

**THE EFFECT OF JUST A MINUTE GAME
ON SPEAKING ABILITY
AT THE ELEVENTH GRADE STUDENTS
OF SMA N 5 PADANGSIDIMPUAN**



Thesis

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd) in English

Written By:

RENI AGUSTINA
Reg. No. 19 203 00017

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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Written By:

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PADANGSIDIMPUAN**

2024

LETTER OF AGREEMENT

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a.n. Reni Agustina

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To : **Dean of Tarbiyah and Teacher
Training Faculty**

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Assalamu'alaikum warahmatullahi wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Reni Agustina**, entitled "*The Effect of Just a Minute Game on Speaking Ability at The Eleventh Grade Students SMA N 5 Padangsidempuan*". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teaching Training Faculty in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examined team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

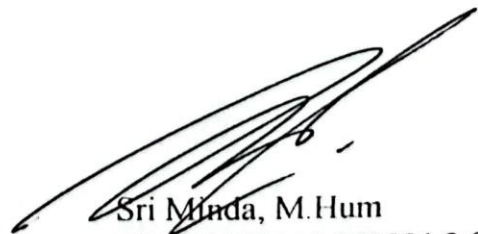
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I hereby declare that I have arranged and written the thesis by myself without asking for illegal helping from the other side expect the guiding of advisors' team and without doing plagiarism along with the students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 verse 2.

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ABSTRACT

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**Title of Thesis : The Effect of Just a Minute Game on Speaking Ability at
The Eleventh Grade Students of SMA N 5 Padangsidimpuan**

Speaking is an important part of skill in English. Teaching speaking is not only to let students to repeat or memorize dialogues, but they should be able to do to communicate directly. The problem was the students didn't have the motivation and participated actively in the speaking because of their fear of making mistakes, being laughed by their friends and lack of confidence of their own abilities. The objectives of this research were to know the students' speaking ability taught by using Just a Minute game and without using Just a Minute game and to find whether there was the significant the students' speaking ability by using Just a Minute game. This research was quantitative research in experimental form with pre-test and post-test design. The participant of this research were students of SMA N 5 Padangsidimpuan XI MIA 1 as experimental class that consist of 25 students and XI MIA 2 as control class that consist 25 students. In collecting data researcher used oral test. Data were analyzed by using SPSS and Independent T-Test. Based on the result of the research, researcher found that the mean score of experimental class was higher than the mean score of control class after using Just a Minute game and researcher found that t_{count} was higher than t_{table} . It can be concluded there was significant effect Just a Minute game on speaking mastery at the eleventh grade students of SMA N 5 Padangsidimpuan.

Keywords : *Just a Minute, Game, Speaking ability*

ABSTRAK

Nama : Reni Agustina
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Judul Skripsi : Pengaruh Permainan Hanya Satu Menit Dalam Penguasaan Berbicara Pada Siswa Kelas Sebelas SMA N 5 Padangsidempuan

Berbicara adalah salah satu bagian penting kemampuan dalam bahasa Inggris. Pengajaran berbicara tidak hanya membiarkan siswa munglung atau menghafal dialog, tetapi mereka seharusnya bisa melakukan komunikasi secara langsung. Masalahnya adalah siswa tidak mempunyai motivasi and berbarticipasi aktif dalam berbicara karena takut melakukan kesalahan, ditertawakan oleh teman mereka and tidak percaya diri dengan kemampuan mereka sendiri. Tujuan penelitian ini adalah untuk mengetahui penguasaan berbicara siswa yang diajarkan dan yang tidak diajarkan dengan game just a minute dan mencari perbedaan yang signifikan pada penguasaan berbicara siswa menggunakan game just a minute. Penelitian ini adalah penlitian kuantitatif eksperimental dengan pre-test dan post-test. Partisipan penelitian ini adalah siswa SMA N 5 Padangsimpuan kelas XI MIA 1 sebagai kelas eksperimen yang berjumlah 25 siswa dan XI MIA 2 sebagai kelas kontrol yang berjumlah 25 siswa. Dalam pengumpulan data peneliti menggunakan tes berbicara. Data dianalisis menggunakan SPSS dan rumus T-test. Berdasarkan hasil penelitian ini, peneliti menemukan bahwa skor rata rata kelas eksperimen lebih tinggi dari skor rata rata kelas kontrol setelah menggunakan permainan just a minute dan peneliti menemukan bahwa t hitung lebih tinggi dari t table. Dapat disimpulkan bahwa ada pengaruh yang signifikan dari permaninan just a minue pada siswa kelas sebelas SMA N 5 Padangsidempuan.

Kata kunci : *Just a Minute, Permainan, kemampuan Berbicara*

خلاصة

اسم : ريني اغسطينا
رقم القيد : ١٩٢٠٤٠٠٠١٧
الموضوع : أثر لعبة دقيقة واحدة فقط في إتقان التحدث لدى طلاب الصف الحادي عشر في مدرسة ثانوية عليا الحكومية

التحدث هو جزء مهم من المهارة في اللغة الإنجليزية. لا يقتصر تدريس التحدث على السماح للطلاب بتكرار الحوارات أو حفظها فحسب، بل يجب أن يكونوا قادرين على التواصل مباشرة. كانت المشكلة هي أن الطلاب لم يكن لديهم الحافز وشاركوا بنشاط في التحدث بسبب خوفهم من ارتكاب الأخطاء والضحك من أصدقائهم وعدم الثقة في قدراتهم. الهدف من هذا البحث هو معرفة إتقان التحدث لدى الطلاب الذين تم تدريسهم باستخدام لعبة دقيقة واحدة فقط وبدون استخدام لعبة دقيقة واحدة ومعرفة ما إذا كان هناك إتقان كبير للتحدث لدى الطلاب باستخدام لعبة دقيقة واحدة. كان هذا البحث عبارة عن بحث كمي في شكل تجريبي مع الاختبار القبلي والاختبار البعدي. وكان المشاركون في هذا البحث طلاب المدرسة الثانوية عليا الحكومية في ١ و ١٠ المدرسة كفصل تجريبي يتكون من ٢٥ طالبًا و المدرسة في ١ ٢ كفصل ضابط يتكون من ٢٥ طالبًا الطلاب. وفي جمع البيانات استخدم الباحث الاختبار الشفهي. تم تحليل البيانات باستخدام صيغة حلول المنتجات والخدمات الإحصائية واختبار ت. وأظهرت نتيجة البحث أن متوسط درجات الفصل التجريبي أعلى من متوسط درجات الصف الضابط بعد استخدام لعبة دقيقة واحدة. وكان متوسط درجات الفصل التجريبي في الاختبار القبلي ٤٩.٤٠ ومتوسط درجات الفصل الضابط في الاختبار القبلي ٤٤.٨٠. وفي الوقت نفسه، كان متوسط درجات الفصل التجريبي في الاختبار البعدي بعد إجراء العلاج باستخدام لعبة دقيقة واحدة هو ٦٨.٨٠، وكان متوسط درجات الفصل الضابط في الاختبار البعدي ٥٩. ويمكن الاستنتاج أنه كان هناك تأثير كبير على لعبة دقيقة واحدة على إتقان التحدث لدى طلاب الصف الحادي عشر في مدرسة ثانوية عليا الحكومية.

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Praise and thanks be to Allah SWT, because through His grace and guidance that I can finish this thesis entitled “The Effect of Just a Minute Game on Speaking Mastery at the Eleventh Grade Students of SMA N 5 Padangsidempuan”

Greeting and blessing I say to the prophet Muhammad SAW, his family and his close friends who have brought Moslem from the realm of ignorance to the realm of science.

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I realize this thesis cannot be considered perfect without critique and suggestions. Therefore, it is a pleasure for me to get critique and suggestions from the readers to improve this thesis.

Padangsidimpuan, January 2024

Reni Agustina
1920300017

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CHAPTER I

INTRODUCTION

A. The Background of the problem

Speaking skill is one of the skills that give us the capability to communicate with others productively. It means that communication will be productive when someone has an objective or a desire to achieve something, for instance solving a problem, giving direction, and clarity of something.¹ Speaking is one of the important skill that have to mastered students. Speaking is the way to do communication to deliver feelings, ideas, opinions, or informations in public so speaking make us to be more confidence to express our thinking. Speaking has become a part of daily activities.

Speaking is generally thought to be the most important of the four skills. Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but still they cannot speak it. Speaking is one of difficult skill in english skill. Dealing with the idea, Nunan says that speaking is harder than reading, writing or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you are speaking, you cannot edit and revise what you to say, as you can when you are writing.² Language is creative; we cannot plan all words and sentences what we are going to say an hour from

¹Jeffrey D. Ford and Laurie W. Ford, *The Four Conversations: Daily Communications That Gets Results* (San Francisco: Berrett-Koehler, 2009). p.6

²Nunan David, ed., *Practical English Language Teaching*, 1st ed (New York: McGraw-Hill/Contemporary, 2003).

now. Speaking happens spontaneously.³ It means that speaking is not easy skill than another English skill such as writing, it still can edit and thinking what would we deliver. Speaking, we can not edit it and it delivers directly.

The Indonesian students learning English are expected to be able to communicate fluently and accurately based on the social context. In spoken English, students are hoped to be able to convey meanings and various spoken texts that have certain communicative purpose, text structure and linguistics. It means that speaking is the primary competence to develop. To acquire speaking competence students must have many aspects of speaking such as pronunciation, structure, vocabulary, content, and fluency.⁴ Therefore it is a must for the students to improve their speaking skill. In fact, as a target language, English speaking skill is not easy to master because when someone speaks, they need more than knowing the grammatical and semantic rules of English language.⁵

There are several factors that make the student speaking skills to not work as follows: a) English is not used outside the classroom or in the community as a foreign language, b) Lack of exposure to language English in the community and environment, c) learning English on campus lacks emphasis on speaking skills, but focuses more on the structure and enrichment of vocabulary, d) Shame

³umar Fauzan, "The Use Of Improvisations Technique To Improve The Speaking Ability Of Efl Students" 14 (2014).

⁴Akhyak, Anik Indramawan, "Improving the Students' English Speaking Competence through Storytelling (Study in Pangeran Diponegoro Islamic College (STAI) of Nganjuk, East Java, Indonesia)," *International Journal of Language and Literature* 1, no. 2 (2013): 7.

⁵Hendra Heriansyah, "Speaking Problems Faced By The English Department Students Of Syiah Kuala University," *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa* 6, No. 1 (December 17, 2012): 37, <https://doi.org/10.24036/Ld.V6i1.7398>.

and fear of making mistakes when speaking exercises, e) English is not a primary requirement, unless there is an opportunity to go to an English speaking to continue education or tourist visit.⁶ However, in reality it is difficult for teachers to improve their students to learn English because to inviting the students for learn English is not enough just by giving motivation, but it has another reasons and problems like: students are shy about displaying their abilities, there are many students in the class makes it difficult for speak in front of the class.

Practice students are less interested in learning English. Because learning English is such a difficult task. So that in the end the teacher gets a big challenge to find ways and thecniques to make students can be motivated, active, and interested in learning English.

In fact, there were still many students that low in mastering speaking, it was found in SMA N 5 padangsidimpuan during pre-observation. Most of students lacked of their vocabularies so students felt anxious and nervous to speak English, even students didn't know what was in English around them for the easy things example. Students didn't know how to pronounce the word in English because the word in English when we pronounce it, it was very different. So students felt difficulties to pronounce it. A students of SMA N 5 Padangsidimpuan said they lacked of self confidence to speak English in front of the class. The students fear to be insulted by their friends because they fear to make mistake while learning speaking and while speaking in front of the class,

⁶Aseptiana Parmawati and Ratih Inayah, "Improving Students' Speaking Skill Through English Movie In Scope Of Speaking For General Communication" 7 (2019): 11.

their friend will laugh when of them speak in English.⁷ The researcher also doing interview with the teacher of eleventh SMA N 5 Padangsidimpuan the teacher said that speaking ability of students at SMA N 5 Padangsidimpuan was lacking, students get bored and lazy in English because some teachers whose learning English is still monotouns make students lacked of their English so students felt anxious and nervous to speak English. Eventhough the Minimum Mastery Criterium (KKM) in English is 75. However, in the reality some of students still have score under the KKM.⁸ It means that students' difficulties in speaking might be caused by the uninteresting teaching strategy that had been used by the teacher. The teacher taught monotouns in the class, make students could not improve their speaking mastery. There is no variation on English learning for students.

