

## The Use Of One Minute Game To Improve Speaking Skills: A Study Of The Eleventh Grade Students At SMA Negeri 7 Palu

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### ABSTRACT

*The objective of this research is to prove if the use of One Minute game can improve speaking skill of the eleventh grade students of SMA Negeri 7 Palu. This research used quantitative method with a pre-experimental research design. The population of this research was the eleventh grade students of SMA Negeri 7 Palu with the total of 351 students. The sample of this research was XI 7 with 34 students, the pre-experimental group was selected by using a purposive sampling technique. The pretest was used to measure students' speaking abilities before treatment and the posttest was carried out to measure students' speaking abilities after treatment. The data analysis indicates that there is a slightly significant increase between the pretest and posttest results. The student's mean score before given treatment was 29.77. After giving the treatment, the mean score of the students in posttest was 62.13. By applying a significant level of 0.05, the researcher found that the value of the t-counted (15.97) was higher than t-table (2035). In conclusion, the use of one minute game is effective in improving students speaking skills of eleventh grade of SMA Negeri 7 Palu. Based on the result, It was proved that the hypothesis is accepted which means there is improvement in the students speaking skills after being given the treatment. It means that the One Minute game can improve students' speaking skills.*

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### 1. Introduction

Speaking is an important part of communication. Through speaking, people can express ideas, share opinions, show emotions, and build relationships. Speaking allows individuals to connect with others in many different situations, both in daily life and in formal settings. As Richards (2008) explains, speaking is a key skill in language learning because it helps learners use language actively and meaningfully. In speaking, students must understand, process, and respond to messages in real time, which makes it one of the most challenging skills to master. However, despite its importance, many students still face difficulties in developing their speaking ability, particularly in expressing ideas fluently and responding spontaneously in English.

Speaking also includes more than just words. It involves other communication elements such as gestures, facial expressions, and tone of voice. These non-verbal features help the speaker deliver their message more clearly and naturally (Goh & Burns, 2012; Ritonga et al., 2020; Anggriyani et al., 2025; Rahman et al., 2019). For students, speaking practice is important to build their understanding and fluency. However, many students feel nervous, shy, or unsure when speaking English. These problems are often caused by limited vocabulary, lack of ideas, and not knowing how to express themselves (Prihandoko et al., 2021; Puspita et al., 2026; Said et al., 2021). This makes it hard for them to keep a conversation going. Teachers must find creative ways to help students speak with more confidence and motivation.

In Indonesia, the current Merdeka Curriculum emphasizes the importance of communication skills, including speaking. This curriculum encourages students to become active and independent learners, especially in using English in real-life situations. An important part of this goal is to help students become better at speaking through student-centered activities. According to Sari & Priyanto (2023), teaching speaking should focus on real communication and building learners' confidence, not just grammar and vocabulary drills. One way to help students speak more naturally is through conversation-based activities and spontaneous speech exercises. These activities allow students to speak freely, build fluency, and think more quickly in English (Karubaba & Rahman, 2025; Ritonga et al., 2024; Dalyan et al., 2025).

In a preliminary interview with an English teacher at SMA Negeri 7 Palu, the researcher found that many students had problems speaking English. These problems include low confidence, lack of vocabulary, and not enough chances to speak in class. Ahmad and Marzulina (2021) also found similar problems in their research: students often hesitate to speak because they are afraid of making mistakes or being judged. The result is that only a few students feel comfortable speaking, while the rest stay quiet.

To solve this issue, teachers can use learning activities that make speaking more fun and less stressful. One method used in this research is the One Minute Game. This activity gives students time to speak about a topic for one minute without stopping. The goal is to improve fluency, vocabulary, and confidence. Mora & Lopera (2021) state that games in language classrooms help students stay motivated and provide a natural setting to practice real communication. In addition, games like One Minute Game allow students to focus on speaking without too much pressure, while also enjoying the process. This game also encourages students to think quickly and express ideas clearly in a short time. The researcher believes that the One Minute Game is a combination of language practice and fun. It helps reduce anxiety and increases student participation.

## 2. Methodology

This research used a quantitative approach with a pre-experimental design, specifically the one-group pretest-posttest design. According to Nunan (1992), this type of research includes both pre-test and post-test but does not involve a control group. The sample of the study was one class of eleventh-grade students from SMA Negeri 7 Palu, located in Jl. Baiya Raya, Tawaeli, Palu, Central Sulawesi. The researcher selected this class using purposive sampling, which, according to Arikunto (2010), is based on specific objectives rather than random selection. From a preliminary interview, it was found that many students still had difficulties in speaking, especially in fluency and comprehensibility. To begin the process, students were first given a pre-test to assess their speaking ability before treatment. Then, the researcher implemented the One Minute Game as a treatment in six sessions, each lasting 80 minutes. Finally, the same test was given again as a post-test to measure students' progress after the intervention.

