CHAPTER I
INTRODUCTION

1.1 Background of the Study

Teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact. The words 'teaching' and 'teacher' are wrapped up with schooling and schools. Another meaning of the term, it is the act, practice, or profession of a <u>teacher</u>.

Speaking is communication between two people exchanging information. Speaking is a process where people share information, ideas, and feeling with one another. Moreover, speaking is a language skill that should be seriously mastered, because if the students can master it, they will certainly be able to appropriately express their ideas, share information, and maintain social relationship when communicating with others. Indeed, speaking is regarded as the most complex language skill for it has some crucial elements; such as grammar, vocabulary, pronunciation, fluency, and comprehension.

Grammar refers to the sentence structure; i.e., a sentence includes subject, predicate, and object or complement and tenses; i.e., present tense and past tense. Vocabulary can be defined as the words use in language covering content word refers to classes of word (noun, verb, adjective and adverb) and function word refers to the function of word in the sentences whether it is as a subjective pronoun or objective pronoun. Pronunciation refers to the way of a person produces or utters the sound of the words meaningfully and accurately to be understood by others in communication, such as consonants, stress, vowels, and intonation patterns. Fluency can be

defined as the ability how to speak fluently and accurately which refers to the smoothness or flow the sounds. Comprehension can be defined as the ability of understanding the speaker's intention (understand what the speaker said) and general meaning (get the point what the speaker said).

Thus, speaking is considered to be the most difficult skill because most of the students usually obtain some difficulties and they have problems when they interest to express their ideas even in a simple form of conversation or answer so are the students of Nommensen HKBP University Medan. The fact is that the teaching and learning of English has not achieved the goal yet. Many tend to give more attention on teaching reading or vocabulary. Besides, the teacher still uses dialogues in which the students only read and then practice the dialogues with their friends.

Based on the writer's experience when did observation at Nommensen HKBP University Medan of sixth semester, the students said that speaking is one of the hardest skill from all the English skill, they said it's really difficult to arrange the sentence directly and to speak it, they must think it first in bahasa then turn it to English. Also the writer found that the students were not being able to speak well, there were still many weaknesses that the writer found. It is proven when the writer asked them about some quetions, they still couldn't pronounce well, have low vocabulary, not confidence, not able to formulate the sentence correctly, etc.

The writer showed the table 1.1 about the range of speech rates by words per minute, so that the reader will know how students called or have a fast or slow in speaking.

Table 1.1

Range of Speech Rates by Words per Minute (wpm) for Interviews in British English

Speech.

Speech rates in native speech (interview)	Words per minute
Fast	Above 250 wpm
Modarity fast	210 to 250 wpm
Average	160 to 210 wpm
Moderately slow	120 to 160 wpm
Slow	Below 120 wpm

Here was the table of the weaknessess' examples through the observation that writer had already done on sixth semester at Nommensen HKBP University Medan on Monday 20 mei 2019 that proved they still had bad English.

Table 1.2

The List of Observation Proceed Weaknesses at Nommensen HKBP University Medan of

Sixth Semester.

NO	Weaknesses	Example
1	Confidence	Their confidence's level is still less and they're nervous during speak. Sometimes the students are nervous before they're going to speak.
2	Not able to arrange sentences completely.	Where the students only answer soberly. For example: Q: " Where do you live?" A: "Medan" (should: I live in Medan, in East Medan, at Gereja street number 21). They only answer without giving additional sentences and explanations.
3	Disfluency	For example, "And the second we want to .... eem.. a course.." Most of them, they speak with many stops in their speaking and it makes them speak unfluently.
4	Unnatural speaking	For example, "Ahmmm....three...days? yeah...ahmm..."
5	Grammar	For example, "I wanna teacher English in the future" The subject should answer I want to be an English teacher.
6	Lack of vocabulary	For example, " I want to aaa... learn.. aamm *aku akan mengajari* about good speaking"

7	Pronunciation	There are many words that the participants pronounced uncorrectly, for example, when a participant pronounced "also" participant said /also/, it should be /ˈɔːlsəʊ/.
8	Lack of understanding in English	where they still do not understand the contents of questions and statements and sometimes they answered questions not according to what was asked.

This was the writer's reason why the writer wanted to do this research, it caused by the students' weaknesses in speaking. In this case the writer focused on the students' speaking fluency. Here, the writer used the just a minute game and find out there was a effect by using the just a minute game.

