

**THE EFFECTIVENESS OF JAM (JUST A MINUTE) TECHNIQUE
ON STUDENTS' SPEAKING SKILL AT THE 8TH GRADE OF
SMP NEGERI 2 KEDUNGBANTENG BANYUMAS**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of State Islamic
University Prof. K.H. Saifuddin Zuhri Purwokerto as partial Fulfillment of
Requirement for *Sarjana Pendidikan* (S.Pd.) Degree**

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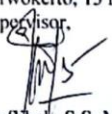
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ABSTRACT
THE EFFECTIVENESS OF JAM (JUST A MINUTE) TECHNIQUE
ON STUDENTS' SPEAKING SKILL AT THE 8TH GRADE OF
SMP NEGERI 2 KEDUNGBANTENG BANYUMAS

DINA RIZQI MAULANA PUTRI

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Speaking is used to convey people's thoughts, feelings, and emotions through verbal communication. However, it is not easy to be good at speaking. The 8th grade students of SMP Negeri 2 Kedungbanteng Banyumas still faced difficulties in learning speaking. On the other hand, the teacher was also confused on how to attract students' enthusiasm in learning speaking. One of the suitable techniques that can be used in teaching speaking is the Just A Minute (JAM) technique. This technique can help students to improve their communication skills. The objective of this study is to examine the effectiveness of JAM (Just A Minute) technique on students' speaking ability in 8th grade of SMP Negeri 2 Kedungbanteng Banyumas. This study employed the quasi-experimental method with two groups as the sample, class 8F as the experimental group, and class 8D as the control group. A pre-test and a post-test were used as the instruments of the research. The results of the study found that the average pre-test score for the experimental class was 55.75, and the average pre-test score for the control class is 54.625. The average post-test score for the experimental group was 75,875, meanwhile the average post-test score for the control group was 63,3125. Then, the result of the hypothesis test obtained a significant value of $0.000 < 0,05$, which means that H_0 is rejected and H_a is accepted. It can be said that the JAM technique is effective to improve students' speaking skill at the 8th grade of SMP Negeri 2 Kedungbanteng Banyumas.

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

MOTTO

“Don’t be sad that Allah is with us.”

(QS. At-Taubah [9] : 40)

“Your Lord has not taken leave of you, [O Muhammad], nor has He detested [you].”

(QS. Ad-Duhaa [93] : 3)

“It will pass, the good, the bad, the unknown-everything. It all passes. Whatever happening in your life today, it will pass.”



DEDICATION

I dedicate this thesis to:

My precious mom, Rif'atul Jannah

My precious dad, Saiful Amin

My beloved brother, Irvanda Rizqi Maulana Putra

My dearest family



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The Researcher,

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CHAPTER I INTRODUCTION

This chapter presents the introduction that covers background of the study, the operational definition, the research question, the objective of the study, and the significances of the study.

A. Background of the Study

Effective communication is essential for human interaction, and speaking with clarity, confidence, and conviction is a vital component of it. In today's interconnected world, developing strong speaking skills is not only an advantage, but a fundamental asset that enables individuals to navigate diverse social, academic, and professional landscapes with ease and confidence. Speaking ability has a particularly important role because it is used in human daily life. The oral mode of communication is the most important tool for personal development and social interaction (LaRusso, 1970:9). English teaching and learning in Indonesia expects the students can be confident, and independent in daily conversation, academic and professional situation in English, although with limited ability and inaccuracies. Speaking skill can be one of the factors to develop and improve others' English skills. According to Candraloka & Rosdiana (2019:131) speaking is a linguistic ability that involves producing, receiving, and processing information as part of an interactive process to generate meaning. Leong & Ahmadi (2017:35) stated the ability to speak English well is a crucial component of effective interpersonal communication. Speaking skill is an output of the English language. Output means producing a language, and the output is usually more difficult. Speaking skill is challenging to be a good English speaker. According to Burns (2017:243) to be competent, they must combine a variety of skills, knowledge, and processes that take into account the contexts of production and result in speech that is culturally and socially relevant, appropriate, and understandable to their interlocutors, as well as manage micro-level reactions and responses to what they say.

However, speaking skills mastery, especially for English Foreign Learner (EFL) in Indonesia is still very low. It is not easy to have good skill in speaking, especially for students in junior high school. Based on the study of Franscy & Ramli (2022:8) showed that the problem is dominated by language knowledge and understanding. According to the interview results, non-linguistic aspects that cause difficulty for students include: (1) nervousness to speak, (2) lack of motivation, (3) fear of making mistakes, and (4) low engagement in class. Students experience problems in speaking skills, it can be caused from internal dan external factors. Internal factors come from within the students themselves, such as shyness, lack of confidence, low motivation, etc. Ahsan, Ashger, & Hussain (2020:111) stated shyness could be the basis of issues with students' L2 class learning outcomes, particularly during the communicative activity. Then, one of the external factors that influence students' speaking abilities is technique in teaching speaking. It is essential to use effective techniques in teaching speaking to improve students' speaking skills. By the application of effective techniques, teachers can assist students in overcoming difficulties related to confidence, vocabulary, and classroom management, ultimately enhancing their entire speaking skills.

