

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Speaking is an oral communication technique in which the speaker conveys a message to the listener. Speaking skill is essential for learning a foreign language or a second language.<sup>1</sup> Brown (2004) said, speaking is the skill most valued by students in real life situations.<sup>2</sup> The capacity to communicate in English is essential for improving one's job, business, and self-confidence.

According to Bueno, Madrid, and McLaren (2006), speaking is one of the most challenging language skills for students to learn.<sup>3</sup> The ability to speak English is necessary even though it is difficult for some people to have this ability. In the digital era, the pace of technological development is getting faster and faster. Synergy with these developments, the ability to communicate well is needed, especially international scale communication, which requires the use of foreign languages, one of which is English.

---

<sup>1</sup> Parupalli Srinivas Rao, "The importance of Speaking Skills in English Classroom", *Alford Council of International English & Literature Journal (ACIELJ)*, Vol. 2, No. 2, (2019), 8.

<sup>2</sup> H. Douglas Brown, *Language Assesment: Principles and Classroom Activities*, (London: Pearson Edition, 2004)

<sup>3</sup> Bueno, Madrid, McLaren, *TEFL in Secondary Education*, (Granada: Editorial Universidad de Granada, 2006)

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.<sup>4</sup> 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.<sup>5</sup>

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

---

<sup>4</sup> Hendra Heriansyah, "Speaking Problems Faced by the English Department Students of Syiah Kuala Lumpur", *Lingua Didaktika*, vol. 6, No. 1, (2012), 37.

<sup>5</sup> Imam Aulia Putra, "Teachers' Difficulties in Teaching Speaking at Islamic Boarding School", *English Teaching Department Faculty of Tarbiyah State Islamic College Batusangkar*, (2016)

speaking 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.<sup>6</sup>

---

<sup>6</sup> Gayathri, "Just A Minute (JAM): A Joyous Enhancement Game", *International Journal of Communication and Media Studies (IJCMS)*, Vol. 6, No. 1, (February; 2016), 13.

Based on the background, the researcher intends to perform a quasi-experimental research with the title "Improving Speaking Skill by Using *Just A Minute* Technique at the Eleventh Grade Students' of MA Muhammadiyah Kubangkondang." It is intended that this research would improve students' capacity to speak English as well as teaching approaches utilized by teachers to pique students' interest in learning.

## **B. Identification of the Problem**

From the background of the research, there are some problems concerning with speaking English ability. The research problems were limited to:

1. Students' afraid of being wrong, as well as lack of vocabulary and confidence.
2. The teaching method and technique used by the teacher are not varied.
3. The students lack opportunity to practice speaking English.

## **C. Limitations of the problem**

The problem to be discussed is not too broad. The problem of this study was limited to applying the *Just A Minute* technique to improve students' speaking skill at eleventh grade of MA

Muhammadiyah Kubangkondang.

#### **D. Formulation of the Problem**

Based on the limitation of the problem above, the formulation of the problem are:

1. How is the implementation of the *Just A Minute* Technique in improving students speaking skill?
2. Is there an improvement in speaking skill by using *Just A Minute* technique at the eleventh grade students of MA Muhammadiyah Kubangkondang?

#### **E. Objectives of the Research**

Based on the formulation of problem, the objectives of research are:

1. To explore the implementation of the *Just A Minute* Technique in improving students Speaking skill.
2. To determine the students improvement in speaking skill by using *Just A Minute* Technique at the eleventh grade of MA Muhammadiyah Kubangkondang.

#### **F. Significance of The Research**

The researcher hopes this research can provide both theoretical and practical significance.

1. Theoretical Significance
  - a. The findings of this study can be utilized as a model for

other researchers to perform similar studies or future research into the utilization of the *Just A Minute* Technique.

## 2. Practical Significance

- a. The findings of this study are predicted to be beneficial to the teaching and learning process. Teachers can utilize the *Just A Minute* Technique as an alternative to their teaching variations in speaking class, and it can motivate teachers to be more creative in creating a pleasant teaching environment.
- b. The research process can assist students develop their speaking skills and raise their knowledge of the importance of English oral communication.

## **G. Organization of Writing**

This paper is divided into five chapters, each with various points describing the chapter.

Chapter I Introduction, it consist of Background of Research, Identification of Problem, Limitation of The Problem, Statement of Problem, Objectives of Research, Significance of Research, and Writing Organization of research.

Chapter II Review of Related Literature, it consist of Definition speaking, Types of Classroom Speaking Performance, Speaking Assessment, Definition *Just A Minute* Technique, Rules of *Just A Minute* Technique, Advantages of Using *Just A Minute*, Previous Study and Statistical Hypothesis.

Chapter III Research Methodology, it consist of Research Place And Time of The Research, Research Method, Population and Sample, Research Variable, Research Instrument and Collecting Data, Technique of Data Analysis and Statistical Hypothesis.

Chapter IV Research Finding and Discussion. It consist of Research Finding, Data Analysis, Hypothesis Testing and Discussion.

Chapter V Conclusion and Suggestion. It consist of Conclusion and Suggestion.