Based on the problem above there were many effects from the problems in learning and teaching English speaking mastery which students felt; for instance, students would not get a good score in speaking, students would be afraid to speak in English and students could not express their idea, tought and opinion. In this case, it seems that in English learning process need strategies of teaching with more varieties that can help students to be more communicated actively during the learning process in the classroom. However, to engage students to communicate actively during teaching speaking processes, the teacher should be

⁷ Gita Soniya, "A Private Interview to Student of SMA N 5 Padangsidimpuan," May 8, 2023.

⁸ Roslina hasibuan, "A Private Interview to Teacher of SMA N 5 Padangsidimpuan," May 8, 2023.

able to determine and use effective teaching strategy.⁹ It means teacher should prepare how to make learning in English effective and interesting. Such as use a good media or maybe games.

One of the games that the teachers can play in the class is Just a Minute game (JAM). It's very simple to prepare and great fun to play. Gayathri said that Just a Minute game (JAM) is a suitable practice for students with good communication in order to increase their creativity.¹⁰ By using this game, the students can learn by playing which can give the positive effect on student's interest and motivation in studying English as well as to develop their speaking mastery.

Just a Minute (JAM) Game is a radio show for the BBC designed by Ian Messiter. It is an impromptu speech where the speaker is supposed to express the ideas on the given topic, within the duration of a minute, without hesitation, deviation or repetition.¹¹ One of the functions of using JAM in the classroom is to scaffold the acquisition of English speaking skill.

Just A Minute (JAM) is a game that uses extemporaneous speaking and careful listening to emphasize good speaking and dictation. It is a game that can make students enjoy in English lesson. In other words, this game will give

⁹Addinu Rahmah, Aryuliva Adnan, Activating Students' Speaking Ability in Asking and Giving Opinion by Using Quality Questioning Strategy for Senior High School Students, *Journal of English Language Teaching*, Vol. 6 (1) Serie E, 2017, p. 308

¹⁰Pertiwi and Amri, p. 342

¹¹Alan Jaelani and Imanda Rizkatria Utami, "The Implementation Of Just A Minute (Jam) Technique To Scaffold Students' Speaking Fluency: A Case Study," *English Journal* 14, no. 1 (March 11, 2020): 2, <https://doi.org/10.32832/english.v14i1.3784>.

opportunity to all students to share their ideas to the other students, and they can practice how to speak fluently in front of their friend.

Based on the description of the phenomena above, the researcher assumes that the students still get difficulties in speaking. So, the researcher wants to know whether the effect of Just a minute Game is significant to students' speaking ability.

B. Identification of the problem

Speaking is one of an important skill to deliver an information, ideas, thinking and opinion that has master in English. Many students at XI grade in SMA N 5 Padangsidimpuan have problems in speaking. They were lazy and feel bored when learning. Students lacked of their vocabularies so students felt anxious and nervous to speak English. Students lacked of self confidence to speak English in front of the class. Teacher taught monotouns in the class, there was no way or strategies teaching speaking skill, there was no variation on English learning for students.

Students' ability in learning speaking in influence by many factors such as story telling, speech, sing a song, public speaking, informant, talk in a short time. Talk in short time here means in this research is Just a Minute (JAM).

C. Limitation of the problem

In this research, the researcher did not discuss all factors in speaking. The researcher only focused to the one of factor speaking that was about teaching method and the researcher used Just a Minute Game in this research in teaching speaking in SMA N 5 Padangsidimpuan. In addition, the researcher did not

discuss all the material learning in the school but the research only focused in “Opinion and thoughts”.

D. Definition of Operational Variable

1. Speaking Ability

Speaking is the way to do communication to deliver feelings, ideas, opinions, or informations.

2. Just a Minute Game

Just a Minute Game is a game that used in a small or a large group. The student has to speak for 60 seconds about the topic given without hesitation, repetition or deviation.

E. Formulation of the problem

Based on the limitation of the problem, the problem of this research can be formulated in the research question :

1. How is the students’ speaking ability at the eleventh grade students SMA N 5 Padangsidempuan before using Just a Minute Game?
2. How is the students’ speaking ability at the eleventh grade students SMA N 5 Padangsidempuan after using Just a Minute Game?
3. Is there any significant effect of using Just a Minute Game on students’ speaking ability at the eleventh grade students SMA N 5 Padangsidempuan?

F. Objectives of the research

The Objectives of this research were :

1. To know the students' speaking ability before using Just a Minute Game at the eleventh grade students SMA N 5 Padangsidempuan.
2. To know the students' speaking ability after using Just a Minute Game at the eleventh grade students SMA N 5 Padangsidempuan.
3. To know whether there is the significant effect or not of using Just a Minute Game on students' speaking ability at the eleventh grade students SMA N 5 Padangsidempuan.

G. Significance of the research

1. For the teachers

For English teachers, the result of this research hopefully will be an input to improve their teaching and learning process especially in speaking skill. Moreover, the researcher hopes that this strategy can be an option for the teacher to build an interesting learning process. It was

2. For the students

From this research, the researcher hopes that the students of SMA N 5 Padangsidempuan will be confidence in learning of English. So, researcher hopes that Just a Minute Game will make them easier to improve their speaking skills.

3. For the researcher

The result of this research provides the researcher an understanding about is there effects of Just a Minute Game on students' speaking ability. This

research can be used as a reference for another researcher who is interested in this research and about speaking ability.

H. Thesis Outline

The researcher wants to organize this research paper in order to make the reader easier to understand:

Chapter I consists of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objectivity of the study, significances of the study, definition of the operational variables and thesis outline. Chapter II consists of theoretical description, review of related findings, conceptual framework, and hypothesis.

Chapter III consists of research methodology, it described about time and place of the research, kinds of research, population and sample of research, instrument of the research, test validity and instrument reliability, techniques of data collection, and technique of data analysis. Chapter IV consists of description of the data, data analysis, t test analysis, discussion of the research, and the threats of the research. Chapter V consists of conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Literature Review

1. Speaking

a. Definition of speaking

Speaking is one of the elements of communication. Through speaking, everyone has chances to express about their ideas to their social communities directly. Speaking is the productive aural/oral skill. It consist of producing systematic verbal utterancers to convey meaning.¹² The mastery of speaking skills in English is a priority for many second or foreign language learners. Speaking is defined as a process transmitting information and ideas verbally from one person to another.¹³ Speaking is meant to produce the language by using articulation that is used to convey the messages.¹⁴

Speaking is also an appropriate way to make others understand with what we mean and say. Brown and Yule state that made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of

¹²David, *Practical English Language Teaching*, p.48.

¹³Marium Bushra Qamar, "The Impact of Learner's Autonomy on Teaching Oral Skills (Speaking Skills) in an EFL Classroom," *Journal of Language Teaching and Research* 7, no. 2 (March 3, 2016): 293, <https://doi.org/10.17507/jltr.0702.07>.

¹⁴Virlia Hanizar Savitri, "The Implementation of 'Just A Minute Game' in Teaching Speaking Descriptive Text to The Tenth Grade Students of Sma Wachid Hasyim 2 Taman Sidoarjo" 06 (1) (2018): 26.

information.¹⁵ It means speaking ability is an essential tool for building social interaction.

Harmer says that speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language ‘on the spot’.¹⁶ It requires the ability to cooperate in the management of speaking turns and non-verbal language. It means happens in the real situation and has little time for detailed planning. Therefore, the fluency is required to reach the goal of the conversation.

Speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write, to read and sometimes even to listen in a second language because grammar has a long written tradition.¹⁷ It means speaking must be forced on students language learning and speaking affect in traditionally.

However, human communication is a complex process. People need communication when they want to say something, transmit information or need to speak. Speakers use communication when they want to express

¹⁵Jack C Richards, *Teaching Listening and Speaking: From Theory to Practice* (New York, Cambridge University Press, 2008), 21.

¹⁶Jeremy Harmer, *The Practice of English Language Teaching*, third (Longman, n.d.), 269.

¹⁷Bueno, A, N. , Madrid, and McLaren, *TEFL in Secondary Education* (Granada: Editorial Universidad de Granada, 2005), 321,
http://www.ugr.es/~dmadrid/Publicaciones/TEFL%20Secondary_UGR_contents.pdf.

or inform someone about something. They use language according to their purpose and it is necessary for there to be a listener and a speaker for effective communication.¹⁸

For most people, the ability to speak a language is synonymous with knowing that language. Nevertheless, speaking in a second or foreign language has often been viewed as the most demanding of the four skills.

Speaking means negotiate intended meaning and adjusting as speech to produce the sired effect on the listener.¹⁹ The speaker anticipates the response from the listener possible misunderstanding and then makes clarification. It means that speaking make a clarification some words that to deliver or to make understand of listener.

b. The function of speaking

The function of speaking must be understood because it is mostly determined by the communication goals established by the speaker and the listener, the goal of speaking isn't just to inform, persuade, or entertain, but also to elicit a physical reaction or action from the speaker or listener.²⁰

According to Brown and Yule speaking made a useful distinction between the interactional functions of speaking (in which it serves to

¹⁸Jeremy Harmer, *The Practice of English Language Teaching*, fourth (Longman, n.d.), 46.

¹⁹ Sri Rahmadhani Siregar, "Using Direct Method In Teaching Speaking," *English Education : English Journal for Teaching and Learning* 4, no. 02 (December 30, 2016): 34–48, <https://doi.org/10.24952/ee.v4i02.1294>.

²⁰Sholihatul Hamidah Daulay, Ernita Daulay, and Maisyaroh Tanjung, *Student Difficulties In Learning Speaking* (Lpp Balai Insan Cendekia, 2022), 8.

establish and maintain social relations), and the transactional functions (which focus on the exchange of information).²¹ Then according to Brown and Yule there are three functions of speaking, they are:²²

1. Talk as interaction

This refers to what we normally mean by “conversation” and describes interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2. Talk as transaction

This type of talk refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other.

3. Talk as performance

The third type of talk which can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk which transmits information before an audience such as morning talks, public announcements, and speeches showing speaking ability.

²¹Richards, *Teaching Listening and Speaking: From Theory to Practice*.

²²Ibid. 19-23

So, speaking is as interaction to make a conversation or dialog between some people, as transaction to other people to deliver ideas or thinking, as performance to make a public speaking or information.

c. Elements of speaking

According to Harris there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.²³

a) Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

b) Grammar

It is needed for students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on

²³974).David Harris, *Testing English as a Second Language* (New York: Mc. Graw. Hill Book Company, 1

this explanation, the researcher concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

d) Pronunciation

Pronunciation is the way for students` to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

e) Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching

for the language items needed to express the message. From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like „ums“ and „ers“.

So, there are five components of speaking to make speaking well, they are : comprehension, grammar, vocabulary, pronunciation and fluency.

d. Micro and Macro Skill of Speaking

The micro skill refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skill imply the speaker's focus on die-larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic. options.²⁴

Micro skills include; (a) Produce differences among English phonemes and allophonic variants; (b) Produce chunks of language of different lengths; (c) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours; (d) Produce reduced forms of words and phrases; (e) Use an adequate number of lexical units (words) to accomplish pragmatic purposes; (f) Produce fluent speech at different rates of delivery; (g) Monitor one's own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message; (h)

²⁴H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, Nachdr. (New York: Longman, 2006).p. 141

Use grammatical word classes (nouns, verbs, etc.) systems (tense, agreement, pluralization), word order, patterns, rules, and elliptical forms; (i) Produce speech in natural constituents: inappropriate phrases, pause groups, breathe groups, and sentence constituents; (j) Express a particular meaning in different grammatical forms; (k) Use cohesive devices in spoken discourse.

Macro skills: ²⁵ a. Appropriately accomplish communicative functions according to situations, participants, and goals. b. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor keeping, and yielding, interrupting, and other sociolinguistic features in face-to-face conversations. c. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feel, new information and given information, generalization, and exemplification. d. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language. e. Develop and use a battery of speaking strategies, such as emphasizing keywords, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

²⁵H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, Nachdr. (New York: Longman, 2006).p. 141

So, it can be concluded the micro skill refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. Then, Macro skills refer to appropriately accomplish communicative functions according to situations, participants, and goals.

e. Speaking Assesment

Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose.²⁶ It were

Brown further states that there are some basic types of speaking as in the following taxonomy emerges for oral production :²⁷

1. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possible a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

²⁶ Sari Luoma, *Assessing Speaking Cambridge Language As.Pdf* (Cambridge University Press, 2004).

²⁷Brown, *Language Assessment*, 141.

2. Intensive.

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements, intonation, stress, rhythm, juncture).

3. Responsive.

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow up questions or retorts

4. Interactive.

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and

use colloquial language, ellipsis, slang, humor, and other sociolinguistics conventions.