In line with the difficulties found above, based on the results of preliminary observations conducted on November 20, 2023, and interviews with English subject teachers at SMP Negeri 02 Kedungbanteng Banyumas, it was found that 8th grade students at the school also experienced difficulties in speaking English. The biggest problem that faced by the students when speaking English is they are afraid of making mistakes. Some students struggle with speaking English due to a lack of vocabulary and confidence. Additionally, they may not be accustomed to speaking English in a classroom setting. It is important to consider different learning methods and techniques, as well as the teaching methods used by the teacher. Teachers should provide a more varied technique or methods to teaching, rather than fixating on a limited set of methods and techniques. This will allow students to explore and develop their English-speaking skill more fully.

Based on the problem that found above, there are many innovative techniques that can be used for teaching speaking, for example JAM (Just A

Minute) technique. JAM technique is rooted in one of the game shows organized on BBC radio that expects the participants to speak for 60 seconds or one minute without hesitation, repetition, or deviation (Savitri, 2018:27). Pertiwi & Amri (2017:346) said it encourages students to speak in front of a "public", their friends, and their teacher, which boosts their self-confidence. As a result, the JAM technique can help students gain confidence in speaking English. Furthermore, it can help students improve their convincing skills and overall general speaking ability. The JAM technique has many benefits for students in the classroom, such as increased accuracy and fluency, better time management, increased self-assurance, better oral communication skills, readying students for presentations and interviews, developing presentation skills on their own, and showcasing knowledge (Gayathri, 2016). Seeing the benefits of JAM technique and this technique has never been used in the school, it is interested to perform a study focused on **THE EFFECTIVENESS OF JAM (JUST A MINUTE) TECHNIQUE ON STUDENTS' SPEAKING SKILL AT THE 8TH GRADE OF SMP NEGERI 2 KEDUNGBANTENG BANYUMAS.**

B. Operational Definition

The following definition is proposed in order to facilitate a similar understanding between the researcher and readers. Moreover, it is intended to prevent ambiguity or misunderstanding.

1. Speaking Skill

Speaking is the activity of language delivery through the mouth. In that situation, we create sound by using various parts of the body, including the lungs, vocal cords, tongue, teeth, and lips. Speaking can be defined as the act of self-expression through spoken language. According to Franscy & Ramli (2022:7) speaking involves a complicated cognitive and linguistic skill that requires the production of audible sounds to convey ideas, make requests, and engage in social interactions. Speaking requires both the production and reception of information and requires a balance of linguistic and sociolinguistic skills (LaRusso, 1970). Effective speakers possess not only a mastery of grammar, pronunciation, and

vocabulary, but also a knowledge of when, why, and how to use language in various situations and for various types of purposes. Effective oral communication is crucial for daily human interactions. Without clear and concise communication, ideas cannot be effectively conveyed. To develop good speaking skills, it is important to learn all English skills and practice speaking consistently. Speaking is frequently impromptu and spontaneous, and it can be made better with practice and response.

2. JAM (Just A Minute) Technique

The JAM (Just A Minute) basically is a game set up on BBC radio quiz show. The JAM (Just A Minute) technique is a speech activity in which the speaker is expected to express his or her ideas on a given topic within one minute without hesitation, repetition, or deviation (Gayathri, 2016). Just A Minute was founded by Ian Messiter. The idea for Just A Minute emerged when Messiter designed a game for BBC radio. After more than 800 episodes, the game has spread around the world and the game technique is well applied in English as a Foreign Language (EFL) classes. According to Sinaga, Sinaga, & Napitulu (2022:1228) the goals of the one-minute talk technique are to improve oral language fluency, improve pronunciation, emphasize attentive listening, practice quick logical thought, and confident to speak in front of people. In the next session of this thesis, the abbreviation “JAM” will be used instead of the full term Just A Minute.

C. Research Question

Based on the research background, the research question is: Is JAM (Just A Minute) technique effective toward students' speaking skill at the 8TH grade of SMP Negeri 2 Kedungbanteng Banyumas?

D. Objective of the Research

Based on the research question, the objective of the research is: to examine the effectiveness of JAM (Just A Minute) technique on students' speaking skill at the 8TH grade of SMP Negeri 2 Kedungbanteng Banyumas.

F. Significances of the Research

a. Theoretical significances

This study's result is expected to contribute significantly to improving English Language Teaching, especially in learning speaking skills.