Quite a few educators teach using games or other interesting activities during the lesson. Because of those facts, it is obvious that the teaching and learning of English have failed to make students have good speaking ability. The students are often confused and do not know what to say when someone speaks in English to them. Everyone knows that most people like playing games because it is an interesting activity for people, both children and adult. These problems above showed that any teaching technique using any form of games might be very interesting for students. That is why it's the requirement for educators, especially teachers to be skillful in choosing and applying an appropriate technique. It is a really important thing in achieving the instructional objectives in the teaching and learning process.

Games are not only motivating and fun but also provide excellent practice for improving vocabulary, pronunciation, grammar, and the four language skills. It is easy to do in the classroom. Games is one of the techniques that can be applied in teaching speaking because games is one potential activity that gives to students' feeling of freedom to express themselves. Games are also potentially useful to encourage students to interact and communicate with other students orally. In this research, the researcher focuses on the just a minute games.

The reason for using this game in speaking activity was to give more opportunities for students to practice in speaking during the times allocated. The researcher assumes that just a minute game was the combination of language practice and fun activity. Based on the background of the study above, the writer conducted a study titled: "THE EFFECT OF USING JUST A MINUTE GAME TECHNIQUE ON THE STUDENTS' SPEAKING FLUENCY".

1.2 The Problem of the Study

In relation to the background above, the writer tried to formulate the research problem into the research question "Does the use of just a minute game technique have an effect on the students' speaking fluency?".

1.3 The Objective of the Study

Based on the problem above, the objective of the study was to find out whether the just a minute game technique has an effect on the students' speaking fluency.

1.4 The Scope of the Study

In the Scope of the Study, the writer made the limitation of the study in this research because the writer gave clarification of the statement of the problem which was discussed. There were some of game techniques that could be used for speaking skill, they were role play, storytelling, debate, just a minute, speech, it's a movie time, spot the differences, etc. But in this research, the writer focused on the implementation of just a minute game technique on the students' speaking fluency..

From the writer's opinion why it wass chosen to be applied into the research, because just a minute game is one of the fun game technique or it was the great way to practice the students' speaking especially in their speakinig fluency. Just a minute game was a game from BBC Radio

Britain, and it could push and made students to be brave to talk and full of expression or ideas, and finally the students could speak fluently, with just a minute game technique the students can race to practice their speaking well.

1.5 The Significances of the Study

Findings of the study were expect to have very significant points in theoretical and practical values.

1.5.1 Theoretically

In the Significances of the Study especially in Theoretically the research was useful to enrich the English speaking theory.

1.5.2 Practically

a) Educator

It was useful to apply this Just a minute game technique in teaching English speaking so that the students practice the English speaking skill more actively.

b) Students

They could speak English well by practicing the Just a minute game of English speaking in their life.

CHAPTER II
REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting a research, theories are needed to explain some concepts applied in the research concerned. Some related theories are used for some basic theories to support the study. The concept will avoid possible misunderstanding between the writer and the reader. In this case, it is very important to list the following terms for the purpose of the study.

2.2 Definition of Speaking

Based on Carter Ronald (2001:15) Speaking was mainly associated with pronunciation, and with getting new language noticed and integrated into the learner's competence.

According to the writer, defenition of speaking is the action of the speaker conveying the information or express the thoughts thru the langauge spoken. Speaking is really important in our life, because thru speaking we can gain information, express feeling or thoughts, and others. By listen to others while they speak, we learn how to speak when we were a child. Thru listening there are some of words or utterances that we can copy and say, besides speaking is just done to

copy the words but in the other time of our life we've changed and the function of the speaking is changed, speaking can deliver message or information and express our feeling as i told before. Meanwhile, speaking is one of English skill that very important. Based on the explanation above, the researcher concludes that speaking needs more practices because there isno people who can speak fluently without practice to others even the grammar isn't correct overall yet.

2.2.1 Microskills Of Speaking

Speaking English automatically and fluently is very difficult for many non English speaking people, especillay students. To be able to communicate well, a speaker has to master two skills in speaking. They are microskills, Brown (2001: 272) 1) Produce chunks of language of different lengths.

2) Orally produce differences among the English phonemes and allophoric variants.

3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.

4) Produce reduced forms of words and phrases.

5) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.

6) Produce fluent speech at different rates of delivery.

7) Monitor your own oral production and use various strategic devices – pauses, filters, self-corrections, backtracking – to enhance the clarity of the message.

8) Use grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

9) Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences.

10) Express a particular meaning in different grammatical forms.

11) Use cohesive devices in spoken discourse.

12) Accomplish appropriately communicative functions according to situations, participants, and goals.

13) Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.

14) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

15) Use facial gestures, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

16) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing 18 for help, and accurately assessing how well your interlocutor is understanding you.

2.2.2 Types of Speaking

Brown (2001: 271-274) identifies six categories apply to the kinds of oral production that students are expected to carry out in classroom, They are:

1) Imitative

According to Brown (2001: 271) imitative speaking is a kinds of practicing anintonation or trying to pinpoint a certain vowel sound. It is carried out not for the purpose

of meaningful interaction, but for focusing on some particular element of language form. This activity is usually performed in form of drilling.

According to the writer that imitative speaking is just focusing to some particular language's elements, and ability of practice the intonation. From the writer opinion, the important thing here is focusing on pronounciation.

2) Intensive

In Brown's opinion (2001: 273), he states that intensive speaking goes one step beyond imitative to include any speaking performance that is designed for practicing some grammatical aspect of language. It can be in the form of self-initiated or pair work activity, where learners are "going over" certain forms of language.

According to the researcher, intensive speaking is a way to make or to practice the students' speaking to be well. With practice speaking intensively the performance of the students will be great in speaking. Besides it, the language aspect grammatical is practiced also and correct during the students practice their speaking intensively.

3) Responsive

From the expert's opinion, Brown (2001: 273) states that responsive speaking means by being able to give replies to the questions or comments in meaningful in authe ntic one.

While according to the researcher, It includes interaction and test comprehension that happen betwen the stimulator and the responsive. The writer states that we can see the result or the respons of the students after the stimulator give the the stimulation is when they can give feedback to the stimulator and the conversation or the small talk is running well, and sometimes the students have simple request and comments.

4) Transactional

Based on Brown's opinion, (2001: 273) in this case transactional is mere done in the dialogue. It is aimed at conveying or exchanging specific information, an extended form of responsive language.

While from the writer opinion about the transactional is it is carried out for the purpose of delivering or exchanging specific information. For example, a conversation between a buyer who asking to know about the price for the lotion in the make up & lotion shop.

5) Interpersonal

According to Brown (2001: 274), in interpersonal speaking here is also carried out in a dialogue. It is purposed for maintaining social   relationships than for the transmission of facts and information. These conversations are little trickier forlearners because they can involve some factors such   as, slang, ellipsis, sarcasm, a casual register, etc.

From the writer's utterances, Interpersonal is carried out more for the purpose to maintain the social relationship or more inclined to a rilex conversation but to gain the information also. The forms of interpersonal speaking performance are interview, discussions, and conversations.

6) Extensive

Brown (2001: 274) states that extensive speaking here mostly in the form of monologue, in the practice, the advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches.

While from the writer opinion, It is a kind of single speaking or another word we can call it as monologue that has no partner at all. For example, teacher gives students a task such as report, storytelling, speech and monologue in front of the class.

2.2.3 Techniques of Teaching Speaking

Based on Larsen (2011:166), there are some techniques that provided in Communicative Language Teaching, as follows:

a) Scrambled Sentences

In Larsen's (2011: 166) opinion about the scrambled sentences it is a technique to the students that are given a passage (a text) in which the sentences are in a scrambled order. This maybe a passage they have worked with or one they have not seen before. They are told to unscramble the sentences so that the sentences are restored to their original order.

According to the researcher, the scrambled sentence is a technique by Larsen that sue the students to arrange the unscramble words or sentences to the correct one. This is a technique that can make the students learn grammar well also because they are sue arrange the sentences based on the correct grammar.

b) Language Games

According to Larsen (2011: 167), language game is a game is used frequently in CLT. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice.

According to the writer, language games is also called as secret language, it is a system such as to manipulate words orally. It means that the students manipulate the words, so that the untrained ear can't know what is the correct words because it has already to be an incomprehensible words.

c) Picture Strip Story

From Larsen opinion (2011: 167), The activity in this tecnique is one student in a small group was given a strip story. She showed the first picture of the story to the other members of her group and asked them to predict what the second picture would look like.