5. Extensive (monologue).

Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

From all the types of the speaking assessment the researcher choose the extensive (monologue) types of speaking assessment to assess students' speaking ability. In other the researcher use "just a minute game" that represented the students to speak one-side without a partner to have the two-sided/reciprocal conversation. Based on that consideration the researcher choose extensive (monologue) type as the most appropriate type to assess students' speaking ability toward "just a minute game".

2. Just a Minute Game

a. Concept of Game

Playing game is a good chance to repeat the material in a way which is boosting and not intimidating. If the teacher adds the matter of challenge and match into it and serves to the needs of a larger range of students and learning techniques which is suitable for them, the outcome will be a great accomplishment.

Games have been shown to have advantages and effectiveness in speaking in diverse ways. Playing game is a good chance to repeat the material in a way which is boosting and not intimidating. Wright Betteridge and Buckby stated that sustaining effort can also mean sustaining interest.²⁸ Games increase interest to what students might not find very fun. It means games can increase and motivated students learning.

Pellegrini stated in Vinde's paper, game can be identified from its characteristics, (1) the existence of an explicit set of knowledge that must be heeded by the players, (2) the existence of a goal that must be achieved by the player or a task that must be carried out (Hidayat in Sugarsih, 2010), (3) the game is motivated personally, because it gives a sense of satisfaction. (4) players are more engrossed in game activities (spontaneous in nature) than in their goals. (5) game activities can be nonliteral. (6) the game is free from externally imposed rules, and the existing rules can be motivated by the players. (7) the game requires active involvement on the part of the players.²⁹

So, game is very effective for students learning and by game students understand the lesson easily and could be increase students' interest in English speaking

²⁸Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning*, 3rd ed, Cambridge Handbooks for Language Teachers (Cambridge ; New York: Cambridge University Press, 2006).

²⁹Vinde Rambe Sokhira Linda, "Implementing Games Based Teaching Strategy in Teaching Speaking," *English Education : English Journal for Teaching and Learning* 10, no. 01 (June 30, 2022): 54–68, <https://doi.org/10.24952/ee.v10i01.5656>.

b. Definition of Just a Minute Game

Gayathri said that Just a Minute (JAM) game is a suitable practice for students with good communication in order to increase their creativity.³⁰ By using this game, the students can learn by playing which can give the positive effect on student's interest and motivation in studying English as well as to develop their speaking ability.

Just a Minute (JAM) Game is a radio show for the BBC designed by Ian Messiter. It is an impromptu speech where the speaker is supposed to express the ideas on the given topic, within the duration of a minute, without hesitation, deviation or repetition.³¹ One of the functions of using JAM in the classroom is to scaffold the acquisition of English speaking skill.

Just a Minute (JAM) is a game that uses extemporaneous speaking and careful listening to emphasize good speaking and dictation. It is a game that can make students enjoy in English lesson. Just a Minute game introduces an effective way to make the students speak during the class. This game can be used in a small or a large group. The student has to speak for 60 seconds about the topic given without hesitation, repetition or deviation. While they are speaking, they can be challenged by another student who think that the speaker has hesitated, repeated word or phrase or deviated. Hesitation is the easiest challenge, awarded if the speaker

³⁰Pertiwi and Amri, p. 342

³¹Alan Jaelani and Imanda Rizkatria Utami, "The Implementation Of Just A Minute (Jam) Technique To Scaffold Students' Speaking Fluency: A Case Study," *English Journal* 14, no. 1 (March 11, 2020): 2, <https://doi.org/10.32832/english.v14i1.3784>.

um... and aah.... For repetition speaker is not allowed to repeat any words or phrases which are not in the topic itself. The student should get very good at adapting their words to avoid repetition. Deviation is a tricky one. A challenge can be lodged if the speaker goes off the given topic.

If the challenge is successful, the challenger is given a point and must continue speaking on the same subject in 60 seconds with the same rule. The winner that can get bonus point is the one who succeed to do his/her speech without repetition, hesitation, and deviation in a minute.³²

So, Just a Minute game is a game that speaker has to speak for 1 minute or 60 second without hesitation, repetition, and deviation.

c. The Purposes of Just a Minute Game

There are some purposes of using just a minute (JAM) game. Claire states that the objectives of just a minute (JAM) game are 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. This game is also appropriate for intermediate students of English as a second language from second grade to adult.³³ It means Just a Minute game is effective on students' speaking ability and this game also can improve students speaking ability.

³²Rinindi Pertiwi and Zul Amri, "Using Just A Minute Game To Improve Students' Speaking Ability In Senior High School," *Journal of English Language Teaching* 6, no. 1 (February 21, 2018): 341–47, <https://doi.org/10.24036/jelt.v6i1.9664>.

³³Elizabeth Claire, *ESL Teacher's Activities Kit* (2013, n.d.), 139, <http://elizabethclaire.com/store/media/general/product/just-a-minute-esl-listening-and-speakinggame-instructions-cards.pdf>.

So, Just a Minute game can improve speaking ability and can improve oral language fluency.

d. The Benefits and the weakness of the Just a Minute Game

According to Ghayatri, there are some benefits of the Jus a Minute game, that can be explained below :³⁴ First, The students with good communication skills could use this practice to increase the creativity. The choice of words, context, humor content, flow and style decides the level of creativity. In order to avoid repetition, the student definitely reaches for new words, thus enhancing the vocabulary. One of the other challenges is overcoming hesitation. Most of the students use fillers like ums, aahs, that is, nothing but, etc. The student is made aware of these shortcomings which he unconsciously uses in his everyday language. This helps in refining the language further.

Second, When Just a Minute is used for context specific topics, especially for students of Engineering and Management discipline, their subject knowledge is put to a test. This helps them to widen their subject exposure. Apart from the speaker, the rest of the class can challenge the speaker. The banter among the students adds more flare to the game. Everyone in the class is ready to pounce on the speaker, in an instant, on grounds of repetition, hesitation and deviation. Sometimes this sheer pressure makes the speaker to crumble and the confident students make it through the sixty minutes.

³⁴ S. Gayathri, "Just a Minute (or JAM): A Joyous Communication Enhancement Game," January 28, 2016, <https://papers.ssrn.com/abstract=2724379>.

The weakness is initial Just a Minute games may not be quite successful. Once the students practice enough on impromptu speaking, prior to classes, the improvement could be visibly noticed in their confidence level, language flow, organization of speech and even their body language. Through this game, each student is able to identify his shortcoming in the language usage. Some of the common problems are: Early start and late start, speaking too fast or too slow, grammatical errors and repetition of a previously used idea, words, and phrases.

So, the benefits of Just a Minute game are can improve students' speaking ability and oral language fluency and the weakness are so many repetition of the words or phrase.

e. Teaching Speaking by Using Just a Minute Game

There are some procedure of just a minute game, according to Tyagi and Misra as follows .³⁵

Divide the group into two teams, A and B. the session is just like table topic; all topics should have only one word. Give a topic to someone from team A who will then try to speak on the topic for one minute. At any time, anyone from team B can challenge by shouting 'STOP'. The clock is stopped immediately. There are only there grounds for successful challenge.

a) Hesitation - you may pause for effect but not for thought. Um's and ahs count as a hesitation

³⁵Kavita Tyagi And Padma Misra, *Basic Technical Communication* (New Delhi: Mudrak, 30-A, Patparganj, 2011), [Http://Books.Google.Co.Id](http://Books.Google.Co.Id).

- b) Deviation - from the topic or from correct English
- c) Repetition - you may not repeat a word with the following exceptions:
 - little words such as “and, but, a, the, are, were, and. of” - the name of topic.

According to Ghayatri, 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 reasons³⁶

- a. Hesitation - the easiest challenge awarded if the speaker uses gap fillers and indulges in time-wasting tactics.
- b. 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.
- c. Deviation - a challenge can be lodged if the speaker goes off the given topic.

The procedure of Just-a-minute (JAM) is also explained by Patricia Brander.³⁷

1. The teacher asks people to sit in a circle.
2. The teacher asks students to pass round the hat. Ask each person in turn, without looking, to dip into the hat and take out one slip of paper.

³⁶S. Gayathri, “Just a Minute (or JAM).”

³⁷Laure De Witte et al., *Compass: Manual for Human Rights Education with Young People*, ed. Patricia Brander et al., 2nd edition, updated in 2020 (Strasbourg: Council of Europe Publishing, 2020).p. 199

3. The teacher tells participants have 5 minutes to prepare to talk non-stop for one minute on the statement written on their slip of paper. The rules are no hesitations and no repetitions.
4. The teacher asks students go round the circle and ask each person in turn to give their “speech”.
5. The teacher instructs students, after each “speech”, allow two or three minutes for short comments. If people have a lot to discuss, make a note of the topic and agree to return to it at the end.
6. The teacher tells students that when everyone has had their turn, go back and finish any discussions that had to be cut short.
7. The teacher tells the briefing and evaluation.

Table II.1. Teaching Speaking by Using Just a Minute Game

	Teacher’s Activity	Procedure	Students’ Activity
Pre Teaching	1. Teacher opened the class and ask students to pray together		1. Students listen to the teacher 2. Students answer the teacher greeting and pray before learn
	1. Teacher cheks the attendance list os students		1. Students state the attendance list by saying present
	1. Teacher gives brainstorming		1. Students do the brainstorming together
	1. Teacher divided students into some groups	1. The teacher asks people to sit in a sircle	1. The students count the

			<p>number to get the group</p> <p>2. Students sit in a group</p>
	<p>1. Teacher gives some topics in a paper</p>	<p>2. The teacher asks student to pass round the hat. Ask each person in turn, without looking, to dip into the hat and take out one slip of paper</p>	<p>1. Students choose one of them to be a leader</p> <p>2. The leader of each group take the topic from the teacher</p> <p>3. The leader give the topic tho their group</p>
	<p>1. Teacher explain the rules of Just a Minute game</p>	<p>3. The teacher tells participants have 5 minutes to prepare to talk non-stop for one minute on the statement written on their slip of paper. The rules are no hesitations and no repetitions.</p>	<p>1. students listen to the teacher</p> <p>2. students understand the rules of just a minute game</p>
	<p>1. Teacher asks and give 15 minutes students to discuss and prepare the speech</p>		<p>1. students discuss and prepare the speech based on the topic</p>

While Teaching	<ol style="list-style-type: none"> 1. Teacher stops the students 2. Teacher asks one of students from each group to give their speech 	<ol style="list-style-type: none"> 4. The teacher asks students go round the circle and ask each person in turn to give their speech 	<ol style="list-style-type: none"> 1. student choose the leader for the first to speak up 2. the other students listen to the speaker 3. the other students stoped the speaker that broke the rules of the game 4. the other students from the other group give the speech with another topic 5. students listen to the speaker
	<ol style="list-style-type: none"> 1. teacher let students to give comments 	<ol style="list-style-type: none"> 5. The teacher instructs students, after each "speech", allow two or three minutes for short comments. If people have a lot to discuss, make a note of the topic and agree to return to it at the end 	<ol style="list-style-type: none"> 1. students give comments to each of group
Post Teaching	<ol style="list-style-type: none"> 1. Teacher give apriate to the students 2. Teacher asks the students to go back and finish the discussion 	<ol style="list-style-type: none"> 6. The teacher tells students that when everyone has had their turn, go back and finish any discussions that had to be cut short 	<ol style="list-style-type: none"> 1. Students give applause 2. Students go back to their chair and finish the discussion

	1. Teacher give evaluation	7. The teacher tells the briefing and evaluation	1. Students listen the evaluation from the teacher 2. Students ask the teacher if they have the question
	1. Teacher close the teaching learning process		1. Students give greeting to the teacher

B. Related Findings

There are some related studies that can be references to this research.

