

## IMPROVING SPEAKING SKILL BY USING *JUST A MINUTE* TECHNIQUE

**Nurma Yunita**

UIN Sultan Maulana Hasanuddin Banten  
[nynita17@gmail.com](mailto:nynita17@gmail.com)

**Anita**

UIN Sultan Maulana Hasanuddin Banten  
[anita.ftk@uinbanten.ac.id](mailto:anita.ftk@uinbanten.ac.id)

**Siti Sa'diah**

UIN Sultan Maulana Hasanuddin Banten  
[siti.sa'diah@uinbanten.ac.id](mailto:siti.sa'diah@uinbanten.ac.id)

### Abstract

Tujuan dari penelitian ini adalah untuk mengetahui peningkatan keterampilan berbicara siswa dengan menggunakan *Just A Minute* teknik. Penelitian ini menggunakan metode Quasi Eksperimen dengan dua kelas sebagai sampel, yaitu kelas XI A sebagai kelas eksperimen, dan kelas XI B sebagai kelas kontrol. Peneliti menggunakan pre-test dan post-test sebagai instrumen penelitian. Analisis data dalam penelitian ini menggunakan analisis uji-t. Berdasarkan hasil penelitian, peneliti menemukan bahwa rata-rata nilai pre-test untuk kelas eksperimen adalah 53,57 dan rata-rata skor post-test adalah 70. Sementara itu, rata-rata nilai pre-test untuk kelas kontrol adalah 56,42 dan rata-rata post-test 60,23. Berdasarkan hasil analisis uji-t, diperoleh nilai  $t_o (2,62) > t_t (1,68)$  dalam derajat signifikan 5% dan  $t_o (2,62) > t_t (2,42)$  dalam derajat signifikan 1%. Ini berarti bahwa hipotesis alternatif ( $H_a$ ) diterima dan hipotesis nol ( $H_0$ ) ditolak. Dengan kata lain, dapat disimpulkan bahwa terjadi peningkatan kemampuan berbicara siswa dengan menggunakan *Just A Minute* teknik.

**Kata Kunci:** *Just A Minute Teknik, Kemampuan Berbicara, Quasi-Eksperimen*

The aim of the study is to determine the students' improvement in speaking skill by using *Just A Minute* Technique. This research uses the Quasi-Experimental method with two classes as sample, namely class XI A as the experimental class, and class XI B as the control class. The researcher used pre-test and post-test as research instruments. Data analysis in this research uses t-test analysis. Based on the research results, the researcher found that the average pre-test score for the experimental class was 53.57 and the average post-test score was 70. Meanwhile, the average pre-test score for the control class was 56.42 and the average post-test 60.23. Based on the results of the t-test analysis, values were obtained to  $(2,62) > t_t (1,68)$  in degree of significant 5% and to  $(2,62) > t_t (2,42)$  in degree of significant 1%. This means that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. In other words, it can be concluded that there is an increase in students' speaking abilities by using *Just A Minute* Technique.

**Keywords:** *Just A Minute Technique, Speaking Skill, a Quasi-Experimental*

## INTRODUCTION

Speaking is an oral communication technique in which the speaker conveys a message to the listener. According to Brown (2004), speaking is the skill most valued by students in real life situations. The capacity to communicate in English is essential for improving one's job, business, and self-confidence.

Mastering the ability to speak English is in fact not easy. In terms of speaking English, a large number of high school foreign language learners find it difficult to speak English. Heriansyah (2012), in his research stated that students frequently experience difficulty speaking English during the teaching and learning process because they do not know what to say, so they remain silent, they feel insecure, they are afraid of making mistakes when speaking English, they lack vocabulary, and they are not used to speaking English in class. In another study, Putra (2016) stated, that students had difficulty speaking English because the teacher's learning methods and tactics were not changed, and the material and media employed were not developed.