According to the writer, the picture strip story is a technique to sue the students to guess or to predict what the next picture after the first picture is already showed to the students. In the writer opinion, the first picture must has the connection with other pictures that will show to the students. So that they do not predict the picture wrongly.

d) Role Play

According to Larsen (2011: 167), Role-plays are very important in CLT because they give students an opportunity to practice communicating in different social contexts and in different social roles. Role-plays can be set up so that they are very structured (for example, the teacher tells the students who they are and what they should say) or in a less structured way (for example, the teacher tells the students who they are, what the situation is, and what they are talking about, but the students determine what they will say). The latter is more in keeping with CLT, of course, because it gives the students more of a choice.

According to the writer, role play is a great technique to practice the students' speaking. Because they have to force themself to talk in English and have to act like what they've to act to.

In the writer's thoughts, learning speaking in the class sometimes make the learners feel bored if the educator teach them with the monotone ways or with traditional things or way, and finally the learners will gain the good result in the long time. So, the writer thinks that to teach the speaking skill, it will need a good technique or way, to make the students' mind be fresh and

feel enjoy and not bored while they learn speaking. From the writer opinion, to creat a fun class, the educators need a game or another.

2.2.4 Classroom Speaking Activities

There are many kinds of speaking activities in the classroom. The activities used to have an effective condition while teaching and learning process besides practice the students to have a good conversation by using English. According to Harmer (2007:271-274), there are several kinds of speaking activities in the classroom which are mentioned below:

1) Acting From A Script

The teacher can ask the students to act out scenes from plays and/or their courses book, sometimes filming the results. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

In writer opinion, it is an activity to act like the people they want to act to. The students will talk based on the dialogue that've already provided even it is from the book or another. The writer thinks that it's such as a drama.

2) Communication Games

Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures.

In writer opinion, communication games is like a discussion to their own team or partner to solve the problem. They'll discussed how to find out the way out of the puzzle game or find the similarities or differences between two different pictures.

3) Disscussion

Discussion is one of ways that can make the students to have a chance to think of ideas and express the language with other or in their group before being asked to talk in front of the whole class.

According to the writer, discussion is just same with communication game. But what makes them different?. The communication games, the students discuss to solve the problem or another game (puzzle or find out the differences and the similarities from the pictures) while the discussion, the students will discuss to collect much ideas to presentate it to the in front of the class.

4) Prepared Talks

Prepared talk happens where a student (or students) makes a presentations on a topic of their own choice. Prepared talks represent a defined and useful speaking genre, and if properly organised, can be extremely interesting for both speaker and listeners.

According to the writer, the prepared talks is just same like discussion. The students discuss to their peer or other students to collect more ideas to be presented in front of the class, but the ideas can be accepted for the listeners and the speakers.

5) Questionnaires

Questionnaires are useful because, by being pre-planed, they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process.

According to the writer, questionnaires is pre-planed to know whether the respondets and questioners have something to discuss. The questionnaires can be arranged based on what the questioner's taken before. And the educator as a resource to help the students. So that the activity will be running well.

According to the writer, the Classroom Speaking Activities is fun activity which can improve the students' speaking ability, or some activities to increase the speaking skill. from the writer opinion, there are some of speaking activities that can be applied in classroom pursuant to the writer, such as:

1) Discussion

   The students may aim to arrive at the conclusion, share ideas about the event, or find solutions on their discussion group.`

2) Role Play

   Students pretend they are in various context and have a variety of social roul. E.g; the students role as the doctor and the patient.

3) Brainstorming

   On a given topic, students can produce ideas in a limited time and they'll share it to others. E.g before the educator tell to the students what is the topic (Describing) will be learnt then, the educator will ask first what is their opinion about something then they will give their answer directly and shortly after that the educator will telll the topic.

4) Storytelling

Students can briefly summarize a tale or a story the heard from somebody beforehead, or they may create their own to tell to the classmates.

For the conclusion, to make the situation of the class being fun and not monotone, the educator need something fresh ad fun in the class. That is a great activity such as game that the expert and the writer explained above. on the writer's opinion also, the speaking activity in class must be fun so that the students' get easily the EFL and can practice English to others so that they can increase their speaking skill.