b. Practical significances

1) For the students

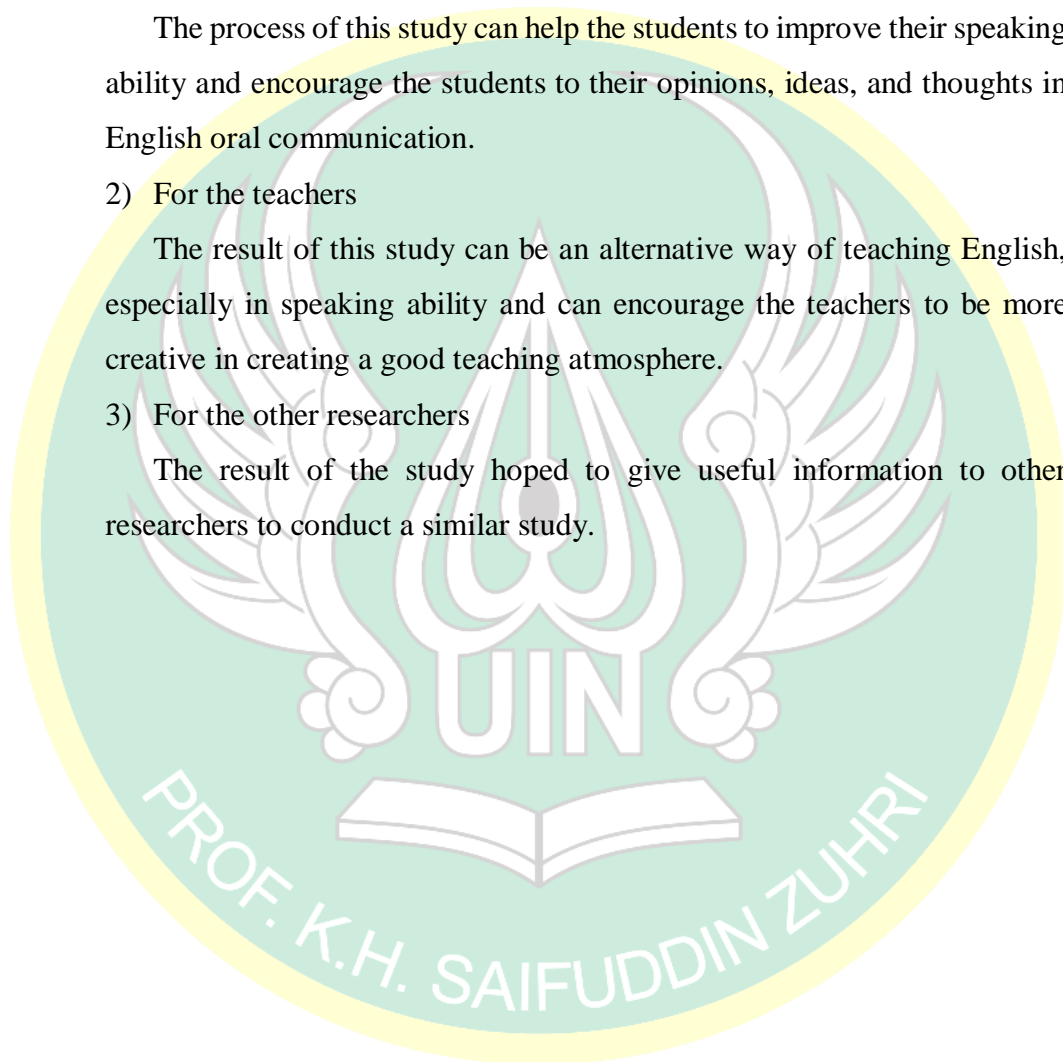
The process of this study can help the students to improve their speaking ability and encourage the students to their opinions, ideas, and thoughts in English oral communication.

2) For the teachers

The result of this study can be an alternative way of teaching English, especially in speaking ability and can encourage the teachers to be more creative in creating a good teaching atmosphere.

3) For the other researchers

The result of the study hoped to give useful information to other researchers to conduct a similar study.



CHAPTER II

LITERATURE REVIEW

This chapter presents the literature review that includes the theoretical framework, the review of previous study, the conceptual framework, the hypothesis.

A. Theoretical Framework

1. Speaking Skills

a. Definition of Speaking Skill

According to Nunan (2015) speaking is the process of expressing an individual verbally. We use a variety of body parts, including the lungs, vocal tract, vocal chords, tongue, teeth, and lips, to produce sounds when we speak. Speaking represents the vocal communication process through which people use words to convey their thoughts, feelings, and emotions. Sadullaevna & Safarovna (2020:126) states that speaking describes an interactive process of meaning creation that includes information production, receiving and processing. Verbal communication enables speakers to express their ideas and feelings, and listeners are able to comprehend and interpret them (Nurdin, 2020). Speaking thus seems to be an essential aspect of learning English. People cannot interact with each other or with societies if they cannot speak. We are able to recognize that speaking is an ability to convey ideas and opinions as well as a direct and efficient means of communicating with others.

Speaking activities primarily aim to facilitate communication. Communication is a crucial tool for expressing ideas, and it is essential in the teaching of English because it is hard to have a true command of a language without being able to speak it. Speaking refers to the process of construction and transmission of meaning through the use of verbal and nonverbal language in a variety of contexts. Speaking occurs in a two-way process between speaker and listener and involves both productive and receptive comprehension skills.

According to Tarigan (2008:30-36) there are four main purposes of speaking:

- 1) To inform

It is about helping the listener to acquire information that he or she does not already have. The speaker wants to share ideas, information, or opinions with the listener and to impart knowledge for a specific purpose.

2) To entertain

The speaker aims to enhance the listener's experience with materials selected for their entertainment value. The focus of an entertaining speech is on the subject matter and the occasion of the speech.

3) To persuade

The speaker attempts to persuade the listener to do some action. A persuasive speech can be distinguished from an informative speech by the inclusion of a call to action for the audience to change their actions or thoughts in some way.

4) To discuss

The speaker's intention is to discuss, because the purpose of the speech is to make some decisions and plans.

In the process of learning speaking skills, every teacher usually has various ways to develop students' speaking skills. Teachers have their own methods of allowing students to practice in front of the class when teaching English speaking skills to foreign language learners. The specific method that is used depends on the material that is being taught. Brown (2003:141-142) further states that there are some basic types of speaking as in the following taxonomy:

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 possibly 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.
2. *Intensive*. A second type of speaking frequently employed in assessment contexts 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, and the like.
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 relationships. 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 sociolinguistic conventions.
5. *Extensive (monologue)*. Extensive oral production tasks include speeches, oral representations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

Nurdin (2020:51) assumes speaking is one of the useful English language abilities for establishing communication with people and expressing the intentions of the person getting. A measurement to know the extent of the students mastering the language that they learn can be through the ability in mastering speaking. Thus, speaking is the ability of individuals to speak with other individuals through verbal language and in a way that the listener can understand.