Supported by the difficulties found above, based on the results of interviews in preliminary research conducted by researcher with English subject teachers at MA Muhammadiyah Kubangkondang, difficulties in speaking English were also experienced by eleventh grade students of MA Muhammadiyah Kubangkondang. The difficulties they experience when speaking English are they are afraid of making mistakes when speaking English, lack of vocabulary to speak which in the end they are not able to compose words to say, lack of confidence, not used to speaking English in class, learning methods and techniques the teaching methods used by the teacher are also less varied, the teacher is only fixated on the methods and techniques that are often used, so that students' opportunities to explore themselves in speaking English are limited.

Based on the problem identification above, it is important to select and determine techniques and media to facilitate studying English in order to motivate students to speak English. Teachers must also establish a comfortable environment for students to improve their English speaking skills. *Just A Minute* (JAM) in high school speaking is an excellent alternative for improving students' English speaking skills. According to Gayathri (2016), *Just A Minute* is a suitable technique for improving speaking skills, which was initiated by BBC Radio chaired by Nicholas Parson, where the use of the *Just A Minute* technique helps students to increase self-confidence, fluency in speaking, and vocabulary exploration by challenging them to speak in front of the class.

To be more precise, numerous earlier research on the subject include the following:

The first study carried out by Delviana, in his research on the effectiveness of using *Just A Minute* game in improving speaking skills, according to the findings of this study, there was a substantial difference in the students' speaking skill taught using and without *Just A Minute* Game. The researcher determined that using the *Just A Minute* game in class improves students' speaking abilities.

The second study conducted by Virilia Hanizar Savitri about the implementation of the use of *Just A Minute* techniques in the teaching of descriptive texts. The results of this study show that the implementation of *Just A Minute* game in descriptive learning of text in several meetings can increase motivation for learning enthusiasm in students, students feel more enjoy and interested in following the lesson.

Researchers are interested and want to use *Just A Minute* technique as a teaching technique for speaking. Which in this study focuses on improving students' speaking skills, as well as so that learning techniques in the classroom are varied and able to attract students' learning interest, so as to improve students' learning abilities, especially in the field of speaking. Based on this presentation, the main purpose of this study is to determine the improvement of students' speaking skills using *Just A Minute* techniques.

## METHOD

In this research, researcher used quantitative methods through quasi-experimental methods. According to Creswell (2012), quasi-experimental methods incorporates more treatments for internal validity than original experimental research. The purpose of quasi-experimental method is to determine whether or not an intervention had a measurable effect by contrasting the situation of an intervention group with that of a control/comparison group.

The population in this study was eleventh grade students at MA Muhammadiyah Kubangkondang during the 2023/2024 academic year, with two classes totaling 42 individuals. The population is represented by the sample. The researcher utilized purposive sampling in this study, which refers to the procedure of selecting these individuals. According to Neuman (2013), purposive sampling is a non-random sample in which the researcher employs a range of tactics to discover all potential cases of a very specialized and difficult to reach population. Purposive sampling is used to choose specific sorts of cases for further investigation in order to have a better understanding of the categories.

In this research, researcher and teachers have determined two classes to be used as research samples. Class XI A, with a total of 22 students, was employed as an experimental class in which the *Just A Minute* technique was applied in the teaching and learning of speaking. While class XI B, with a total of 22 students, was utilized as the control class, which continued to follow the previous tactics and procedures throughout the learning process.

To acquire research data for this study, the researchers used tests and scoring rubrics. According to Brown (2004), test is a means of assessing someone's ability, knowledge, or performance in a specific area. In this test, the researcher used the Pre-Test and Post-Test to assess students' capacity to communicate in English. To assess students' speaking skill, the researcher utilized a grading rubric developed from Brown that included five criteria: grammar, vocabulary, pronunciation, fluency, and comprehension.

Data analysis technique is a method or technique for processing, evaluating, and presenting research data. Following the completion of the pre-test and post-test, the researcher proceeded to examine the data gathered from the outcomes of the Pre-Test and Post-Test. The data from the pre-test and post-test results will be evaluated, and conclusions will be generated to determine the increase in students' abilities utilizing the *Just A Minute* technique, which will be tested using an independent sample t-test. This independent t-test aims to determine whether the two groups tested have the same average value or are not significantly the same. Before conducting the t-test, the researcher conducted a normality and homogeneity test first.

