minute talk technique to the students. First, the speakers each chose the group must take the paper from lottery bags; according to this rule, they couldn't change the topic after that has been withdrawn. Second, the speakers are limited to talk about the assigned topic continuously for a minute without anything preparation. Third, pauses are allowed up to three seconds, and use that filler showing doubts like um, hmm, and the type is not recommended. Finally, the speaker must avoid.

## **F. Procedures of Teaching Speaking by Using one-minute talk Technique**

The procedure of the one-minute talk technique is as follows, the teacher instructs students to form groups and make a circle, the teacher gives five minutes for students to prepare before practicing speaking for one minute, and

the teacher calls students to deliver a speech. Then after practicing the teacher asks several people to provide comments to students who have already given speeches, according to (Brander, 2001) in speaking one minute talk must follow the following guidelines:

1. Some time that has passed the teacher compiles a list of materials,
2. Students are given a topic and one minute to describe it,
3. The teacher instructs how to comment on errors in using words or phrases,
4. While the practice is running the teacher records,
5. The teacher informs the winner in practice speaks for one minute and gives points.

#### **G. The relevant research**

Related to this research is using the one-minute talk technique, to avoid the same title used in this study the authors show relevant research. According to Syafi'i 21, relevant research is needed in observing previous research conducted by other researchers where their research is relevant to our research. The following is research from several researchers:

##### 1. Research from Delviana 2014

In 2014 Delviana conducted research entitled *The Effect of Using One Minute Talk on Students' Ability at SMAN 1 Lubuk Dalam Siak Regency* to find out which students were taught and who were not taught using the just-a-minute game technique she concluded that there was a significant difference between students who learned and those who did not learn using the game for only a minute.

##### 2. Research from Mega Yulia Sinaga et.,al (2022)

In Mega Yulia Sinaga et., al conducted research entitled *The Effect Of Speaking Ability By Using One Minute Talk Technique To The Tenth grades Students Of SMA Sultan Iskandar Muda*, The researcher used the one-minute talk technique to hide the effect of speaking skills on the tenth graders of SMA Sultan Iskandar Muda Medan. This study aims to cover students' speaking skills by using the one-minute talk technique. In this study the

researchers used a quantitative experimental, the study population was 20 students who were randomly selected from 105 students enrolled in the tenth grade of SMA Sultan Iskandar Muda Medan, in this study the researchers used the experimental and control groups, the test scores in this study were taken orally. To calculate the data the researcher used the t-test formula. In this study the one-minute talk technique showed a significant increase in some students' self-confidence when researchers used the one-minute talk technique, in this study students were encouraged to speak quickly and work hard to express themselves.

3. Research From Erlina Damayanti et.,al (2023)

In Erlina Damayanti, Wiyaka, Sukma Nur Ardin, conducted research entitled The Implementation Of The One Minute Talk Technique To Improve Speaking Skill In Descriptive Text At 7<sup>TH</sup> Grade In SMP 1 Juwana, This study aims to compare the ability to speak directly in grade 7. In this study, the researcher implemented the one-minute talk technique. The design of this study was a quantitative experiment. In this study two classes were taken, Experimental class 7A which used the one-minute talk technique to develop speaking skills in Descriptive Text, and Control class 7B which did not use the one-minute talk technique, had differences in pronunciation, grammar, fluency, vocabulary, and comprehension. between classes taught using the one-minute talk technique. In this study, it was determined that students improved after using the one-minute talk technique.