According to Harris (1969:81) there are four elements are typically acknowledged in assessments of the speech process: Grammar, vocabulary, fluency, and pronunciation (including vowels, consonants, stress patterns, and intonation patterns) (the case and speed of the flow of the speed).

1. Pronunciation

Pronunciation is the process of speaking a word or language. According to Mulatsih (2015:294) pronunciation is one of the most important aspect in a language for interpersonal communication, because there are differences between the symbol and its sounds. Nuari & Ma'rufah (2022:310) states that pronunciation is the ability to use proper stress and intonation when speaking a language. Pronunciation includes making sounds, putting emphasis on where it belongs, intonation, and speech pattern. In a particular dialect, pronunciation can refer to the commonly accepted order in which sounds are spoken while pronouncing a word or language, or it can simply describe the way a single person says a word or language. Pushing air from our lungs up through our throats and voice chords, through our mouth, past our tongue, and out between our teeth and lips is the physical talent involved in process. Speaking abilities include the ability to pronounce words correctly, which requires listening to how the language sounds. Speaking abilities include the ability to pronounce words correctly, which requires listening to how the language sounds.

2. Grammar

Grammar is the set of rules that regulate the structure of a language, such as how words change form and mix with other words to produce sentences. Zam Zam, Suriaman, Rofiqoh, & Budi (2021:250) stated if a speaker wants to clarify the times of any situations or activities he mentions, he should use grammar, which is the use of tenses. Understanding grammar will help people communicate more effectively and efficiently in a language. Grammar is able to be integrated into speaking skills lessons by using conversation starters which focus on specific grammatical features.

3. Vocabulary

Vocabulary can be defined as words used in a language. Vocabulary development is crucial to understand the meaning and pronunciation of words needed in communication. Putri & Refnaldi (2020:45) state the students' limited vocabulary could affect their ability to speak, students cannot construct a sentence, do not know what English word they will say,

and do not understand the function of a word. As a result, this issue might be responsible for the slow progress in speaking. It would be difficult for a person to communicate his idea in either oral or written communication if he lacked a sufficient vocabulary. A limited vocabulary of ESL students would get them into trouble in learning, making it difficult for them to write and speak in English. If the students understood what others were saying and knew the vocabulary to say back, it would be an effective communication.

4. Fluency

Fluency in speaking skills is defined as the ability to speak fluently and accurately. Lopez, Becerra, & Ramirez-Avila (2021:40) claim that utterance fluency is concerned with the observable aspects of fluency, such as speed, breakdown, and repair. Commonly, ESL students had the ultimate goal of fluent English. When people are fluent in speaking, they will be able to continue speaking accurately and meaningfully without a pause to think. They do not need to think about what they will say. The more fluent students in English, the more interesting, exciting, and insightful.

5. Comprehension

Comprehension is a crucial element in speaking skills. Speaking comprehension is the ability to understand the language that is conveyed in oral form. According to Maizarah & Purwanti (2020:148) states that oral communication necessitates the ability of the subject to both respond to and initiate speech. The capacity to understand spoken English is known as comprehension. For many language learners, speaking comprehension is the goal.

b. Factor Influencing Students' Speaking Skill

Speaking remains a challenge for many English as a Foreign Language (EFL) students, as some still perceive it as a difficult skill. Learners may face difficulties due to internal and external factors. Internal factors refer to issues that arise from within the learner themselves. Some of the internal factors that affect the level of efficiency of non-native speakers of English are age,

personality, and experience. There are also external factors that are beyond our control that have an impact on the English language. Kafryawan, Yassi, & Nasmilah (2018:150) argue that speaking skills can be influenced by outside variables like motivation, interest, environment, and gender. Younes and Albalawi (2016:272) identified several difficulties in speaking, including anxiety, lack of motivation, low confidence, limited participation, fear of making mistakes, and shyness.

1) Anxiety

In general, anxiety can be seen as a complex phenomenon. Depends not only on one's perceived feelings of self-efficacy, but also on one's appraisals of anxiety, in addition to one's feelings of self-efficacy and one's perceptions of the potential and perceived threat of certain situations. Anxiety can have a significant impact on speech patterns and can lead to a variety of problems such as stammering, a nervous or quiet voice, a sore throat, and difficulty putting thoughts into words. Rumiya & Seftika (2018:53) in their study found that many problems can caused anxiety, there was a lack of knowledge that caused anxiety, limited vocabulary and grammar skills, mispronunciation, shyness, heart palpitations, and nervousness, and nervousness.

2) Lack of Motivation

Motivation is an important part of language learning, as it helps a person to stay focused and committed to his or her goals. Dwinalida & Setiaji (2022:2) states that language learning motivation is the result of a combination of a learner's effort, attitudes, and inner desire to achieve the goal of mastering a language. The learner needs motivation because it helps them to try and succeed and develop his or her knowledge and understanding of a target language. Sirande & Laa (2023:37) stated that lack of motivation among students because they rarely practice, they only use English when they are learning in class. The other is the lack of people to talk to because most of their friends use common language or Indonesian. As the center of the classroom, teachers must

demonstrate motivational behaviors and use motivational strategies to create an attractive learning atmosphere.