2.2.5 The Problem of Speaking

Speaking is not easy as it may seem. In fact, it is a complex skill which involves both intrtrinsic and extrinsic aspects. Speaking shows how the speaker uses the vocabulary in the right way bravely. So, according ti different type of person, there are some problems in speaking. Brown (2001: 270-271) suggested some causes that make speaking is difficult as follows:

1. Clustering

   Fluent speech is phrasal, not word by word. Learners can organize their output both cognitevely and physically (in breath group) through such clustering.

2. Redundancy

   The speaker has an opportunity to make meaning clearer through the redundancy of language.

3. Reduced Forms

   Contractions, elisions, reduced vowels, etc. All form special problemsteaching spoken Englis. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

4. Performance Variables

One of the adventages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and correction. Learners can actually be taught how to pause and hesitate. For example, in English our thinking time is not silent; we insert certain fillers such as ub, um, well, you know, I mean, like, etc. One of the most silent differences between native and nonnative speakers of a language is in their hesitation phonomena.

5. Colloquial Language

Make sure your students are reasonably well acquanted with the words, idiom, and phrases of colloquial language and that they get practice in producing these forms.

6. Rate of Delivery

Another silent characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7. Stress, Rhytm, and Intonation.

This is the most important characteristics of English pronunciation. The stress timed rhytm and its intonation patterns convey important message.

8. Interaction

Learning to produce waves of language in a vacuum with interlocutorswoulddrob speaking sill of its richest component: the creativity of conversational negotiation.

2.3 Game

According to Wright Andrew, Betteridge David, and Bucky Michael (2006:1), game means an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.

According to the writer, game is a form of play that are played by one or more people with fun, especially at competitive one played according to rule and decided by skill, strength, or luck. Games are effective as they create motivation, lower students' stress, and give language learners the opportunity for real communication.Game is the activities that can be fun and enjoyable for people. Game can be done indoor or outdoor which includes Action and thinking process. It has good impact to train the strategt of body and mind. Game becomes one of alternatives to learn something because it can motivate someone to learn something.

2.3.1 The Adventages of Game

Wright Andrew, Betteridge David, and Bucky Michael (2006:2) elucidate there are some of benefit or advantages of using game, they are:

1. Language learning is hard work

   Language learning is hard work. One must make an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in written composition. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.

2. Experiencing language

   Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part, and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of

view or give information. Games provide one way of helping the learners to experience language rather than merely study it.

3. Repeated use of language items

    Many games cause as much use of particular language items as more conventional drill exercises; some games do not. What matters, however, is the quality of practice. The contribution of drill exercises lies in the concentration on a language form and its frequent occurrence during a limited period of time. Many games similarly provide repeated occurrence and use of a particular language form. By making language convey information and opinion, games provide the key features of 'drill' with the added opportunity to sense the working of language as living communication. Games involve the emotions, and the meaning of the language is thus more vividly experienced. It is, for this reason, probably better absorbed than learning based on mechanical drills.

4. Central to learning

    If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as central to a language teacher's repertoire and not merely a way of passing the time. While according to the writer, games is an activity that can be a very worthwhile teaching element. Game can make the class to be alive and not monotone. A game called as a successful game, it is because based on specific time allocation.It has clear relevance to the material, there is appropriateness to all members of the class, and ultimately, the enjoyment of the learners is increased through their active engagement with the language.

2.4 Just a Minute Game

According to Claire Elizabeth (1984:139), it is to improve oral language fluency; to improve pronunciation; to stress careful listening; to practice quick, logical thinking; to practice speaking in front of a group.

According to the writer the just a minute game is a speaking game that has one minute to talk without pause and hesitation. The just a minute game can also practice our speaking skill espeacilly in fluency, the more we use this game the more we can speak fluently.

2.4.1 Equipment needed in Just A Minute

There are some of equipment are needed for Just A Minute, at the bottom and according to Claire Elizabeth (1984: 139) there are Cards; a clock or watch for time keeping; score sheets; pencil.

2.5 Conceptual Framework

From the writer opinion, fluency is the aim of many language learners. It is the quality or condition of being fluent. Fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot, for example while the person speaks and s/he having to stop or pause such as "ums", "ers", or "ee..". the writer thinks that when the people know much vocabulary, it really can help the people to be a great speaker that has a good speaking fluency, as the writer said before vocabulary is the basic part in speaking skill. To be a great speaker, they must practice the language usually or always to have a good speed or rate in speaking with other words she/he will be fluent in speaking.