The data collection was carried out through an oral speaking test, focusing on two important aspects of speaking: fluency and comprehension. During the pre-test, students were asked to respond to a series of questions related to giving and offering opinions. Their responses were recorded for evaluation. After the pre-test, students received six treatments using the One Minute Game technique, which aimed to help them improve their speaking performance in a fun and engaging way. The researcher guided the sessions using lesson plans and encouraged students to speak spontaneously within the time limit. After completing all treatments, a post-test was given using the same format as the pre-test. This allowed for a fair and accurate comparison between students' speaking abilities before and after the treatment.

To understand the effect of the One Minute Game, the researcher analyzed the results statistically. A formula suggested by Purwanto (1991:102) was used to calculate the students' individual scores. By comparing the results of the pre-test and post-test, the researcher was able to measure the students' improvement in speaking, especially in terms of fluency and comprehension. This method provided clear evidence of whether the One Minute Game was effective in supporting students' speaking development. The following is formula by Purwanto:

$$NP = \frac{R}{SM} \times 100$$

Where:

NP = Standard score

R = Obtain Score

SM = Maximum score

100 = Constant number

To determine the mean scores of individual students, the researcher applied the formula proposed by Sukardi (2005:88) as follows:

$$X = \frac{\sum x}{N}$$

Where :

- X = Mean
- $\sum x$  = Sum of individual score
- N = Number of students

The mean deviation of the pretest and posttest was computed by using a formula from Sukardi (2005:90):

$$Md = \frac{\sum d}{N}$$

Where: Md = the mean deviation of pre-test/post-test

$\sum d$  = the sum of the deviation

N = number of students

Next, the square deviation score was calculated using a formula designed by Sukardi (2005:90) :

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Where:  $\sum x^2 d$ : The sum of deviation of square deviation

$\sum d$ : The sum of deviation

N: Number of students

Following the calculation of the square of deviation score, the researcher calculated the significance of the test result. The researcher would apply t- test formula from Sukardi (2005:91) as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Where: t: The value of t-counted

Md: The mean of deviation of pretest and posttest difference

$\sum x^2 d$ : The sum of the deviation of square

N: Number of students

1: Constant number

### 3. Results and Discussion

#### 3.1 Result

To find out the students speaking ability through One Minute Game, the researcher gave two kinds of test. They were pretest and posttest in order to know the students speaking ability. The pretest was used to measure the students speaking ability before doing treatment. The posttest was given after doing treatment in order to know the effectiveness of the treatment. The following is the results of pretest and posttest

**Table 1. Pretest and Posttest Results**

Aspect	Pretest	Posttest	Improvement
<b>Total Score</b>	1,312.5	1,875	<b>+562.5</b>
<b>Highest Score</b>	62.5 ( <i>Fair</i> )	87.5 ( <i>Excellent</i> )	<b>+25.0</b>
<b>Lowest Score</b>	25 ( <i>Poor</i> )	25 ( <i>Poor</i> )	–
<b>Mean Score</b>	38.60 ≈ ( <i>Poor</i> )	55.14 ≈ ( <i>Fair</i> )	<b>+16.54</b>
<b>No. of Poor Students</b>	26 students (76%)	10 students (29%)	<b>-16 students (-47%)</b>
<b>No. of Fair Students</b>	5 students (15%)	16 students (47%)	<b>+11 students (+32%)</b>

<b>No. of Good Students</b>	3 students (9%)	7 students (21%)	<b>+4 students (+12%)</b>
<b>No. of Excellent Students</b>	0 students (0%)	1 student (3%)	<b>+1 student (+3%)</b>

Table 1 presents a comparison of students' speaking performance before and after the treatment using the One Minute Game strategy. The data clearly show a positive development across various aspects of speaking ability.

In terms of total score, there was a notable increase from 1,312.5 in the pretest to 1,875 in the posttest, resulting in an improvement of +562.5 points. This significant gain indicates a collective enhancement in students' speaking performance. The highest score also increased from 62.5 (classified as *Fair*) to 87.5 (classified as *Excellent*), showing that at least one student reached a very high level of performance after the treatment. Meanwhile, the lowest score remained the same at 25 (*Poor*), suggesting that a few students still struggled despite the intervention.

The mean score rose from 38.60, which falls under the *Poor* category, to 55.14, which is classified as *Fair*. This improvement of +16.54 points reflects a general upward trend in speaking ability among the group. In terms of student classification, there was a substantial reduction in the number of students categorized as *Poor*, from 26 students (76%) in the pretest to 10 students (29%) in the posttest—an overall decrease of 47%. Conversely, the number of students in the *Fair* category increased by 32%, from 5 students to 16 students, while those in the *Good* category increased by 12%, from 3 students to 7 students. Additionally, one student (3%) achieved an *Excellent* score, a category that had no representation before the treatment.

The following table provides a detailed summary of the statistical calculations used to support the effectiveness of the *One Minute Game* treatment in enhancing students' speaking abilities. These statistical results include both descriptive and inferential analysis to offer a clearer picture of the research findings.