3) Low Confidence

Self-confidence means the ability to be confident in the capabilities we have, or the capability to develop positive values both for ourselves and for the environment around us. It is a psychological aspect that has a significant impact on the enhancement and improvement of speaking skills. Maftuna (2020:446) said that students who lack confidence may have difficulty expressing themselves clearly and may face anxiety or fear when they speak in front of other people. If students are confident in their oral skills, they are more able to take part in conversations, take the initiative, and express their ideas with ease and accuracy. Students will be able to improve their speaking skills and become more efficient as a communicator by developing self-confidence.

4) Limited Participation

Limited participation in oral skills involves the lack of active interest and contribution of students in oral communication activities. According to Saud (2023:12) limited participation in speaking skills can be caused by several factors including: mispronunciation of words, nervousness about making mistakes, weak English, lack of vocabulary, weak sentence construction, and hesitation to make mistakes in activities. Providing sufficient time and attention to the students for speaking practice is important, as well as integrating speaking activities and exercises into the learning process. Weaker students' participation in speaking activities may also be improved by stimulating their active involvement in the learning process.

5) Fear of Making Mistakes

A common reason for English as a Foreign Language (EFL) learners' speaking anxiety is fear of making mistakes. The study of Kalsoom, Khan, & Sadiq (2021:231) found that learners are fear of making mistakes because they are afraid of comparing themselves to others, and

they perceive that their proficiency level and gender identity will be judged negatively. Students with a low level of speaking competence also face anxiety due to their fear of making mistakes. Students who are inhibited by the fear of making mistakes face the difficulties of speaking in the classroom. To overcome this anxiety, some strategies that students employ are to be more prepared and to have a positive mindset.

6) Shyness

A major issue with English as a Foreign Language (EFL) learners' speaking skills has been identified as shyness. Shyness can influence verbal communication and interfere with students' ability to speak fluently and confidently. Marinho et al (2019:2) argue that shyness is common and is related to factors like anxiety about speaking in front of others, limited participation in speaking activities, and negative self-perceptions of speaking competence. In addition, shyness has been found to be negatively associated with expressive language ability, with shyness students having difficulty demonstrating their language skills verbally.

c. Strategies in Teaching Speaking

Learning strategies have a considerable role to play in successfully achieving learning. According to Setyaningsih & Wahidiyati (2022:151) strategies are designed to facilitate the teaching and learning process and refer to the activities that both teachers and students undertake to carry out learning activities and achieve learning goals. With the right strategy, the purpose of learning will be easily accomplished. According to Oxford (1990) cited in Saputra & Subekti (2017:2-4) Oxford proposes some learning strategies that are useful for speaking as explained on the table below:

Table 2. 1 Direct Strategies

Strategies Group	Strategy Set	Strategy	
Memory strategies	creating mental linkages	placing new words into a context	
	applying images and sounds	representing sounds in memory	
	reviewing well	structured reviewing	
Cognitive Strategies	Practicing	Repeating	
		normally practicing with sounds and writing system	
		recognizing and using formulas and patterns	
		recombining	
		practicing naturalistically	
		receiving and sending message	using resources for receiving and sending the messages
		analysing and reasoning	reasoning deductively
			Translating
	Transferring		
Compensation	overcoming limitation in speaking and writing	switching to mother tongue	
		getting help	
		using mime or gesture	
		avoiding communication partially or totally	
		selecting the topic	
		adjusting or approximating the message	
		coining words	

		using circumlocution or synonym
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Table 2. 2 Indirect Strategies

Strategies Group	Strategy Set	Strategy
Metacognitive Strategies	controlling your learning	overviewing and linking with already known material
		paying attention
		delaying speech production to focus on listening
	arranging and planning your learning	finding out about language learning
		Organizing
		setting goals and objective
		identifying the purpose of a language task
		planning for a language task
		seeking practice opportunities
		evaluating your learning
Affective strategies	lowering your anxiety	using progressive relaxation, deep breathing, or mediation
		using music
		using laughter
	encouraging yourself	making positive statement

		taking risks wisely
		rewarding yourself
	Taking your emotional temperature	listening to your body
		using a checklist
		writing a language learning diary
		discussing your feeling with someone else
Social strategies	asking question	asking for correction
	cooperative with others	cooperating with peers
		cooperating with proficient user of the new language
	emphasizing with others	developing cultural understanding
		Becoming aware of others' thoughts and feeling

d. Techniques in Teaching Speaking

One of the main goals in teaching speaking is to improve students' communicative skills, it is hoped that students can express themselves. To achieve this learning objective, teachers must be creative and innovative in choosing techniques for teaching speaking that are interesting and fun, so that students can enjoy the learning process. There are some common techniques in teaching speaking skill:

- 1) Game, is a fun activity. Game can be one of the fun and not boring learning techniques, it also can boost students' interest in learning. Learning using game techniques can also be used in language learning, especially in speaking skills. As we know, games are fun activities, so the learning process will be not stressful, this is can make students dare to continue speaking in English without fear of being wrong. The results

of the study by Amrullah (2015:31) showed that the games will be highly beneficial for stimulating the students' interest in learning, and the English teaching games are largely anticipated to enhance the students' speaking abilities in a fun way as well.