Teaching speaking is the activity of teacher in conveying information or knowledge about speaking skill to the students. Furthermore, teaching speaking can be used as the basic knowledge and also more significant aspect to be taught.
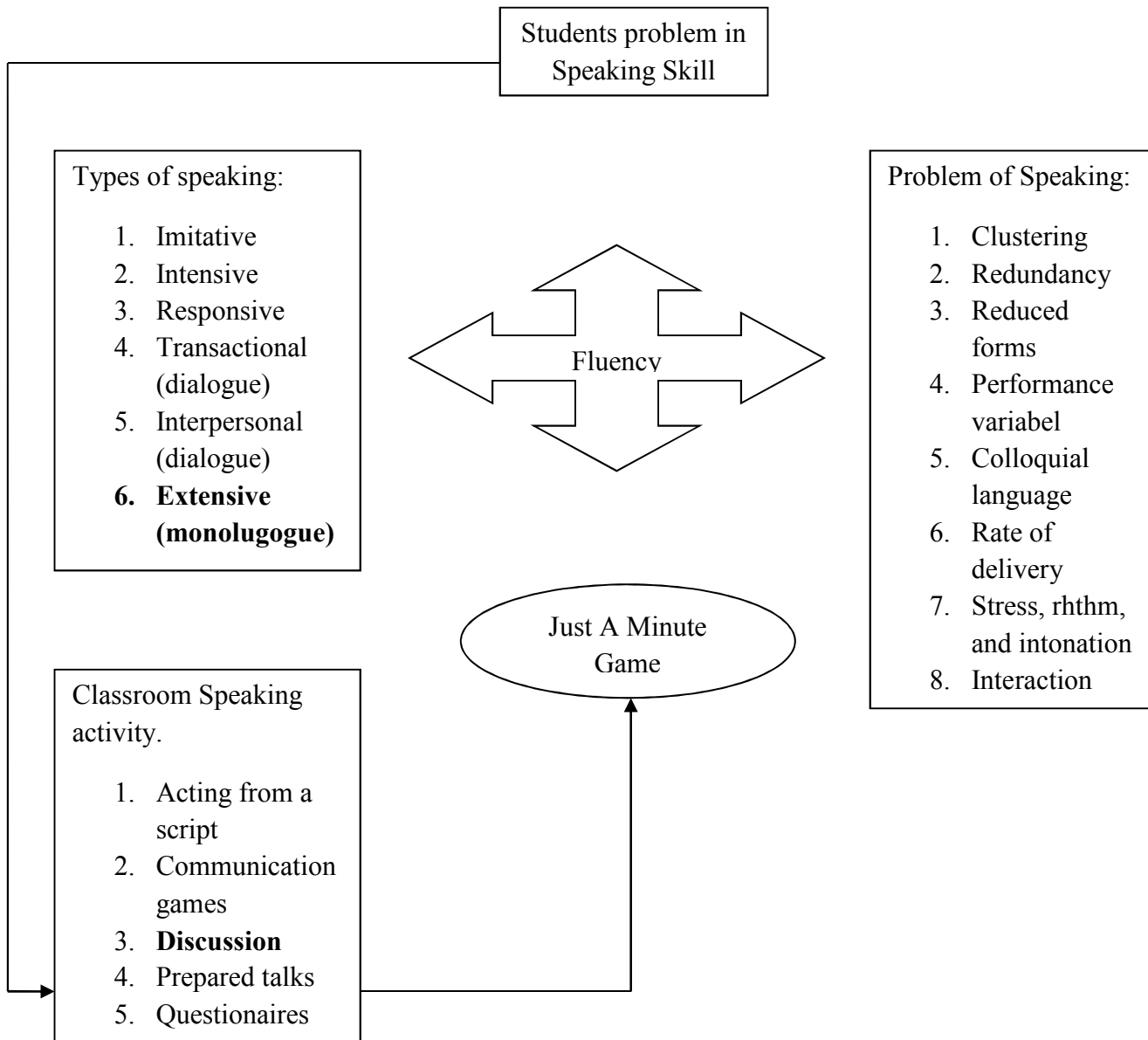
According to S. Gayathri (2016:1), Just a minute game The JAM game discussed in this article is a classroom version of the radio show called "Just a Minute", a BBC Radio 4 radio comedy and television panel game chaired by Nicholas Parsons. The game starts with the initial participant who has to speak on the given topic for the agreed length of time (one minute, usually). The catch is that the rest of the class can challenge the speaker (putting up their hand and being selected by the JAM Master), and take the topic from them, for any of the following reasons:

Hesitation - the easiest challenge awarded if the speaker uses gap fillers and indulges in time-wasting tactics. Repetition - the speaker is not allowed to repeat any words or phrases which are not contained in the topic title itself, although obviously pronouns, prepositions etc can be repeated. The students could soon imbibe this idea and can get very good at adapting their words to avoid repetition. Deviation - a challenge can be lodged if the speaker goes off the given topic. Speaking is not easy as it may seem. In fact, it is a complex skill which involves both intrtrinsic and extrinsic aspects. Speaking shows how the speaker uses the vocabulary in the right way bravely. So, according ti different type of person, there are some problems in speaking.

Brown (2001: 270-271) suggested some causes that make speaking is difficult as follows: Clustering, Redundancy, Reduced Forms, Performance Variables, Colloquial Language, Rate of Delivery, Stress, Rhytm, and Intonation, and Interaction.

Based on Larsen (2011:166), there are some techniques that provided in Communicative Language Teaching, as follows: Scrambled Sentences , Language Games , Picture Strip Story , Role Play.

Figures 2.1 Conceptual Framework of "The Effect Of Using Just A Minute Game Technique Toward The Sixth Semester Students' Speaking Fluency At Nhu Medan". (Roswita Pasaribu, Desi : 2019)

Students problem in
Speaking Skill

Types of speaking:

1. Imitative
2. Intensive
3. Responsive
4. Transactional
   (dialogue)
5. Interpersonal
   (dialogue)
6. **Extensive
   (monolugogue)**

Fluency

Problem of Speaking:

1. Clustering
2. Redundancy
3. Reduced
   forms
4. Performance
   variabel
5. Colloquial
   language
6. Rate of
   delivery
7. Stress, rhthm,
   and intonation
8. Interaction

Just A Minute
Game

Classroom Speaking
activity.

1. Acting from a
   script
2. Communication
   games
3. **Discussion**
4. Prepared talks
5. Questionaires

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research used experimental quantitative research, it occurs the directly attempts in order to know the influence of the particular treatment (independent variable) to dependent variable. By applying an experimental quantitave design, this research intends in describing relationship between an independent and dependent variabel of using Just a Minute Game Technique toward the students' speaking fluency. In this research, the independent variable was just a minute game technique and the dependent variable was speaking fluency.

In experimental quantitative research, it consisted of pre-test, treatment, and post-test. There were two sample that have been divided into two group namely experimental class and control class. The experimental class was a class that has been given the treatment by using just a minute game technique, while control class has been not given the treatment or without applying the just a minute game technique but used conventional method. The effect of the technique was known after knowing the significant difference between the students before and after being taught by using just a minute game technique.

Table 3.1

Research Design

Group	Pre-test	Treatment	Post-test
Experimental class	✓	Using Just A Minute Game Technique	✓
Control class	✓	Without Just A Minute Game Technique	✓

3.2 The Population and Sample

Here the writer explained about the population and sample. The writer gave some information who was the population and how much the sample that the writer to be focused in this research.

3.2.1 Population

According to Arikunto (2017: 173), Population is a set or collection of element. In this research the writer determined the population of the study, it was the sixth semester English department students of Nommensen HKBP University Medan which consisted of three groups. Group A consisted of 43 students, Group B consisted of 43 students, and Group C consisted of 45 students, so the total population were 131 students.

3.2.2 Sample

Simply as a subset of the population that the writer was more focused on to research. So the sample of this research has been taken from students at University of HKBP Nommensen Medan especially English department of sixth semester which consisted of 10 students of experimental class and 10 students of control class. So the total of the sample was 20 students.

3.3 Instrument of Collecting Data

The function of the researches instrument was to collect data which was the writer used. The writer was applied an instruments, it was test especially a speaking test. Test was used by the researcher to examine the result of the subjects by using questions. In this research, the researcher used two times that contains of pre-test and post-test in each class. The formulation to analyze the test were:

a. Students' score

In measuring students' speaking fluency, the writer used the rubric below, that consisted of four parts and the highest score was 4, the lowest was 1. Here was the table 3.2 for the rubric.