## RESULT AND DISCUSSION

### Result

The researcher's findings about implementation and how the *Just A Minute* Technique can assist students improve their speaking skills are described in depth in this part.

1. Implementation of the Use of *Just A Minute* Technique in Improving Students Speaking Skill

This research began with the holding of a pre-test of the control class and experimental class. In the pre-test, researcher provide questions that have been previously prepared. After conducting the pre-test, the researcher assessed the results of the pre-test, then the researcher gave two treatment meetings to the experimental class using *Just A Minute* techniques for learning speaking. The researcher act as teachers who provide treatment using *Just A Minute* Techniques in learning speaking. Before providing treatment, researcher also designed a learning process plan using *Just A Minute* Techniques in the speaking class. At this meeting researcher use descriptive text and procedure text as a learning topic.

The implementation of teaching speaking using *Just A Minute* Techniques through descriptive and procedure text as follows: First, the teacher greets and greets students in class, then the teacher asks students to lead prayers, after that the teacher checks student attendance, then the teacher provides stimulus to students so that they can focus on teaching and learning activities. Second, is the main activity. In this activity the teacher explains the material which includes: definition, social functions, structure, language features, and provides examples of descriptive texts. The third stage of the teacher explains the steps of implementing *Just A Minute* Technique in learning speaking. The teacher explains the rules of *Just A Minute* Technique to students. The rules *Just A Minute* technique in speaking are as follows: The teacher first divides the students into two groups. Then the teacher asks the students to sit according to their group. After that the teacher conveyed the provisions in *Just A Minute* Technique, there are three terms in the *Just A Minute* technique, namely: 1) Hesitation: is a pause use before continuing on the subject, usually a five second pause. 2) Repetition: the speaker it is not allowed to repeat words and phrases that have been spoken. 3) Deviation: means deviation from the topic, but it can also mean deviation from the English language. In this *Just A Minute* technique, the teacher asks students to describe the topic the teacher gives for one minute. If less than one minute, then the student will get 50 points, if the student is able to speak for 1 minute or more then the student gets 100 points.

## 2. The Students Speaking Improvement by Using *Just A Minute* Technique

To find out whether or not there is an improvement in student speaking after treatment using *Just A Minute* technique, researcher analyze data and test research hypotheses.

The researcher presents two types of research data: pre-test and post-test data from the experimental and control groups.

In experimental class the pre-test average score was 53.57. Following the pre-test, students attended two treatment meetings in which the researcher used *Just A Minute* approaches to help them acquire English, particularly speaking. Following that, the researchers offered students post-tests to see if their speaking skills improved after being treated with *Just A Minute* of the approach. The average score for this post-test is 70. The average value grew by 16.43 based on the data analysis results. It has been demonstrated that using *Just A Minute* strategies improves students' speaking abilities.

In control class, the average pre-test score was 56.42. The control group did not get treatment like the experimental group; instead, they simply practiced learning techniques as usual. The researcher delivered a post-test to the control class after two meetings. The post-Tess average was 60.23. According to these

numbers, the average value of 3.81 has risen. Nonetheless, the control group's growth was not greater than that of the experimental group.

After collecting data on pre-test and post-test results from the experimental and control groups, the researcher will conduct an analysis using the t-test procedure with significance levels of 5% and 1%. Researchers first do a normality and homogeneity test before performing the t-test.

a. Normality Test

The normality test is used to determine whether or not the data is regularly distributed. In this study, researchers employed the Kolmogorov Smirnov and Saphiro Wilk's test on SPSS version 26 to assess data on experimental and control class pre-test and post-test outcomes. The normalcy test results are shown in the table below:

**Table**  
**Test of Normality**

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	Df	Sig.
The Result of speaking test	Pre-Test Experimental	.157	21	.194	.936	21	.184
	Post Test Experimental	.177	21	.083	.916	21	.074
	Pre-Test Control	.166	21	.132	.953	21	.386
	Post-Test Control	.133	21	.200	.925	21	.109

Based on the table above, the significant value of the normality test from pre-test and post-test data is  $> 0.05$ , indicating that the data is normally distributed.

b. Homogeneity Test

The homogeneity test is used to demonstrate that both data samples are drawn from populations with similar variation. The Levene test was applied on SPSS version 26 to test homogeneity. In the table below, the researcher gives the results of homogeneity:

**Table**  
**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
The result of speaking test	Based on mean	.111	1	40	.740
	Based on Median	.038	1	40	.846
	Based on Median and with adjusted df	.038	1	38.150	.846
	Based on trimmed Mean	.084	1	40	.773

Based on the table above, the significance value in the based on mean is 0.74, indicating that the data is homogeneous..