The first was written by Delviana, the researcher found that t-table in 5% significance level (2.02) and in 1 % significance level (2.69). t_0 (tobserved) was higher than ttable. It can be interpreted that H_0 (null hypothesis) was rejected and H_a (alternative hypothesis) was accepted, $2.01 < 11.954 > 2.68$. The researcher concluded that there was a significant difference between the students' speaking ability taught by using just-a-minute (JAM) game and without using just-a-minute (JAM) game..³⁸

The second was written by Chandra Alfindodes, the researcher found that there is significant difference between students' speaking ability of students who are taught and not by using Barrier Games strategy with consideration t_0 is higher than t_t either in significant 5% or in significant 1 %. It means that H_a is accepted and H_0 is rejected. So, it can be concluded that there is significant difference of

³⁸Delviana, "The Effect Of Using Just-A-Minute (Jam) Game On The Students' Speaking Ability At Sman 1 Lubuk Dalam Siak Regency" (skripsi, Universitas Islam Negeri Sultan Syarif Kasim Riau, 2014), <https://repository.uin-suska.ac.id/4447/>.

using barrier games strategy towards students' speaking ability at the first year of Islamic Senior High School 2 Model Pekanbaru.³⁹

The third was written by Alan Jaelani with title "The Implementation of Just a Minute (JAM) Technique to Scaffold Students' Speaking Fluency". The researcher show that JAM can be well-implemented in English formal classroom, JAM has given positive impact in scaffolding students' speaking fluency, and JAM has gained students' positive perception towards its use. This study suggests the English teachers to try adapting JAM as a mean to help their students scaffold the speaking fluency.⁴⁰

The difference between this research and Delviana is this research used true experimental research while Delviana used quasi experimental research. In another researcher from Alan Jaelani is he used qualitative research method while this research used quantitavie research and Alan Jaelani have three variables while this research have two variable. Another difference is Alan's research is to know students' scaffold speaking fluency while this research is to know the significant effect of Just a Minute Game on students' Speaking Mastery.

C. Conceptual Framework

Speaking is one of the important skill that have to mastered students.

Speaking is the way to do communication to deliver feelings, ideas, opinions, or

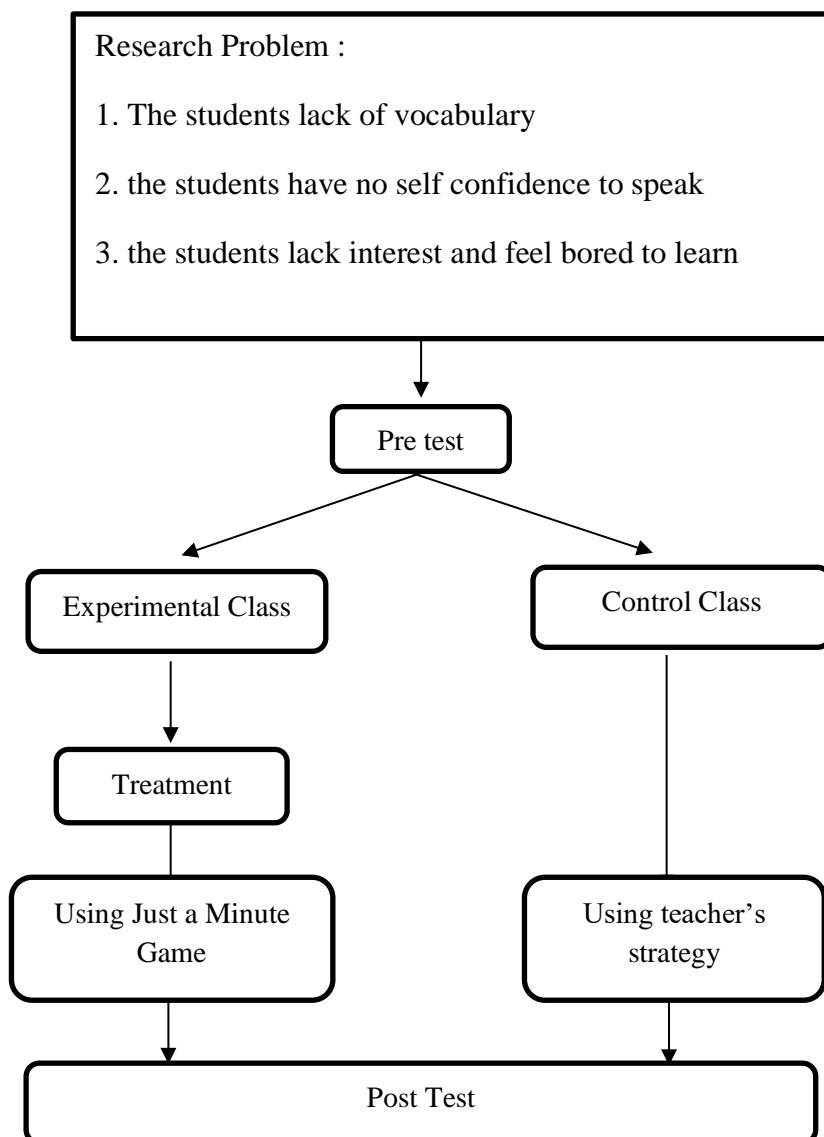
³⁹Chandra Alfindodes, "The Difference Of Speaking Ability Of Students Who Are Taught And Not By Using Barrier Games Strategy At The First Year Of Islamic Senior High School 2 Model Pekanbaru" (skripsi, Universitas Islam Negeri Sultan Syarif Kasim Riau, 2012), <https://repository.uin-suska.ac.id/9672/>.

⁴⁰Jaelani And Utami, "The Implementation Of Just A Minute (Jam) Technique To Scaffold Students' Speaking Fluency."

informations in public so speaking make us to be more confidence to express our thinking. Speaking has become a part of daily activities. In this research find that, there are some the problem in students' speaking ability. The students' speaking ability still weak

Therefore, the researcher will overcome the problems by using Just a Minute Game. Just a Minute game is a suitable practice for students with good communication in order to increase their creativity. By using this game, the students can learn by playing which can give the positive effect on student's interest and motivation in studying English as well as to develop their speaking ability.

The researcher will give instruction about the learning through Just a Minute Game. The student has to speak for 60 seconds about the topic given without hesitation, repetition or deviation.



D. Hypothesis

Based on theory, the hypothesis of the researcher is there is significant effect of Just a Minute Game on students' speaking ability at grade eleventh SMA N 5 Padangsidimpuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The research conducted at SMA N 5 Padangsidimpuan. The place located on Jl. Melati No.90, Ujung Padang, South Padangsidimpuan, Padangsidimpuan City, North Sumatra, Indonesia. This research conducted from September until finished.

B. Research Design

The approach of the research was quantitative research. The type of this research was an experimental research. This research used True experimental design with pre test - post test control group design. The experimental design is to know the cause and effect between experimental class and control class.

This design used two classes. One class was as an Experimental group in grade eleventh of science one using just-a-minute (JAM) game and the other class was as a control group in grade eleventh of science two without using just-a-minute (JAM) game or using teacher's strategy.

Table III.1 Research Design

Class	Pre- Test	Treatment	Post-Test
Experimental Class	✓	Just a Minute Game	✓
Control Class	✓	Teacher's strategy	✓

C. Population and Sample

1. Population

The population of this research was the eleventh grade students of science and social SMA N 5 Padangsidimpuan in 2022-2023 academic

years. It have six classes, there are four classes for science class and there are two classes for social class.

Table III.2 Population of Research

Class	Number of students
XI MIA 1	25
XI MIA 2	25
XI MIA 3	25
XI MIA 4	25
XI IS 1	25
XI IS 2	25
Total	150

2. Sample

The researcher took the sample from 2 classes with in which there are 60 students. The researcher used randomly. The technique to take the sample was simple random sampling because random sampling was used to reduce data bias. This is because sample selection in random sampling is carried out randomly so that each member of the population has an aqual opportunity to be seleceted. Random sampling is the simplest and easiest data collection method, and then the researcher choose 25 students from grade eleventh of MIA 1 as an experimental group and 25 students grade eleventh of MIA 2 as a control group as the sample.

D. Instrument of the research

The instrument of the research was test. The test was particulary. The test was oral test or speaking test. The test consited of pre-test and post-test. The test gave to both of class experimental and control group was the same test, but with different topic. The researcher gave participants have 15 minutes to prepare to

talk non-stop for one minute with the topic based on the text book. The treatment is given only to the experimental class based on Just a Minute Game procedures.

The researcher gave the post test to both experimental and control class. In experimental class, the post test is conducted to know the significant difference between students' speaking ability taught by using JAM game. The post test will be using the procedures of JAM game. While, in control class, post test will be given to the students after teaching English for several times. It is to know the students' speaking ability taught without using JAM game. The procedure is the same as the pre test, but the topic is different.

The speaking result is evaluated by concerning with five aspects and each aspect has 4 score. The specification is as follow :

Table III.3 Rubric of Speaking Assessment

Criteria	Score 4	Score 3	Score 2	Score 1
Pronunciation	Pronunciation can be understood even with a certain accent	There are problems in pronunciation that make the listener have to be very focused and sometimes cause misunderstandings	Difficult to understand because there are problems in pronunciation and frequency	Almost always wrong in pronunciation so it cannot be understood
Grammar	There are almost no grammatical errors	There are several grammatical errors, but they do not affect the meaning	There are many grammatical errors that affect the meaning and you often have to rephrase conversational sentences	Grammar is so poor that conversation is very difficult to understand

Vocabulary	Sometimes the pronunciation is incorrect and requires further explanation due to inappropriate vocabulary	Often uses inappropriate vocabulary so that dialogue becomes limited due to limited vocabulary	Using the wrong vocabulary so that it cannot be understood	Vocabulary is so limited that dialogue is not possible
Fluency	Dialogue is smooth, there are very few difficulties	Not very fluent due to language difficulties	Often hesitate and stop due to language limitations	Frequently stop and remain silent during the dialogue so that dialogue is not created
Comprehension	The entire content of the conversation can be understood even though there is occasional repetition in certain parts	Most of the conversation is understandable although there is some repetition	It's hard to follow the dialogue except for the general dialogue sections with slow conversations and lots of repetition	It cannot be understood even in the form of a short dialogue. 41

E. Technique of Collecting Data

For collecting the data, the researcher administer two test. They are Pre-test and Post-test. The test is a pre test and post test used to measure the speaking mastery.

⁴¹ Nurhasanah and Mahrukh Bashir, "B Inggris Kelas XI BG Press (1).Pdf" (Pusat kurikulum dan perbukuan, Balitbang, Kemendikbud, 2017).

The first the researcher took the data from the school to know the characteristic of the students as well as to choose which one will be an experimental group and as a control group. The researcher did the observation and interview. The researcher asked student for the first to speak up in front of the class. The interview was given one only class as an experimental group. It was done to know the responds of the students about the speaking mastery.

The researcher used oral test as the instrument of the test. The test consists of pre-test and post-test. The test that give to both of class experimental and control group is the same test, but with different topic.

In pre test, researcher asked students to speak up in front of the class at an undetermined time to the extent of their ability with different topic. Then researcher gave treatment to students in experimental group before give the post test. The treatment gave based on the procedure of just a minute game.

In post test, researcher asked students to speak up again in front of the class with the topic based on the text book.

Furthermore, there is no treatment for control class, so the researcher used the oral test. At last, researcher gave post test to experimental and control group. The speaking test consisted of five components. They are accent, grammar, vocabulary, fluency, and comprehension.

The function of collecting data is to determine the result of the research in collecting, the steps are Pre-test, Treatment, and Post-test.

Table III.4 Collecting of Data

Activities	Experimental Class	Control Class
Pre-Test	The researcher give the speaking test to know the students' speaking mastery	The researcher give the speaking test to know the students' speaking mastery
Treatment	<p>The researcher teaching speaking by using just a minute game</p> <ol style="list-style-type: none"> 1. The researcher ask students to sit in a circle 2. The researcher asks students to take out one slip of paper which contains several topics 3. The researcher tells participants have 15 minutes to prepare to talk non stop for one minute on the statement written on their slip of paper. The rules are no hesitations and no repetitions. 4. The researcher asks students each person to give their speech 5. If the students broke the rules the speaker will be change to another group and so all 6. The researcher instructs students after each speech, allow two or three minutes for short comments. If students have a lot to discuss, make a note of the topic and agree to return to it at the end 7. The researcher tells students that everyone has had their turn, go back and finish any discussions that had to be cut short 	<p>The researcher teaching speaking by teacher's strategy</p> <ol style="list-style-type: none"> 1. The researcher ask students to read the topic on text book 2. The researcher practices how to read or pronounce the topic 3. The researcher ask students to translate it 4. Then the researcher ask students to speak in front of the class and make a dialog with their partner

	8. The researcher tells the briefing and evaluation	
Post-Test	The researcher give the speaking test	The researcher give the speaking test

F. Validity and Reliability of the Test

1. Validity of the Test

In this research, the researcher used content validity using expert judgement. It means the test had fulfilled the validity of the contentin . In this research the test is validated by lecture who taught in English. In other words, the materials of the test have been taught at the second year of SMAN 5 Padangsidempuan. They are familiar materials and near to the students' daily life. They are appropriate to the students' knowledge, insight and experience. Moreover, the materials are taken from the book guide for the students and other related resources. The test is based on the materials studied by the students at the moment. The pretest and posttest of this research are valid. In making the test, the researcher had consulted first with the researcher's supervisor.