- 2) Role play, in role-playing activities is appropriate and useful for English language learning. Students will be invited to talk in groups or couples and utter dialogues that have been written in advance, or they can just compose conversations on the spot. Language skills that can be improved through role play are speaking, especially in interpersonal and transactional dialogues. Based on study by Binod (2019:13) showed that the students have the chance to develop their speaking abilities, and they may perform in front of the class with confidence.
- 3) Discussion, can be defined as speaking activities to exchange ideas or opinions. Through discussion activities, students can convey each other's ideas or opinions orally. As a result, it can make students accustomed to speaking and expressing their opinions. The teacher must clearly define the goal of the discussion activity before the discussion can begin. In this approach, the conversation topics are pertinent to the desired outcome, saving the students' time from talking about things that are not important. According to Bohari (2019:75) the students gained the ability to discuss the assigned material, share information about the subject, and assist one another when needed. As a result, the students found working in groups simpler since they could support one another.
- 4) Storytelling, is a good activity to engage and improve students' spoken language abilities. Storytelling can also help students become more creative. To effectively express a story, it needs to be able to talk in front of an audience, comprehend the listener's character, imitate voices, be skilled at setting tone and intonation, and know how to use aids. As a result, students' speaking skills will improve if they regularly practice telling stories. According to Megawati (2018:30) the storytelling technique helped students who were still unsure of themselves and

lacked confidence speak up, and their pronunciation can be improved. They had a lot of energy and confidence in their ability to talk more clearly.

e. Teaching Speaking in EFL Class

Teaching English foreign language applies to countries that do not use English to communicate in daily life, but study English to prepare for their career prospects, continue studies in foreign universities or countries, qualify for good English skills, job requirements, scholarship requirements, requirements to join the international community, etc. Indonesia is one of the countries to use EFL (English as a foreign language), which means English in Indonesia is used as a foreign language rather than a second language. Jayanti & Norahmi (2014:11) stated the goals of a lingua franca method should be employed in the context of teaching and studying English in Indonesia, where English has been used as a lingua franca or international language. In Indonesia, in teaching English, especially speaking skills, is focused only on certain objectives, and in teaching English lessons at school still uses a lot of traditional learning methods, which provide no opportunity for students to sharpen their understanding and teachers to perform only an overall assessment of the class without personal feedback. Moreover, English materials were taught in general about something formal, not about conversations in everyday life. As a result, the material in English-speaking skill that has been taught in school is less likely to be used by students in their daily lives.

According to Bailey (2003:54) there are several important principles for teaching speaking:

- 1) Be aware of the differences between second language and foreign language learning contexts.

A foreign language (FL) context is one where the target language is not the language of communication in the society. Learning speaking skills is very challenging for students in FL contexts, because they have very few opportunities to use the target language outside the classroom.

Sometimes foreign language learners traveling in countries where their target languages are spoken find that they can neither understand native speakers nor be understood.

A second language (SL) context is one where the target language is the language of communication in the society. Their speech seems to stop developing at a point where it still contains noticeable, patterned errors. These can be errors in grammar, vocabulary, pronunciation, or any combination of problems that affect the learners' ability to communicate by speaking.

- 2) Give students practice with both fluency and accuracy.

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. Teachers must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

- 3) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Activities such as pair work and group work can be used to enhance the time that learners spend speaking in the target language during lessons. One further interesting point is that when the teacher is removed from the conversation, the learners take on diverse speaking roles that are normally filled by the teacher (such as posing questions or offering clarification).

- 4) Plan speaking tasks that involve negotiation for meaning.

Research suggests that learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood. This process is called negotiating for meaning. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

- 5) Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

2. JAM (Just A Minute) Technique

a. Definition of JAM (Just A Minute) Technique

Savitri (2018) states JAM (Just A Minute) is a popular radio and television game show that debuted in the United Kingdom in 1967. Ian Messiter, a British producer and writer, was inspired by a party game called "Swanee Kazoo" when he created the show. Nicholas Parsons, a British actor and television presenter, hosted the first episode of "Just A Minute" on BBC Radio 4 on December 22, 1967. Derek Nimmo, Clement Freud, and Wilma Ewart were the original panelists on the show.

The format of "Just A Minute" involves contestants speaking for one minute on a given topic without hesitation, repetition, or deviation (Pertwi & Amri, 2017). If a contestant hesitates, repeats a word, or deviates from the topic, they are buzzed out by the other contestants, and the next contestant takes their turn. Over the years, JAM has become one of the longest-running radio panel shows in the United Kingdom and has featured many well-known celebrities and comedians (Gayathri, 2016). The show has also been adapted for television and has been broadcast in several countries around the world.

To start the game, a player is given a topic to talk about for one minute. The topic can be anything from a famous person to a food item. The player then begins speaking about the topic, trying to fill up the entire minute without pausing, repeating themselves, or straying off topic. The game continues with each player taking turns to speak for a minute on a new topic. The winner is the player who manages to speak for the full minute without being challenged, or the player who has the most successful challenges against their opponents.

b. Implementation of JAM (Just A Minute) Technique

The rules of JAM are to speak without hesitation, repetition, deviation. Gayathri (2016) explains that:

- 1) Hesitation - the easiest challenge awarded if the speaker uses gap fillers and indulges in time-wasting tactics.
- 2) 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, and the other can be repeated. The students could soon imbibe this idea and can get very good at adapting their words to avoid repetition.
- 3) Deviation - a challenge can be lodged if the speaker goes off the given topic.