After the normality and homogeneity test is performed, the next step is to perform a t-test The results of the t-test show the value of to 2,62. Then the researcher compares the values to with tt to draw hypothetical conclusions.

Before determining the results of the hypothesis, the researcher submits an interpretation of it with the following procedure:

- a.  $H_a : t_o > t_t$ , it means there is significant improvement of the use *Just A Minute* technique on students speaking skill.
- b.  $H_0 : t_o < t_t$ , it means there is no significant improvement of the use *Just A Minute* technique on students speaking skill.

Based on the results of data analysis, value results are obtained to at (2,62) > tt (1,68) at 5% degrees of freedom, and value to (2,62) > tt (2,42) at 1% degree of freedom. It can be concluded that  $H_0$  rejected and  $H_a$  accepted. Which means *Just A Minute* technique can help improve students' speaking skills.

## Discussion

According to Pertiwi and Amri (2017), in his research on the use of Just A Minute Techniques in improving English speaking skills, Just A Minute technique is a good activity in developing students' speaking skill. It is very useful and applicable to use in speaking class. This technique will give students opportunity to practice their speaking skill. By using this technique, the students can develop their confidence because their have to speak in front of their classmate and their teacher. In addition, it also gives good impact to their speaking skill.

Based on Amanda (2020), the key factor in the English learning development is the opportunity given students to speak in the target language. Just A Minute technique gives opportunities for students to improve their speaking skill by speak the topics that the teacher gives to students, so that students have the opportunity to practice speaking in class. In the control class, researcher also carry out teaching and learning activities using text procedures but still use previous learning methods and techniques.

The findings of this study are consistent with the findings of other studies on the nature of speaking through varied learning techniques. Based on Nasrullah (2019), the use of varied learning methods and techniques for learning to speak can improve student interest in following the teaching and be able to improve the quality of student speaking. In line with the results of this study which shows that students' speaking skills can improve after the application of Just A Minute as a speaking learning technique.

## CONCLUSION

Based on the results of research data analysis, the condition of the speaking ability of grade XI MA Muhammadiyah Kubangkondang students, researcher identified several results as follows:

1. The level of students' speaking skills before the application of *Just A Minute* techniques in speaking learning has a low value. The experimental class had a

pre-test average score of 53.57. And the control class has an average score of 56.42. There are several factors that affect this, such as: 1) Lack of confidence for fear of feeling wrong in pronunciation. 2) afraid to use inappropriate vocabulary. 3) Lack of practice in the classroom which results in them becoming passive. The implementation of the use of *Just A Minute* Techniques in learning to speak have the following advantages: 1) Students become more confident when speaking English, 2) Improve students' speaking skills slowly both from the aspects of grammar, vocabulary, pronunciation, fluency and comprehension, 3) Through *Just A Minute* techniques students feel speaking more smoothly, 4) Students feel more happy and excited in following lessons.

2. After the application of *Just A Minute* techniques in learning speaking, students' speaking skills increase. This is shown by an increase in the average value of the experimental class post-test results of 70 compared to the average post-test value of the control class which is 60.23. The increase in the experimental class exceeded the average score of the control class. Next, the researcher did a t-test and got a result of 2.62. From these results it is obtained that  $t_o = 2,62$  higher than  $t_t = 1,68$  at 5%, dan  $t_o = 2,62$  higher than  $t_t = 2,42$  at the level of 1%. This shows that  $H_a$  accepted and hypothetical  $H_0$  rejected. In other words, it can be concluded that *Just A Minute* technique can help improve the speaking ability of grade XI MA Muhammadiyah Kubangkondang students.

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