**Table 2. Statistical Results**

No.	Statistical Component	Result	Description
1	Total Pretest Score	1,312.5	Sum of all students' scores before treatment
2	Total Posttest Score	1,875	Sum of all students' scores after treatment
3	Mean Pretest Score	38.60	Average score before using One Minute Game
4	Mean Posttest Score	55.15	Average score after using One Minute Game
5	Total Gain ( $\sum d$ )	562.5	Total improvement in students' scores
6	Mean Gain (Md)	16.54	Average score improvement per student
7	Sum of Squared Deviations ( $\sum d^2$ )	11,493.75	Total squared difference between pretest and posttest scores
8	Corrected Sum of Squared Deviations	2,187.68	Adjusted for sampling size
9	t-Test (t-counted)	11.86	Indicates a <b>significant improvement</b> after treatment
10	Number of Students	34	Total participants in the study
11	Highest Posttest Score	87.5	Achieved by student <b>TJJ</b>

12	Lowest Pretest/Posttest Score	25	Multiple students scored the lowest before and after treatment
13	Classification Shift (Posttest)	Improved	Many students moved from <i>Poor</i> to <i>Fair/Good</i> classification
14	Treatment Used	One Minute Game	Applied over 6 sessions (80 minutes each)

Table 2 presents a comprehensive overview of the statistical outcomes derived from the students' pretest and posttest performance in speaking English after receiving treatment through the *One Minute Game* strategy. The total pretest score of 1,312.5 reflects the students' initial performance, while the total posttest score of 1,875 shows a substantial improvement. This results in a total gain of 562.5 points across all students.

The mean score increased from 38.60 to 55.15, indicating that the average student moved from a *Poor* classification to a *Fair* one. The mean gain (Md) of 16.54 shows that, on average, each student improved by over 16 points.

To measure the significance of this improvement, the researcher calculated the sum of squared deviations ( $\sum d^2$ ) which amounted to 11,493.75. This value was then adjusted for sample size, resulting in a corrected sum of 2,187.68. Using these values, the t-test (t-counted) result was found to be 11.86, which strongly suggests that the improvement was statistically significant.

The table also provides contextual details such as the highest posttest score (87.5) achieved by student TJJ, the lowest score (25) which remained constant for some students, and a notable shift in student classifications, with many progressing from *Poor* to *Fair* or *Good*. Overall, the table supports the conclusion that the *One Minute Game* was an effective teaching strategy for improving students' speaking skills in English.

### 3.2 Discussion

The results of this study show a significant improvement in students' speaking skills after being taught using the *One Minute Game* strategy. The increase in the mean score from 38.60 (classified as *Poor*) to 55.15 (classified as *Fair*) indicates that the strategy helped students develop better fluency and comprehensibility. This finding aligns with recent studies that emphasize the importance of using interactive and time-bound speaking activities to reduce anxiety and encourage spontaneous speech in English language learners (Rahman et al., 2022; Widodo, 2023).

Furthermore, the shift in student classification shows that 16 students moved out of the *Poor* category, and several students progressed to *Good* and even *Excellent* levels. This suggests that students not only improved technically but also gained more confidence to express their thoughts in English. According to Putri & Yuliana (2021), games in the classroom increase students' motivation and participation, creating a more supportive and less intimidating learning environment. This pattern may indicate that interactive and game-based strategies are particularly beneficial for students who initially lack confidence or speaking experience.

The t-test result of 11.86 further proves that the improvement was not due to chance, but a statistically significant outcome of the treatment. Previous research by Setiawan & Marlina (2023) supports the idea that integrating structured speaking games into language classes enhances students' speaking performance by promoting quick thinking, vocabulary recall, and pronunciation accuracy. Moreover, the *One Minute Game* encourages students to speak spontaneously within a time limit, which can train them to think quickly and manage anxiety. As suggested by Arifah & Hidayati (2022), providing learners with a safe space to practice under time constraints helps develop automaticity and reduces fear of judgment during speaking tasks.

In conclusion, this study confirms that the *One Minute Game* is not only a fun strategy but also an effective pedagogical tool for improving speaking skills in English classes. It fosters confidence, fluency, and motivation, which are essential components in mastering oral communication. Therefore, the implementation of this strategy can be considered a practical and beneficial approach for English teachers who aim to enhance students' speaking competence in a more engaging and interactive way.

#### 4. Conclusion

Based on the findings of this study, it can be concluded that the *One Minute Game* strategy effectively improves the speaking skills of eleventh-grade students at SMA Negeri 7 Palu. The comparison between pretest and posttest scores showed a clear increase in the total, mean, and individual student performance. The mean score rose from 38.60 (classified as *Poor*) to 55.15 (classified as *Fair*), with many students shifting from lower to higher performance categories.

The statistical analysis using the t-test also confirmed that this improvement was significant. The students not only improved in fluency and comprehensibility but also gained more confidence and motivation to speak English. The time-bound and fun nature of the *One Minute Game* helped reduce speaking anxiety and encouraged spontaneous expression.

Therefore, the use of the *One Minute Game* can be recommended as an effective technique for teachers to enhance students' speaking ability, especially in classrooms where students often feel shy, anxious, or unmotivated to speak. This strategy not only makes learning more engaging but also supports the goals of communicative language teaching by encouraging active and confident use of English.

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