Table 3.2

Rubric to measure speaking fluency

Fluency	1 point	2 point	3 point	4 point
Expression	Speakers' speaking don't sound natural. The students speak too quiet/nervous	Speakers' speaking sound more natural. The students speak quietly/nervously but they can express it on some parts	The speakers trying to emphasize. The speakers try to speak well	The speakers' speaking sound natural
Accuracy	The speaker speaks less than 85% of the words correctly	The speaker speaks 85%-89% of the words spoken correctly	The speaker speaks 90%-94% of the words are spoken correctly	The speaker speaks 95%-100% of the words correctly.
Rate	The speaker speeks 100 word per minute or less	The speaker speaks 100-110 words per minute	The speaker speaks 110-120 words per minute	The speaker speaks 121 words per minute or more
Smoothness	Frequently hesitates or speakers have much stop while speaking. Sound out words, and repeats words or phrases.	Speaks with extende pauses or hesitations. The speaker many "rough spots"	Speaks with occasional breaks in rhythm. The speaker has difficulty with specific words and/or sentence structure	Speaks smoothly with some breaks, but self-corrects with difficult words and/or sentence structures

b. Observation

Observation was the activity that was done by a researcher to view the people behavior. After the writer applied the pre-test to the both of class, then applied the treatment to experimental class and gave them the post-test, the writer count the students' score then observe was there any effect or enhancement in their speaking fluency.

3.4 Procedure of Collecting Data

In this study the researcher used the experimental quantitative technique to gain the data:

1. **Pre-test**

   Pre-test was used to know the students' speaking fluency before the next step, it is treatment. The pre-test has been done in the control class and experimental class to know the score/value or the quality of the students' speaking fluency before. The writer gave the speaking test such as gave the students several question.

2. **Treatment**

   The treatment was given by the writer after pre-test is done, and it was applied into the both group, for the experimental class was given the just a minute game technique while the control class was not given the just a minute game technique.

3. **Post-test**

   The writer gave the post-test to the students after the treatment was done by the both of class. After that the writer gave post-test through gave the same questions such as in the pre-test before to know is there an effect of just a minute game technique.

   After collecting the data, the writer analyzed the students' data as following:

1. Find out the mean score of each class

2. Compare the pre-test and post-test's score by use t-test

3. Tabulating the data

4. Made a conclusion

3.5 Validity of The Test

For the validity and reability of the test, here the writer showed the readers what was the validity. Validity is a measurement which shows the levels of the instrument validity. An instrument can be said valid if it can measure what is supposed to be measured. Arikunto said that there are four types of validity, they are content validity, construct validity, and concurent validity. The writer will apply the content validity, it is about is the test can measure the speaking fluency of the students or not.

3.7 The Technique of Analyzing Data

The technique of quantitative data analysis. Quantitative data is a technique to analyze and count the data. Its means that the technique of quantitative data analysis is the process of data shaped by number. In this study, the writer used the quantitative data to know the students' ability in speaking fluency after they are taught by using just a minute game as a technique in teaching speaking. The researcher conducted test to the students before and after they were taught by just a minute game. The test result were compared, then the researcher took the percentage of students' score by using frequency.

To analysis the data, the writer also used the procedure as follow :

1. Interpretation

   The writer commentate two possibility when before did the research.

2. Tabulating

Tabulating is classifying the score categories into table using numbers. It was hoped the data could be simple in writting and understanding.

3. Analyzing

In the last step, the writer used T-test by using statistical program to ensure the effectiveness and to get stronger conclusion. The T-test was taken from the result which were conducted before and after the students taught by using just a minute game as technique in teaching speaking process. Here is the formula of the t-test:

1. T-test formula:

$$t = \frac{mx - my}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where :

T   = Total score

mx   = Mean of experimental group

my   = Mean of control group

Nx   = Number of students in experimental group

Ny   = Numbers of students in control group

x^2 = Deviation of experimental group

y^2 = Deviation of control group

2. Mean score of the group/class formula:

$$m = \Sigma \frac{x/y}{n}$$

Where:

m = Mean of the group/class

$\sum x/y$ = Total score of the x (experimental class) / y (control class)

n = number of the students