2. Reliability of the Test

The realibility test means that the test result shows similiarity. It makes the result in the measurement consistent. In this research the researcher used inter-rater realibility. So the researcher had two raters, the first rater was the lecture or researcher's advisor and the second was the English teacher. So that, the researcher concluded that the instrument that

applied in this research was reliable and can be used to test students at SMA N 5 Padangsidempuan.

G. The Technique of Analyzing Data

1. Normality Test

normality test is use to know whether the data of research is normal or not. Test normality in this research used SPSS v.26 using Shapiro-wilk test with a significant level of 5% Or 0.05 with criteria. If the value is significant (sig)>0.05, the students' pre test and post test were normally distributed. If the significant value (sig) < 0.05, the students' pre test and post test were not normally distributed. To calculated the test criteria are :

H_0 : The students are not distributed normally. H_0 is accepted when the *Shapiro Wilk* < 0.05

H_a : The students are distributed normally. H_a is accepted when the *Shapiro Wilk* > 0.05

2. Homogeneity Test

Homogeneity test is used to find out whether control class and experimental class have the same variant or not. The researcher used SPSS v.26 to calculate the data. The test criteria are :

- a. If the based on mean > 0.05 the data variance of the two classes is homogeneous variance.
- b. If the based on mean < 0.05 the data variance of the two classes is heterogeneous variance.

3. Hypothesis test

Hypothesis was using T-test. The researcher used Independent Sample T-test by using SPSS v.26. the result can be seen from the mean score would show whether there is the difference between mean score of control class and experimental class. The researcher made the hypothesis from the data that have been analyzed by looking at the $t_{\text{count}} > t_{\text{table}}$ and compare it to table.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the result of the research. It talks about the effect of Just a Minute (JAM) Game strategy on students' speaking mastery. The researcher has calculated the data using pre-test and post-test. Pre-test was done before conducting the treatment and post-test was done after conducting the treatment. Researcher applied quantitative analysis by using the formulation of t-test to test the hypothesis with using SPSS v.26.

A. Description of Data

1. Score of Pre-Test in Experimental Class

As the experimental class, the researcher took class XI MIA 1. In pre-test for experimental class, the researcher calculated the result that had been gotten by the students' speaking mastery during the pre-test for the experimental class. The score of pre-test experimental class can be seen in the following table :

Table IV.1 Score of Pre-Test in Experimental Class

Description	Pre-Test
Total score	1275
Highest score	65
Lowest score	35
Mean	51.00
Median	50.00
Modus	50
Range	30
Interval	5
Standard deviation	8.416
Variant	70.833

Based on the table above, Total score is the total of points that is got by students, it is 1275 total of score in pre test experimental class. The researcher also got the highest score, the highest score is the largest value in data. The highest score in this experimental pre-test was 65. While the lowest score, the smallest value in data sequence. For the lowest score was 35. Next, mean can be said to be representative of the data set. Mean in this data was 51.00.

Then, median is the middle of value after all the data is sorted, the researcher got 50.00 of median after calculating using SPSS v.26. Next, modus is the value that appears most often in a statistical data, the modus in this pre-test was 50. Range is the differences between the minimum and maximum in the data, in this data it was 30. Distances between classes is understanding of interval, it was 5 in this data.

Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 8.416. Last, variant is the sum of the squares of all deviations of individual values to the group mean, it was 70.833. For frequency distribution of control class in pre-test can be seen in the table below.

Table IV.2 Frequency Distribution of Pre-Test in Experimental Class

No	Interval Class	Frequency	Mid Point	Percentages
1	35 – 39	2	37	8%
2	40 – 44	2	42	8%
3	45 – 49	4	47	16%
4	50 – 54	5	52	20%
5	55 – 59	6	57	24%
6	60 – 64	4	62	16%
7	65 – 69	2	67	8%
	$i = 7$	25		100%

Based on the table above, the total of experimental class percentages in pre-test was 100%. The interval class was 6. Interval score ranging from 35 is the lowest score in pre-test experimental class, and the high score is 65 in pre-test experimental class. From the table above can be seen that there was 2 students who got a score of 35 until 39, and 2 students who got a score 40 until 44, 4 students who got a score 45 until 49, 5 students who got a score 50 until 54, 6 students who got a score 55 until 59, 4 students who got score 60 until 64.

Among the 25 student's, there was 2 students who got the highest score, the score was 65 until 69, and there was 2 students who got the lowest score, the score was 35 until 39, and the highest frequency there was 6 students who got a score 55 until 59, the lowest frequency there was 2 students who got a score 35 until 39, 2 students who got a score 40 until 44, and there was 2 students who got a score 65 until 69.

In order to get description of the data clearly and completely, it had been presented in the histogram below:

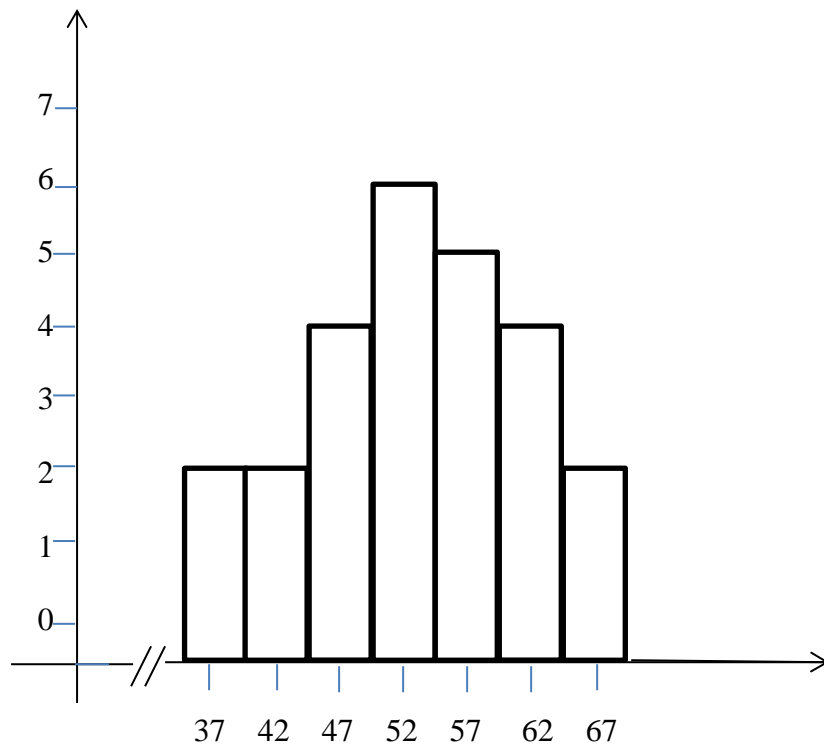


Figure 4.1 Description data of Pre-test in Experimental Class

Based on the figure of data description pre-test in experimental class the students score start from interval 35-39 up to 65-69. Most of the students or the highest frequency was in interval 50-54 with 6 students.

2. Score of Pre-Test in Control Class

As the Control class, the researcher took class XI MIA 2. In pre-test for control class, the researcher calculated the result that had been gotten by the students' speaking mastery during the pre-test for the control class. The score of pre-test control class can be seen in the following table :

Table IV.3 Score of Pre-Test in Control Class

Description	Pre-Test
Total score	1205
Highest score	65
Lowest score	35
Mean	48.20
Median	50.00
Modus	50
Range	30
Interval	5
Standard deviation	8.765
Variant	76.833

Total score is the total of points that is got by students, it is 1205 total of score in pre test control class. The researcher also got the highest score, the highest score is the largest value in data. The highest score in this experimental pre-test was 65. While the lowest score, the smallest value in data sequence. For the lowest score was 35. Next, mean can be said to be representative of the data set. Mean in this data was 48.20.

Then, median is the middle of value after all the data is sorted, the researcher got 50.00 of median after calculating using SPSS v.26. Next, modus is the value that appears most often in a statistical data, the modus in this pre-test was 50. Range is the differences between the minimum and maximum in the data, in this data it was 30. Distances between classes is understanding of interval, it was 5 in this data.

Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 8.765. Last, variant is the sum of the squares of all deviations of individual values to the group mean, it was 76.833. For

frequency distribution of control class in pre-test can be seen in the table below :

Table IV.4 Frequency Distribution of Pre-Test Control Class

No	Interval Class	Frequency	Mid Point	Percentages
1	35 – 39	3	37	12%
2	40 – 44	4	42	16%
3	45 – 49	5	47	20%
4	50 – 54	6	52	24%
5	55 – 59	3	57	14%
6	60 – 64	2	62	8%
7	65 – 69	2	67	8%
	$i = 7$	25		100%

Based on the table above, the total of experimental class percentages in pre-test was 100%. The interval class was 7. Interval score ranging from 35 is the lowest score in pre-test experimental class, and the high score is 65 in pre-test experimental class. From the table above can be seen that there was 3 students who got a score of 35 until 39, and 4 students who got a score 40 until 44, 5 students who got a score 45 until 49, 6 students who got a score 50 until 54, 3 students who got a score 55 until 59, 2 students who got score 60 until 64, and 2 students who got score 65 until 69

Among the 25 student's, there was 2 students who got the highest score, the score was 65 until 69, and there was 3 students who got the lowest score, the score was 35 until 39, and the highest frequency there was 6 students who got a score 50 until 54, the lowest frequency there was 2 students who got a score 60 until 64, and there was 2 students who got a score 65 until 69.

In order to get description of the data clearly and completely, it had been presented in the histogram below:

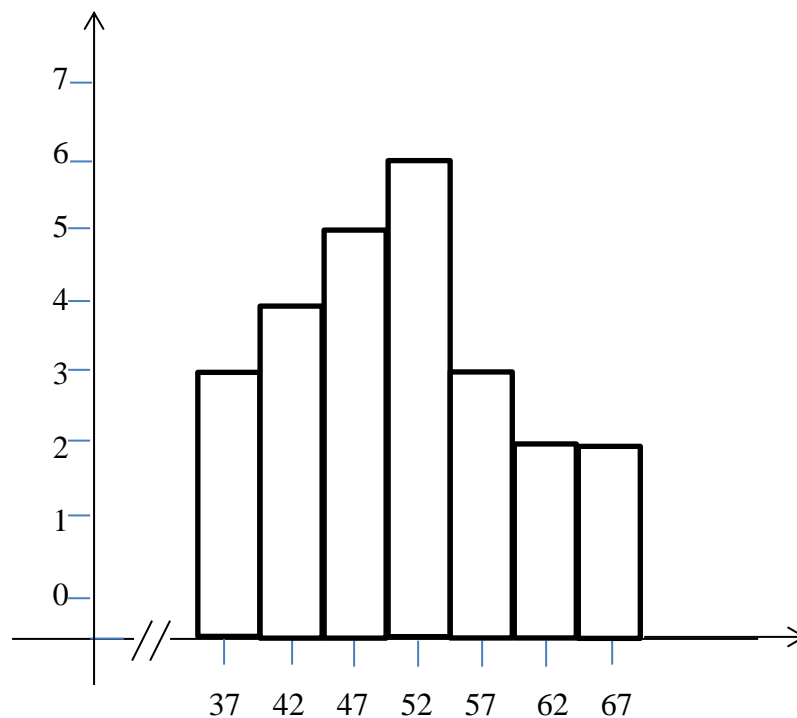


Figure 4.2 Description data of Pre-test in Control Class

Based on the figure of data description pre-test in experimental class the students score start from interval 35-39 up to 65-69. Most of the students or the highest frequency was in interval 50-54 with 6 students.

3. Score of Post-Test in Experimental Class

The calculation of the result that had been gotten by the students in doing the test (oral) after the researcher did the treatment by using Just a Miunte (JAM) Game strategy. The score of post-test experimental class can be seen in the following table :

Table IV.5 Score of Post-Test in Experimental Class

Description	Pre-Test
Total score	1685
Highest score	80

Lowest score	55
Mean	66.60
Median	65.00
Modus	65
Range	25
Interval	6
Standard deviation	7.461
Variant	55.667

Total score is the total of points that is got by students, it is 1685 total of score in post test experimental class. The researcher also got the highest score, the highest score is the largest value in data. The highest score in this experimental post-test was 80. While the lowest score, the smallest value in data sequence. For the lowest score was 55. Next, mean can be said to be representative of the data set. Mean in this data was 66.60.