There are some steps involved in JAM technique:

- 1) Choose a Topic: The first step is to choose a topic to speak about for sixty seconds continuously. This topic is related to a variety of subjects or themes. They must keep talking for a minute. The students also cannot just say the same things over and over, no repetition of ideas.
- 2) Speak Continuously: After deciding on a topic, the participants must speak continuously for one minute without hesitation, repetition, or deviation. This necessitates that the participants maintain a consistent and uninterrupted flow of speech.
- 3) Avoid Hesitation, Repetition, or Deviation: The participants must avoid long pauses, changing the subject, or repeating information or opinions during the one-minute speech. These are the main rules that the speaker must follow during the speech.
- 4) Score and Feedback: After the minute is up, the participants' performance is graded. Scores can be assigned based on rubric scoring.
- 5) Reflection and improvement: After the speech, the teacher can give a reflection about the participants' performance. The participants also can reflect on their performance, identify areas for improvement, and work on improving their speaking skills.

c. Advantages and Disadvantages of Implementation JAM (Just A Minute) Technique

JAM technique is well implemented to help students improve their capacity for handling persuasion and general public speaking. According to Jaelani & Utami (2020) JAM technique offers various advantages:

- 1) Improving communication skills: JAM challenges students to speak fluently and coherently on a given topic. This can help improve their communication skills, including their ability to organize their thoughts, express themselves clearly, and articulate their ideas effectively.
- 2) Enhancing creativity: JAM requires students to speak on a given topic without preparation, it can help enhance their creativity and ability to think on their feet. This can be particularly beneficial for students who need to come up with ideas quickly.
- 3) Building confidence: Participating in JAM can help build confidence and self-esteem. It requires students to speak in front of an audience and to think quickly under pressure, which can be challenging but ultimately rewarding.
- 4) Having Fun: JAM is a fun and entertaining technique that can be enjoyed by students. It can provide a break from the stresses of school activities.

However, there are some disadvantages of JAM technique (Sinaga, Sinaga, & Napitupulu, 2022):

- 1) JAM technique can be hard to implement if students have a limited vocabulary. In this technique, students are expected not to repeat the vocabulary that has been spoken. So, they must have a large vocabulary.
- 2) If there are passive players in a group, the group will fail. So, collaboration and enthusiastic involvement of all players will ensure the success of this technique.

B. Review of Previous Study

There are some previous studies were found which related to the topic of this study:

Based on the previous research conducted by Jaelani & Utami (2020), *The Implementation Of Just A Minute (JAM) Technique To Scaffold Students' Speaking Fluency: A Case Study*, which focuses on the impact of JAM and students' perception of JAM technique. The study used a qualitative approach, and the data was obtained from observation, rubric, questionnaire, and interview. The result of the study shows 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. The similarities in this study utilizing Just A Minute technique in teaching speaking. The differences is used different research method and different method to collect the data.

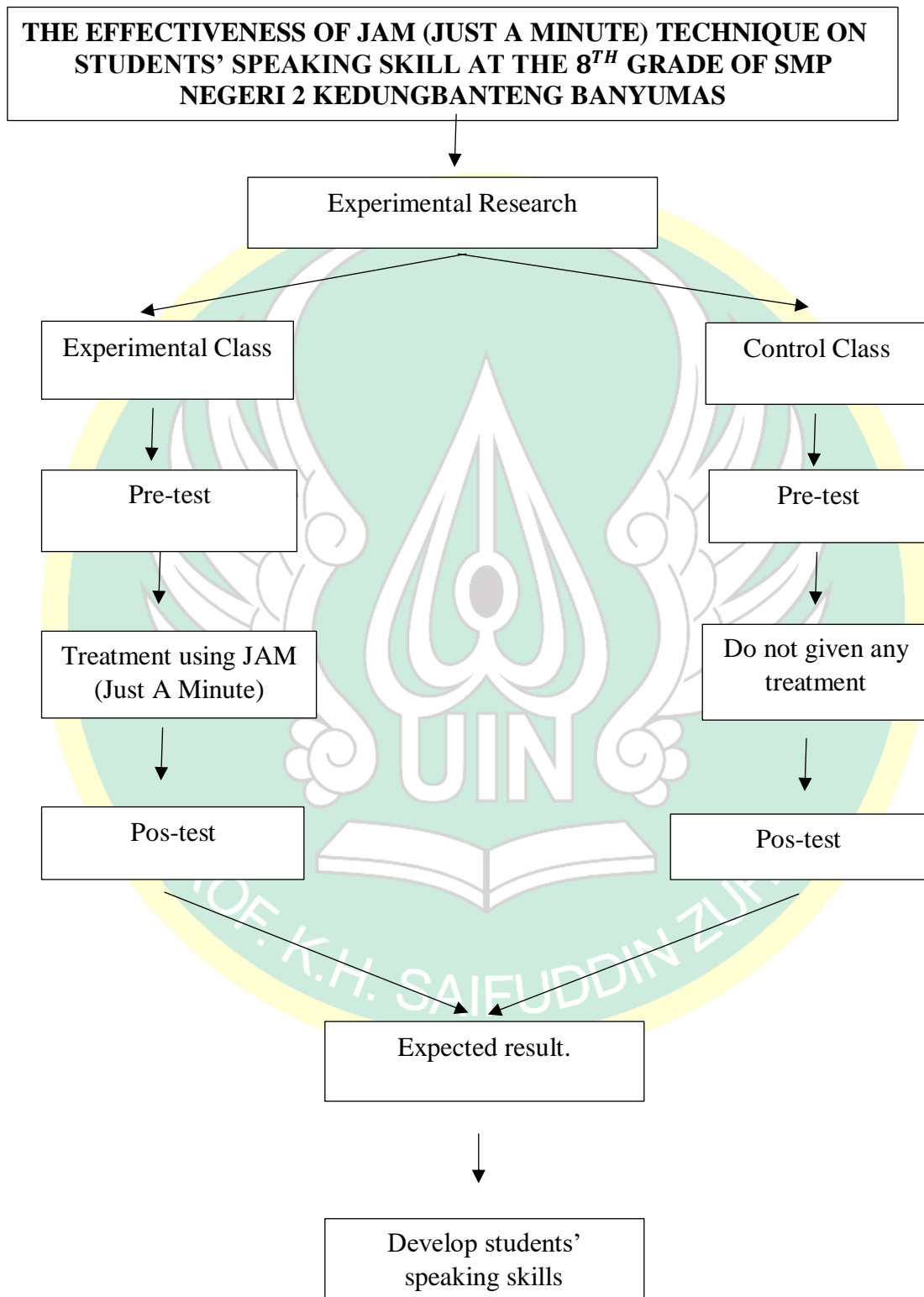
Another research conducted by Sinaga, Sinaga, & Napitupulu (2022), *The Effect Of Speaking Ability By Using One Minute Talk Technique To The Tenth grade Students Of SMA Sultan Iskandar Muda*, which focus on investigating the effect of one minute talk for students' speaking skill. This study was designed used an experimental quantitative and the data were calculated using T-test formula. Based on the study, showed that the experimental class's pre-test and post-test mean scores were 45,65 and 62,5, respectively. The post-test score was 50,687 while the pre-test mean for the control class was 45. As a result, one minute talk technique showed that taking treatment significantly improved the pupils' speaking performance, students were able to talk persuasively and confidently after the treatment. The similarities in this study are used the same technique to enhance students' speaking skill. The differences is the object of the study, between students of senior high school and students of junior high school.

