IMPROVING SPEAKING SKILL BY USING ONE MINUTE TALK TECHNIQUE TO THE TENTH GRADE STUDENTS OF SMA NEGERI 4 PALEMBANG

A Thesis by

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English Education Study Program

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF TRIDINANTI PALEMBANG2021

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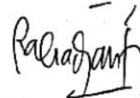University of Tridinanti Palembang

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Advisor I

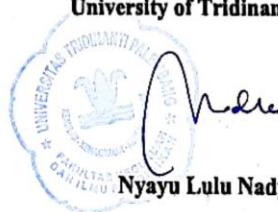Dr. Hj. Gaya Tridinanti, M.Ed

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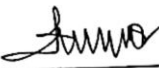
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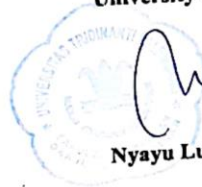This thesis was defended by the writer in the Final Program Examination and was approved by the examination committee on:

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Date : 21th April 2021

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University of Tridinanti Palembang

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DEDICATIONS

This thesis dedicated to:

~ Allah SWT for blessing me to finish this thesis and the prophet Muhammad

SAW as my role model

~ My beloved parents, thanks for affection and encouragement

~ My beloved brothers and sisters. Thanks for the support

~My Advisors, Dr. Hj. Gaya Tridinanti, M.Ed and Rahma Dianti, M.Pd.

Thanks for guiding me to finish this thesis

~ My Lecturers, thanks for the knowledge

~ All of my friends. Thanks for supporting me.

Motto

~ *"Education is the most powerful weapon which you can use to change the world"*

— Nelson Mandela-

~ *"Men are created the same. Then, some learn"*

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Finally, the writer would like to express her deepest appreciation to her parents, brothers and sisters for their love and help. She would also like to tend her gratitude to her friends for their support and encouragement.

Palembang, April 2021
The Writer

Anggun Wulandari

Pernyataan

Saya menyatakan dengan sebenar-benar nya bahwa seluruh data, informasi dan interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penilaian, pengelolaan serta pemikiran saya dari pegarahan pembimbing yang ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan unsur-unsur jiplakan, Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan. Serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 tahun 2003. Pasal 25 ayat 2 dan pasal 70.

Palembang,   April 2021

Mahasiswa

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ABSTRACT

This study was aimed for finding out: (1) whether or not it was significant improvement on speaking skill by using one minute talk technique, and (2) whether or not there was any significant difference in speaking skill between the students who were taught by using one minute talk technique and the students who were not. Quasi experimental research was used in this study. There was 46 students as sample, 23 students for experimental group and 23 students for control group. The sample was taken by using purposive sampling. The data were collected by using speaking test. To verify the hypotheses, the data were analyzed by using Paired Sample T-test and independent Sample T-test. The calculation was done by running SPSS program. Based on the data analysis, it was revealed that there was a significant improvement of students' speaking skill. It was proved by the result of paired sample t-test with t obtained (15.029) was higher that t- table (1.574) and the significant value (0.00) was lower than α (0.05). It indicated that students' speaking skill was improved. In addition, the result of independent sample t-test showed that t-obtained (3.225) was higher than t-table (2.015) and the significant value was (0.02) was lower thanα (0.05). It indicated that there was a significant difference in students' speaking skill between those who were taught by using one minute talk technique and those who were not.

Keywords: One minute talk , descriptive text, speaking skill

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CHAPTER 1

INTRODUCTION

This chapter presents (1) background, (2) problems of study, (3) limitation of the problem, (4) formulation of the problem, (5) objectives of the study, and (6) significance of the study.

1. Background

Every country in the world has their own language. These languages are the tool for communication between one person to others. But basically language is not only for communication but also for sharing ideas, thoughts, opinions and feelings. Language is used in daily activities. Without language people will be difficult to have an effective communication and there will be misunderstanding among people (Riyani, 2016, p.1). English also takes part as a means of communication not only in the countries that use English as a first language but also in other countries that use English as a second or foreign language.Among nations it serves as a lingua franca. It is spoken, learnt and understood even in those countries where it is not a native's language. English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism, etc. All our software advances nowdays, the communication facilities are available to us through internet, our access to a variety of websites, are all being carried out in English. Most of the research works are conducted and compiled in English.

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).Based on Kemendikbud (2013), 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. 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.

However, it seems that spoken English is a complex and challenging skill to be mastered. As the result, students' speaking skill are still low. This condition is influenced by many factors, such as: students have low motivation is speaking class, they feel shy and unconfident when they are asked to speak up their mind and ideas, and they sometimes feel afraid of making mistakes. Akhyak and Idramawan (2013),Indonesian students are still in the low level of speaking accomplishment. The students tend to be shy to speak in order to share their ideas. Based on Mattarima and Hamdan's study (2011), most of EFL learners from senior high schools in Makassar were passive and shy to use English in the real communication. They focused more on function and structure when they wanted to speak and it made them afraid of making mistakes. Even, they had no

room for practicing their spoken English after going home from school so it could reduce their motivation in learning spoken English.

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. Dixion (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 4 Palembang for the tenth 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.

In the light of all the description above the writer was interested to conduct a study which focused on improving speaking skill by using one minute talk technique to the tenth grade students of SMA Negeri 4 Palembang, most of the students had problem in their speaking skill. They felt shy and unconfident when they were demanded to speak.

1.2   Problem of the Study

1.2.1 The Limitations of the Problem

From the background of the study, there are some problems concerning with speaking skill. The problems of the study were limited to: (1) students' low achievement on speaking skill, (2) the teacher's teaching variety is monotonous, and (3) the students lack opportunity to practice speaking skill.

1.2.2 The Formulations of the Problem

Dealing with the limitations of the problem above, the problems of the study were formulated into the following questions:

(1) Was there any significant improvement on speaking skill by using One Minute Talk technique to the tenth grade students of SMA Negeri 4 Palembang ?

(2) Was there any significant difference on speaking skill between the tenth grade students ofSMANegeri 4 Palembang who were taught by using One Minute Talk technique and those who were not?

1.3   The Objectives of the Study

Dealing with the formulations of the problem, the objectives of study were as follows:

(1) To find out whether or not there was any significant improvement on speaking skill by using One Minute Talk technique to the tenth grade students of SMA Negeri 4 Palembang.

(2) To find out whether or not there was any a significant difference on speaking skill between the tenthgrade students of SMANegeri 4 Palembang who were taught by using One Minute Talktechnique and those who were not.

1.4   The Significances of the Study

The writer hopes that after completing this study, it will give positive feedback for the improvement of teaching English quality, especially for the students, the teachers of English, the writer herself, and the other researchers.

(1) For the students

The process of the study can help the students to improve their speaking achievement and increase their awareness about the importance of English oral communication.

(2) For the teachers of English

The result of this study will be useful for teachers of English. The teachers can use One Minute Talk technique as an alternative for their teaching varieties in speaking class and it can encourage the teachers to be more creative in creating good teaching atmosphere.

(3) For the writer herself

The process of the study will be useful for the writer to improve the writer's teaching performance in the class. It also gives the writer experience in conducting a scientific research and writing a scientific report.

(4) For the other researchers

The result of this study canbe used as a reference for the other researchers to conduct a similar or further study focusing on investigating the use of One Minute Talk technique.

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