Then, median is the middle of value after all the data is sorted, the researcher got 65.00 of median after calculating using SPSS v.26. Next, modus is the value that appears most often in a statistical data, the modus in this post-test was 65. Range is the differences between the minimum and maximum in the data, in this data it was 25. Distances between classes is understanding of interval, it was 6 in this data.

Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 7.461. Last, variant is the sum of the squares of all deviations of individual values to the group mean, it was

55.667. For frequency distribution of control class in pre-test can be seen in the table below.

Table IV.6 Frequency Distribution of Post-Test in Experimental Class

No	Interval Class	Frequency	Mid Point	Percentages
1	55 – 59	3	57	12%
2	60 – 64	5	62	20%
3	65 – 69	6	67	24%
4	70 – 74	5	72	20%
5	75 – 79	3	77	12%
6	80 – 84	2	82	8%
$i = 6$		25		100%

Based on the table above, the total of experimental class percentages in post-test was 100%. The interval class was 6. Interval score ranging from 55 is the lowest score in post-test experimental class, and the high score is 80 in pre-test experimental class. From the table above can be seen that there was 3 students who got a score of 55 until 59, and 5 students who got a score 60 until 64, 6 students who got a score 65 until 69, 5 students who got a score 70 until 74, 3 students who got a score 75 until 79, and 2 students who got score 80 until 84.

Among the 25 student's, there was 2 students who got the highest score, the score was 80 until 84, and there was 3 students who got the lowest score, the score was 55 until 59, and the highest frequency there was 6 students who got a score 65 until 69, the lowest frequency there was 2 students who got a score 80 until 84.

In order to get description of the data clearly and completely,

it had been presented in the histogram below:

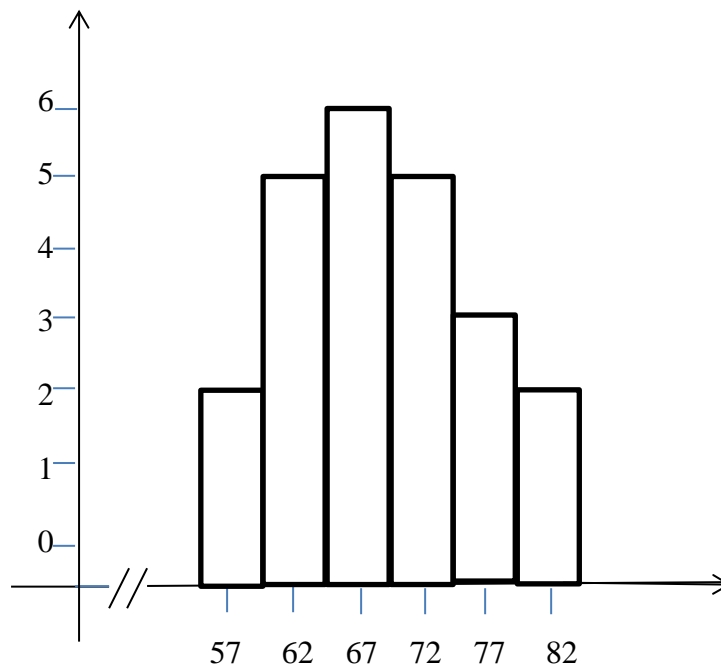


Figure 4.3 Description data of Post-test in Experimental Class

Based on the figure of data description post-test in experimental class the students score start from interval 55-59 up to 80-84. Most of the students or the highest frequency was in interval 65-69 with 6 students.

4. Score of Post-Test in Control Class

The calculation of the result had been gotten by the students' in doing the test (oral) after the researcher taught by using teacher's strategy. The score of post-test control class can be seen in the following table :

Table IV.7 Score of Post-Test in Control Class

Description	Pre-Test
Total score	1390
Highest score	70
Lowest score	45
Mean	55.60
Median	55.00
Modus	55

Range	25
Interval	6
Standard deviation	7.263
Variant	52.750

Total score is the total of points that is got by students, it is 1390 total of score in post test control class. The researcher also got the highest score, the highest score is the largest value in data. The highest score in this control post-test was 70. While the lowest score, the smallest value in data sequence. For the lowest score was 45. Next, mean can be said to be representative of the data set. Mean in this data was 55.60.

Then, median is the middle of value after all the data is sorted, the researcher got 55.00 of median after calculating using SPSS v.26. Next, modus is the value that appears most often in a statistical data, the modus in this post-test was 55. Range is the differences between the minimum and maximum in the data, in this data it was 25. Distances between classes is understanding of interval, it was 6 in this data.

Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was 7.263. Last, variant is the sum of the squares of all deviations of individual values to the group mean, it was 52.750. For frequency distribution of control class in pre-test can be seen in the table below.

Table IV.8 Frequency Distribution of Post-Test in Control Class

No	Interval Class	Frequency	Mid Point	Percentages
1	45 – 49	4	47	16%
2	50 – 54	5	52	20%

3	55 – 59	6	57	24%
4	60 – 64	5	62	20%
5	65 – 69	4	67	16%
6	70 – 74	1	72	4%
$i = 6$		25		100%

Based on the table above, the total of control class percentages in post-test was 100%. The interval class was 6. Interval score ranging from 45 is the lowest score in post-test control class, and the high score is 70 in post-test control class. From the table above can be seen that there was 4 students who got a score of 45 until 49, and 5 students who got a score 50 until 54, 6 students who got a score 55 until 59, 5 students who got a score 60 until 64, 4 students who got a score 65 until 69, and 1 students who got score 70 until 74.

Among the 25 student's, there was 1 student who got the highest score, the score was 70 until 74, and there was 4 students who got the lowest score, the score was 45 until 49, and the highest frequency there was 6 students who got a score 55 until 59, the lowest frequency there was 1 student who got a score 70 until 74.

In order to get description of the data clearly and completely, it had been presented in the histogram below:

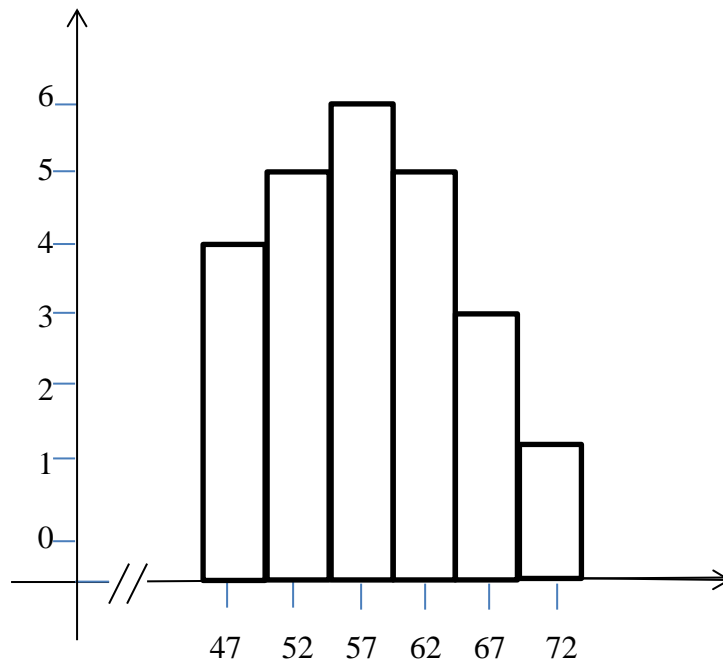


Figure 4.4. Description data of Post-test in Control Class

Based on the figure of data description post-test in experimental class the students score start from interval 55-59 up to 80-84. Most of the students or the highest frequency was in interval 65-69 with 6 students.

B. Data Analysis

1. Requirement Test

Requirement test is the test to findout mean score of the data and also prove whether the data is normally and homogenous or not.

a. Pre-Test

1.) Normality Test

Data normality of the two groups was calculated using SPSS v.26 using *Shapiro Wilk* test because the number of samples in the study was less than 100 students, the significance level of test was 5% or 0.05. The hyphothesis that will be tested in normality test as follows :

H_0 : The students are not distributed normally. H_0 is accepted when the shapiro wilk < 0.05 .

H_a : The students are distributed normally. H_a is accepted when the shapiro wilk > 0.05 .

**Table IV.9 Normality in Pre-Test
Test of Normality**

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pre test eksperimental class	,133	25	,200*	,954	25	,310
	pre test control class	,139	25	,200*	,946	25	,203

Based on analysis of normality of the pre-test data with Shapiro Wilk test using SPSS v.26, it was obtained that the experimental class was 0.310 and the control class was 0.203. In other word, $0.310 > 0.05$ in experimental class and $0.203 > 0.05$ in control class.

From the calculation it was found that Shapiro Wilk > 0.05 . So it can be concluded that pre-test data in experimental class and control class were normally distributed.

2.) Homogeneity Test

The homogeneity of variance test aims to determine whether the iniatial value (pre-test) of the sample has a homogeneous variance.

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (Homogeneous variance)}$$

$$H_a : \sigma_1^2 \neq \sigma_2^2 \text{ (Heterogeneous variance)}$$

**Table IV.10 Homogeneity in Pre-test
Test of Homogeneity of Variances**

Levene Statistic	df1	df2	Sig.
,064	1	48	,802

Based on the result of analysis of homogeneity of variance analysis of the initial value data (pre test) using SPSS v.26 calculation, obtained a significance value (sig) was 0.802. Based on criteria for testing data homogeneity using SPSS v.26 obtained a value significance (sig) based on mean > 0.05 or $0.802 > 0.05$ it means the pre-test value of the sample has a homogeneous variance.

b. Post-Test

1.) Normality Test

Data normality of the two groups was calculated using SPSS v.26 using *Shapiro Wilk* test because the number of samples in the study was less than 50 students, the significance level of test was 5% or 0.05. The hypothesis that will be tested in normality test as follows :

H_0 : The students are not distributed normally. H_0 is accepted when the shapiro wilk < 0.05 .

H_a : The students are distributed normally. H_a is accepted when the shapiro wilk > 0.05 .

Table IV.11 Normality in Post-Test

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Kelas	Statistic	Df	Sig.	Statistic	df	Sig.
Hasil	post test eksperimental class	,145	25	,186	,940	25	,147
	post test control class	,140	25	,200*	,935	25	,111

Based on analysis of normality of the post-test data with Shapiro Wilk test using SPSS v.26, it was obtained that the experimental class was 0.147 and the control class was 0.111. In other word, $0.147 > 0.05$ in experimental class and $0.111 > 0.05$ in control class.

From the calculation it was found that Shapiro Wilk > 0.05 . So it can be concluded that post-test data in experimental class and control class were normally distributed.

2.) Homogeneity Test

The homogeneity of variance test aims to determine whether the iniatial value (post-test) of the sample has a homogeneous variance.

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (Homogeneous variance)}$$

$$H_a : \sigma_2^2 \neq \sigma_2^2 \text{ (Heterogeneous variance)}$$

Table IV.12. Homogeneity in Post-Test

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	,058	1	48	,811

Based on the result of analysis of homogeneity of variance analysis of the initial value data (post test) using SPSS v.26 calculation, obtained a significance value (sig) was 0.811. Based on criteria for testing data

homogeneity using SPSS v.26 obtained a value significance (sig) based on mean > 0.05 or $0.811 > 0.05$ it means the post-test value of the sample has a homogeneous variance.

C. Hypothesis Test

From the result of the data analysis requirements test, it can be seen that the two classes after treatment are normal and have homogeneous variance, so test the hypothesis using Independent Sample T-test using SPSS v.26. The hypothesis that will be tested as follows :

If $H_0 : \mu_1 = \mu_2$ means there is no significant effect of just a minute game on speaking mastery at the eleventh grade students of SMA N 5 Padangsidempuan.

If $H_a : \mu_1 \neq \mu_2$ means there is significant effect of just a minute game on speaking mastery at the eleventh grade students of SMA N 5 Padangsidempuan.

Based on the result of calculations using Independent Sample T-test, it was found that $t_{count} > t_{table}$ or $5.282 > 2.01063$ (The calculation in Appendix 12). Based on the test criteria, H_a is accepted. It means that the average of students' speaking in experimental class using just a minute game strategy increased than average of students' speaking in control class. The result of T-test is as below :

Table IV.13. The Result of T-test

Result	
t_{count}	t_{table}
5.282	2.01063

So that is way $H_a : \mu_1 \neq \mu_2$, it can be concluded that just a minute game strategy significantly affects on speaking mastery at eleventh grade students of SMA N 5 Padangsidimpuan.

D. Discussion

The researcher provided the similiar cases with this research was conducted by Deviana, where this statement is suitable with this research that the researcher concluded that there was a significant difference between the students' speaking ability taught by using just-a-minute (JAM) game and without using just-a-minute (JAM) game.⁴²It's mean that Just a Minute game is effective to teach speaking. It can be used as an alternative technique to stimulate students' practice in speaking.

The second researcher was conducted by Alan Jaelani the researcher concluded that JAM can be well-implemented in English formal classroom, JAM has given positive impact in scaffolding students' speaking fluency, and JAM has gained students' positive perception towards its use. This study suggests the English teachers to try adapting JAM as a mean to help their students scaffold the speaking fluency.⁴³

Based on two researchers above, this research has similarity with them. From the result of the research that is previously stated. It was

⁴²Delviana, "The Effect Of Using Just-A-Minute (Jam) Game On The Students' Speaking Ability At Sman 1 Lubuk Dalam Siak Regency" (skripsi, Universitas Islam Negeri Sultan Syarif Kasim Riau, 2014), <https://repository.uin-suska.ac.id/4447/>.

⁴³ Jaelani and Utami, "The Implementation Of Just A Minute (Jam) Technique To Scaffold Students' Speaking Fluency."

proved that the students who were taught just a minute game strategy got better result. As in this research, the mean score of experimental class got better result than control class (66.60>55.60). Looking the students' score after using just a minute game strategy to affect learning speaking, this strategy is good to be used as an innovation for teaching speaking. It aims to affect the students in leaning speaking. Although not all of the aspect in speaking can be covered by this strategy. It can be considerably used in teaching speaking. This strategy makes the students active and not feel bored when the teacher gave the material about speaking. As a conclusion, this strategy is recomended to be used for the english teacher in teaching speaking

E. Threats of The Research

In conducting of this research, the researcher realized that there were many threats in this research, it started from the tittle until the technique of analyzing the data, and from arranging proposal until finishing thesis, so the research knew that is was far from the excellent thesis.

The researcher found the threats of this research. First, Just a Minute game has not used in learning speaking in the Classroom before. It takes longer time to explain the steps many times. Second The students need less one minute time to speak well. Last, The students can not speak if it is did not open the book to speak eventhough one minute.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are :

1. The students' speaking ability at grade eleventh students of SMA N 5 Padangsidimpuan before Just a Minute game strategy was in low category because the mean score of pre-test experimental class was 51.00
2. The students' speaking ability at grade eleventh students of SMA N 5 Padangsidimpuan after using Just a Minute game strategy was in medium category because the mean score of experimental class was higher than before using Just a Minute game strategy. It was 66.60.
3. There was a significant effect of Just a Minute game on speaking ability at grade eleventh students of SMA N 5 Padangsidimpuan. The researcher found the research result of t-test where t_0 was higher than t_t . Where t_0 was 5.282 and t_t was 2.01063 ($5.282 > 2.01063$). It means that H_a was accepted, so there was a significant effect of Just a Minute game strategy on speaking ability at grade eleventh students of SMA N 5 Padangsidimpuan.

B. Implication

Based on the research conducted under the title “The effect of Just a Minute Game on Speaking Ability at the Eleventh Grade Students SMA N 5 Padangsidempuan” then the following implications can be drawn from the study’s findings :

1. As an alternative, Just a Minute Game can help make learning interesting, particularly when it comes to speaking English. Just a Minute Game as the habitual behaviour can be alternative ways to get fun and authentic learning English especially in speaking.
2. The data analysis indicates that the students’ practice of Just a Minute Game has significantly affect on their speaking ability.
3. This research can be used as input for English teacher. Use Just a Minute Game which can increase learning especially speaking, as the beyond classroom learning.

C. Suggestion

After finishing the research, the researcher got many information in English teaching learning. Therefore, from that experience, the researcher shows some things need to be proven. It makes the researcher give some suggestion, as follow :

1. From the research result it is as the information to the English teacher to use Just a Minute game strategy as a reference in teaching speaking to make learning process more interest and active.
2. From researcher result it is also as the information for the headmaster to modify and motivate the English teacher to teach as well as possible by maximizing the

using of Just a Minute game strategy in teaching, especially in speaking mastery.

3. The researcher hopes that the next researcher will explore the methodology used in this research in greater detail.

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Form of Construct Validity for Speaking Ability

Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI/2
Penelaah : Sri Minda, M.Hum.

A. Petunjuk pengisian format pengisian butir soal

1. Analisislah Instrument soal yang berdasarkan semua kriteria yang tertera di dalam format tersebut!
2. Berikan tanda cek (✓) pada kolom “Ya” apabila soal yang ditelaah sudah sesuai dengan kriteria.
3. Berikan tanda cek (X) pada kolom “Tidak apabila soal yang ditelaah tidak sesuai dengan kriteria.
4. Kemudian tuliskan catatan pada ruang catatan atau pada teks soal dan perbaikannya.

B. Form of Construct Validity for Writing Mastery Test

No	Aspek	Ya	Tidak	Catatan
1	Apakah instrument sudah sesuai dengan kompetensi dasar dan indicator untuk siswa kelas X di semester 2?	✓		
2	Apakah isi materi dan topic sesuai dengan jenjang sekolah atau tingkat kelas?	✓		
3	Apakah instruksi dapat	✓		

	dipahami dengan baik?			
4	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?	✓		
5	Apakah waktu yang ditetapkan sudah cukup?	✓		

Mengetahui,
Validator

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APPENDIX 1

Lesson Plan / Rpp

(Rencana Pelaksanaan Pembelajaran)/ Control class

Educational Unit : SMA N 5 Padangsidempuan

Class / Semester : XI/Ganjil

Subject : Opinion and thought (Just a Minute Game)

Time allocational : 2 x 35 menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

1. Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli
2. Mencatat pesan-pesan sederhana baik dalam interaksi langsung maupun melalui alat
3. Memahami instruksi-instruksi sederhana
4. Membuat pesan-pesan pendek, petunjuk dan daftar dengan pilihan kata, ejaan dan tata tulis yang berterima

C. Tujuan Pembelajaran

Dengan mempelajari opinion and thought

- siswa diharapkan mampu memahami Opinion and thought
- siswa diharapkan mampu berbicara tentang opinion and thought
- siswa diharapkan mampu mengekspresikan opinion and thought

Materi Pembelajaran

Opinion and thought adalah tentang bagaimana cara memberikan pendapat tentang sesuatu

D. Media / alat

Alat yang digunakan dalam pembelajaran adalah buku Bahasa Inggris untuk kelas XI, spidol, papan tulis, paper, watch

E. Langkah langkah pembelajaran

Kegiatan Pendahuluan (15 menit)
<ul style="list-style-type: none">- Pembukaan dengan salam pembuka dan doa untuk pembelajaran terbimbing- Ambil absen siswa- Warming up (jumping)
Kegiatan Inti (40 menit)
<ul style="list-style-type: none">- Peneliti meminta siswa untuk membacakan topic yang ada di dalam text book- Peneliti meminta siswa untuk menerjemahkan topic tersebut- Peneliti meminta siswa untuk mempraktekkan nya di depan kelas
Kegiatan Penutup (15 menit)
<ul style="list-style-type: none">- Terakhir, peneliti meminta siswa untuk memberikan kesimpulan- Guru menutup pertemuan.

F. Penilaian

1. Sikap: dari sikapnya di kelas
2. Keterampilan: dari proses performance
3. Kognitif: dari pengetahuannya tentang materi di kelas.

Lesson Plan / Rpp

(Rencana Pelaksanaan Pembelajaran)/ Control class

Educational Unit : SMA N 5 Padangsidempuan

Class / Semester : XI/Ganjil

Subject : Describing Process

Time allocational : 2 x 35 menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

1. Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli
2. Mencatat pesan-pesan sederhana baik dalam interaksi langsung maupun melalui alat
3. Memahami instruksi-instruksi sederhana
4. Membuat pesan-pesan pendek, petunjuk dan daftar dengan pilihan kata, ejaan dan tata tulis yang berterima

C. Tujuan Pembelajaran

Dengan mempelajari Describing Process

- siswa diharapkan mampu memahami describing process
- siswa diharapkan mampu berbicara bagaimana semestinya describing process
- siswa diharapkan mampu mengekspresikan describing process

Materi Pembelajaran

Describing process adalah sebuah proses atau langkah-langkah tentang bagaimana cara membuat atau sesuatu bisa terjadi.

D. Media / alat

Alat yang digunakan dalam pembelajaran adalah buku Bahasa Inggris untuk kelas XI, spidol, papan tulis.

E. Langkah langkah pembelajaran

Kegiatan Pendahuluan (15 menit)
<ul style="list-style-type: none">- Pembukaan dengan salam pembuka dan doa untuk pembelajaran terbimbing- Ambil absen siswa- Warming up (jumping)
Kegiatan Inti (40 menit)
<ul style="list-style-type: none">- Peneliti meminta siswa untuk membacakan topic yang ada di dalam text book- Peneliti meminta siswa untuk menerjemahkan topic tersebut- Peneliti meminta siswa untuk mempraktekkan nya di depan kelas
Kegiatan Penutup (15 menit)
<ul style="list-style-type: none">- Terakhir, peneliti meminta siswa untuk memberikan kesimpulan- Guru menutup pertemuan.

F. Penilaian

1. Sikap: dari sikapnya di kelas
2. Keterampilan: dari proses performance
3. Kognitif: dari pengetahuannya tentang materi di kelas.

Speaking Test (Pre-Test)

Choose one of the following topics, you have 5 minutes to prepare to talk nonstop for one minute. The rules are no hesitations and repetition.

1. Smoking should be banned in public places
2. Woman should not work
3. Online gaming should be banned

Mengetshui

Padangsidempuan, Oktober 2023

Reseacher

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Speaking Test (Post-Test)

Choose one of the following topics, you have 5 minutes to prepare to talk nonstop for one minute. The rules are no hesitations and repetition.

1. Education is a right or a privilege
2. Time is more important than money
3. Gaming affects the life of teenagers

Mengetshui

Padangsidempuan, Oktober 2023

Researcher

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Appendix IV

Score of Experimental Class and Control Class in Pre Test

A. Score of Experimental Class Pre Test

No	Students Initial Name	P	G	V	F	C	Total Score	Test Score
1	AT	1	2	2	1	2	8	40
2	AB	1	1	2	1	2	7	35
3	AK	3	2	3	2	2	12	60
4	AS	2	2	3	2	2	11	55
5	AHP	2	1	2	1	2	8	40
6	AG	2	2	3	2	2	11	55
7	DAP	2	2	2	2	2	10	50
8	DS	1	1	2	1	2	7	35
9	DKP	2	3	3	2	3	13	65
10	EZ	2	2	3	2	3	12	60
11	FP	2	3	2	2	2	11	55
12	FM	2	1	2	2	2	9	45
13	IBS	2	2	2	2	2	10	50
14	JY	2	2	3	2	2	11	55
15	LAD	1	2	3	1	2	9	45
16	MS	3	2	3	2	3	13	65
17	MD	2	2	3	2	3	12	60
18	MYLT	2	2	2	2	2	10	50
19	MNS	2	1	2	2	2	9	45
20	NM	2	2	2	2	2	10	50
21	NA	2	2	2	2	2	10	50
22	NJM	2	2	3	2	2	11	55
23	RRA	2	3	3	2	2	12	60
24	RA	2	2	3	2	2	11	55
25	SSP	2	2	2	1	2	9	45
Total								1275

B. Score of Control Class Pre Test

No	Students Initial Name	P	G	V	F	C	Total score	Test score
1	AS	2	2	2	1	2	9	45
2	AC	1	1	2	1	2	7	35
3	AZS	1	1	2	1	2	7	35
4	AP	1	1	3	2	2	9	45
5	DI	2	2	2	2	2	10	50
6	DOM	2	2	2	2	2	10	50
7	EA	2	1	2	1	2	8	40
8	E	1	2	3	2	2	10	50
9	FF	2	1	2	1	2	8	40
10	FZ	2	3	3	2	2	12	60
11	GR	2	1	2	1	2	8	40
12	NMF	2	2	2	2	2	10	50
13	IL	2	2	3	2	2	11	55
14	JS	2	3	3	2	3	13	65
15	KS	1	1	2	1	2	7	35
16	MA	2	2	2	2	2	10	50
17	ME	2	2	3	2	2	11	55
18	NR	2	2	3	2	3	12	60
19	NA	1	2	3	1	2	9	45
20	NAA	2	3	3	3	2	13	65
21	NA	1	2	2	1	2	8	40
22	NH	2	2	3	2	2	11	55
23	RF	2	1	3	1	2	9	45
24	RA	2	2	2	2	2	10	50
25	REF	2	2	2	1	2	9	45
Total								1205

Appendix V

A. Result Test in Pre-Test of Experimental Class

1. the score of XI MIA 1 class in pre test from low score to high score :

35	35	40	40	45
45	45	45	50	50
50	50	50	55	55
55	55	55	55	60
60	60	60	65	65

2. High = 65

Low = 35

Range = High – Low

= 65 – 35

= 30

3. Total of Classes = $1 + 3.3 \log (n)$

= $1 + 3.3 \log (25)$

= $1 + 3.3 (1.39)$

= $1 + 4.58$

= 5.58

= 6

4. Length of Classes = $\frac{\text{range}}{\text{total of classes}} = \frac{30}{6} = 5$

Appendix VI

A. Result Test in Pre-Test of Control Class

1. the score of XI MIA 2 class in pre test from low score to high score :

35	35	35	40	40
40	40	45	45	45
45	45	50	50	50
50	50	50	55	55
55	60	60	65	65

$$2. \text{ High} = 60$$

$$\text{Low} = 30$$

$$\text{Range} = \text{High} - \text{Low}$$

$$= 60 - 30$$

$$= 30$$

$$3. \text{ Total of Classes} = 1 + 3.3 \log (25)$$

$$= 1 + 3.3 \log (25)$$

$$= 1 + 3.3 (1.39)$$

$$= 1 + 4.58$$

$$= 5.58$$

$$= 6$$

$$4. \text{ Length of Classes} = \frac{\text{range}}{\text{total of classes}} = \frac{30}{6} = 5$$

Appendix VII

Normality and Homogeneity Test of Pre-Test

Descriptives

	Class		Statistic	Std. Error	
hasil	pre test eksperimental class	Mean	51.00	1.683	
		95% Confidence Interval for Mean	Lower Bound	47.53	
			Upper Bound	54.47	
		5% Trimmed Mean	51.11		
		Median	50.00		
		Variance	70.833		
		Std. Deviation	8.416		
		Minimum	35		
		Maximum	65		
		Range	30		
		Interquartile Range	13		
		Skewness	-.228	.464	
		Kurtosis	-.536	.902	
		pre test control class	Mean	48.20	1.753
	95% Confidence Interval for Mean		Lower Bound	44.58	
			Upper Bound	51.82	
	5% Trimmed Mean		48.00		
	Median		50.00		
	Variance		76.833		
	Std. Deviation		8.765		
	Minimum		35		
	Maximum		65		
	Range		30		
	Interquartile Range	15			
Skewness	.301	.464			
Kurtosis	-.566	.902			

Tests of Normality

	class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
hasil	pre test eksperimental class	.133	25	.200*	.954	25	.310
	pre test control class	.139	25	.200*	.946	25	.203

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
hasil	Based on Mean	.064	1	48	.802
	Based on Median	.072	1	48	.790
	Based on Median and with adjusted df	.072	1	47.890	.790
	Based on trimmed mean	.062	1	48	.804

Appendix VIII

Score of Experimental Class and Control Class on Post Test

A. Score of Experimental Class Post Test

No	Students Initial Name	P	G	V	F	C	Total Score	Test Score
1	AT	2	3	4	2	3	14	70
2	AB	2	3	3	2	3	13	65
3	AK	2	4	4	2	3	15	75
4	AS	2	3	3	2	3	13	65
5	AHP	2	3	3	2	4	14	70
6	AG	2	3	3	2	2	12	60
7	DAP	2	2	4	2	2	12	60
8	DS	2	3	3	2	3	13	65
9	DKP	3	3	3	2	3	14	70
10	EZ	2	3	3	2	3	13	65
11	FP	3	4	4	2	3	16	80
12	FM	3	3	2	2	3	13	65
13	IBS	3	3	4	2	4	16	70
14	JY	2	3	4	3	3	15	75
15	LAD	2	2	4	1	2	11	55
16	MS	2	2	3	2	2	11	55
17	MD	3	2	3	2	2	12	60
18	MYLT	2	3	3	2	3	13	65
19	MNS	2	3	4	2	3	14	70
20	NM	3	3	4	2	4	16	80
21	NA	3	2	4	3	3	15	75
22	NJM	3	2	3	2	2	12	60
23	RRA	2	2	2	3	2	11	55
24	RA	3	2	3	1	3	12	60
25	SSP	3	3	4	2	3	15	75
Total								1685

B. Score of Control Class Post Test

No	Students Initial Name	P	G	V	F	C	Total score	Test score
1	AS	3	3	3	2	3	14	70
2	AC	3	2	3	2	3	13	65
3	AZS	2	3	3	2	3	13	65
4	AP	2	2	3	2	3	12	60
5	DI	2	3	3	2	3	13	65
6	DOM	2	2	2	1	2	9	45
7	EA	2	2	3	2	3	12	60
8	E	2	2	3	1	3	11	55
9	FF	2	3	3	3	4	15	75
10	FZ	2	3	4	2	3	14	70
11	GR	2	3	4	2	3	14	70
12	NMF	2	2	3	2	3	12	60
13	IL	3	3	3	2	3	14	70
14	JS	3	2	2	2	3	12	60
15	KS	2	2	2	2	2	10	50
16	MA	2	2	2	2	2	10	50
17	ME	2	3	2	2	3	12	60
18	NR	2	2	2	1	2	9	45
19	NA	2	3	2	2	2	11	55
20	NAA	2	2	2	2	2	10	50
21	NA	2	2	2	1	2	9	45
22	NH	2	2	3	2	2	11	55
23	RF	2	2	2	2	3	11	55
24	RA	3	2	2	2	2	11	55
25	REF	2	3	4	2	3	14	65
Total								1610

Appendix IX

A.Result Test in Post-Test of Experimental Class

1. the score of XI MIA 1 class in post test from low score to high score :

55	55	55	55	60
60	60	60	60	65
65	65	65	65	65
70	70	70	70	70
75	75	75	80	80

2. High = 80

Low = 55

Range = High – Low

= 80 – 55

= 25

3. Total of Classes = $1 + 3.3 \log (n)$

= $1 + 3.3 \log (25)$

= $1 + 3.3 (1.3979)$

= $1 + 4.6132$

= 5.6132

= 6

4. Length of Classes = $\frac{\text{range}}{\text{total of classes}} = \frac{25}{6} = 4.16 = 5$

Appendix X

A.Result in Post-test of Control Class

1. the score of XI MIA 2 class in post test from low score to high score :

45	45	45	45	50
50	50	50	50	55
55	55	55	55	55
60	60	60	60	60
65	65	65	65	70

2. High = 70

Low = 45

Range = High – Low

= 70 – 45

= 25

3. Total of Classes = $1 + 3.3 \log (n)$

= $1 + 3.3 \log (25)$

= $1 + 3.3 (1.39)$

= $1 + 4.58$

= 5.58

= 6

4. Length of Classes = $\frac{\text{range}}{\text{total of classes}} = \frac{25}{6} = 4,16 = 5$

Appendix XI

Normality and Homogeneity Test of Pre-Test

Descriptives

	Kelas		Statistic	Std. Error	
hasil	post test eksperimental class	Mean	66.60	1.492	
		95% Confidence Interval for Mean	Lower Bound	63.52	
			Upper Bound	69.68	
		5% Trimmed Mean	66.50		
		Median	65.00		
		Variance	55.667		
		Std. Deviation	7.461		
		Minimum	55		
		Maximum	80		
		Range	25		
		Interquartile Range	13		
		Skewness	.135	.464	
		Kurtosis	-.843	.902	
		post test control class	Mean	55.60	1.453
			95% Confidence Interval for Mean	Lower Bound	52.60
	Upper Bound			58.60	
	5% Trimmed Mean		55.44		
	Median		55.00		
	Variance		52.750		
	Std. Deviation		7.263		
	Minimum		45		
	Maximum		70		
	Range		25		
	Interquartile Range	10			
	Skewness	.129	.464		
Kurtosis	-.885	.902			

Tests of Normality

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	post test eksperimental class	.145	25	.186	.940	25	.147
	post test control class	.140	25	.200*	.935	25	.111

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
hasil	Based on Mean	.058	1	48	.811
	Based on Median	.026	1	48	.873
	Based on Median and with adjusted df	.026	1	47.762	.873
	Based on trimmed mean	.065	1	48	.800

Appendix XII

Independent Sample T-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differenc e	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
hasil	Equal variances assumed	.058	.811	5.282	48	.000	11.000	2.082	6.813	15.187
	Equal variances not assumed			5.282	47.965	.000	11.000	2.082	6.813	15.187

Apeendix XIII

Students' Transcription

1.DKP

Education is allright priviledge. I think education is allright because the people must the education for got your work in the future. Of course you got money from work and you will become smart people, and people will flashback with you and I think education is very important in my life and I agree with this statement.

2. MS

Time is more important than money. I agree with time is more important than money, with money we can get anything and with money we can buy anything but not time with time we can learn we can get many experience or life. So, don't you think about get money but come of play your time with usefull activities, don't waste your time because time is more important than money. It's mean time is really important.

3. IBS

Time is more important than money. I think it's true because money can buy anything but can't buy time. From time time we can get money experience we can improve our life and we can get money people we meet. But with money we can lost money easy and money can make we crazy because people think money is everything that can make people happy everytime, everywhere. So people forgot the time is very important we can repeat our memorize so don't waste your time. Use you time meaningfull.so that I agree with the statement that time is more important than money.

4.MD

Gaming affects the life of teenagers. I agree because ready on handphone that can broken we and make we not focus to study. Teenager forget the time and to study because they always play game everytime and make they do't know anything more about knowledge. They know just game and handphone. It can broke teir concantrate. So many students lazy and bad attitude.

CURRICULUM VITAE



A. Identify

Name : Reni Agustina
Reg. Number : 19 203 00017
Place/Birthday : Padangsidimpuan, 05 Agustus 2000
Sex : Female
Religion : Islam
Address : Jln. Dr. Payungan Dlt gg. Sehat Padangsidimpuan
Phone Number : 0822 1390 6122
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B. Parents

Father's Name : Hasanuddin Dalimunthe
Job : Self-employed
Mother's Name : Eny Yati Ritonga
Job : Housewife

C. Educational Background

Elementary School : SDN 200113 Tano Bato (2013)
Junior High School : SMP Negeri 4 Padangsidimpuan (2016)
Senior High School : SMA Negeri 6 Padangsidimpuan (2019)
Collage : UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan
(2019-2023)



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SURAT KETERANGAN
Nomor : 423.4 / 300 / SMA.5 / MH-2023

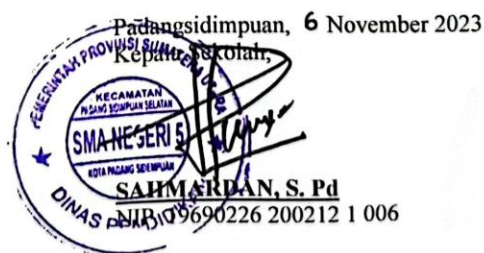
Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpun dengan Nomor : B-5934 / Un.28 / E.1 / TL.00.9/10/2023, tanggal 23 Oktober 2023, tentang Izin Penelitian Penyelesaian Skripsi, bersama ini kami sampaikan bahwa :

Nama : RENI AGUSTINA
NIM : 1920300017
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris

Adalah benar telah melaksanakan Penelitian di SMA Negeri 5 Padangsidimpun dengan judul skripsi :

"THE EFFECT OF JUST A MINUTE GAME ON SPEAKING MASTERY AT THE ELEVENTH GRADE STUDENTS OF SMA N 5 PADANGSIDIMPUAN"

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.



Tembusan :

1. Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Syahada Padangsidimpun
2. Yang bersangkutan
3. Pertinggal



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Lamp : -
Perihal : **Pengesahan Judul dan Penunjukan
Pembimbing Skripsi**

15 November 2022

Yth.

1. Zainuddin, M.Hum. (Pembimbing I)
2. Sri Minda, M.Hum. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Reni Agustina
NIM : 19 203 00017
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effect Of Just A Minute Game On Speaking Mastery At The Eleventh Grade Students Of SMA N 5 Padangsidempuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
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Lampiran : -
Hal : **Izin Penelitian**
Penyelesaian Skripsi.

Yth. Kepala SMAN 5 Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Reni Agustina
NIM : 1920300017
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Jln. Pinayungan Dlt, Gg. Sehat, Padangsidempuan

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Just a Minute Game on Speaking Ability Students' at Grade Eleventh SMAN 5 Padangsidempuan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

Plh.Dekan


Dr. Abdussima Nasution, M.A
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