Further research conducted by Jamil, Syam, & Azis (2021), *Improving Speaking Ability by Using Blindfold*, this study aims to evaluate the improvement of eighth-grade students' speaking ability in terms of vocabulary accuracy and fluency smoothness through the use of the Blindfold Technique at SMP Negeri 4 Sungguminasa. This study utilizes the classroom action research. Based on the

findings, the blindfold strategy was preferred by the majority of students, and they acknowledged an improvement in their speaking skills. The similarities with this study are both focused on developing students' speaking skills. The differences is used distinct teaching techniques to develop students' speaking skills, hence speaking performance in the classroom was likewise different, as was the research method used to collect data.



C. Conceptual Framework



D. Hypothesis

H_a : JAM (Just A Minute) technique is effective on students' speaking skill at the 8th grade of SMP Negeri 2 Kedungbanteng Banyumas.

H_0 : JAM (Just A Minute) technique is not effective on students' speaking skill at the 8th grade of SMP Negeri 2 Kedungbanteng Banyumas.



CHAPTER III

RESEARCH METHODOLOGY

This chapter represents the research methodology. It focuses the method used in conducting this study which covers the research design, the place and time of the study, the population and sample of the study, the variables and indicators of the study, the technique of data collection, the technique of data analysis, and the analysis of research instrument.

A. Research Design

This study was designed to use a quantitative experimental method. According to Creswell (2009) in quantitative research, objective theories are tested by examining the relationship between variables. The Quantitative research method has an important role in measuring. The measurement became the center of a study because the result of the measurement would help in seeing the fundamental relation between empirical observation and quantitative data results. In addition, it helps to determine the relation between variables within a population. Leavy (2017) states the variables under investigation and how they relate to one another, how they affect different groups, or how they might be defined are the focus of quantitative research questions. Quantitative research has various types of methods in such as: Correlation, descriptive, causal comparative, comparative, experimental, surveys, and inferential. Quantitative methods through quasi-experimental methods were used in this study. Experimental research seeks to determine whether a particular treatment has an effect on an outcome, this effect is assessed by giving a particular treatment to one group and withholding it from the other group, then comparing the outcomes of both groups (Creswell, 2009).

The aim of the quasi-experimental method is to determine whether or not an experimental group has a measurable effect, comparing the results of an experimental group with the control group. To compare the effects of treatment, this study used a quasi-experimental, nonequivalent control group design. In this design, two groups exist: the experimental and the control groups.

In this study, there were two variables namely independent variables and dependent variables. JAM technique is an independent variable, and students' speaking skill is the dependent variable. Two groups were used in this study. One class was considered the experimental group, and the other group were considered the control group. The experimental group received treatment with the JAM technique, while the control group did not receive any treatment. Two groups was involved in the nonequivalent control-group design, a pretest, experimental treatment, and posttest was given to one group, then the second group only gets the pretest and posttest (Leavy, 2017).

B. Place and Time of the Research

1. Place

This study was conducted at 8th grade of SMP Negeri 2 Kedungbanteng Banyumas, in the second semester. It was located in Keniten street, Keniten, Kedungbanteng, Banyumas regency, Central Java 53152. The SMP Negeri 2 Kedungbanteng Banyumas was chosen as the study site because the students of 8th grade were experiencing difficulties in improving their speaking skills, as described in the preceding chapter. It is expected that this study would help students' in 8th grade of SMP Negeri 2 Kedungbanteng Banyumas enhance their speaking skill.

2. Time

This study was conducted from 10th January to 15th February 2024, in the second semester.

C. Population and Sample of the Research

1. Population of the Research

The population of this study is students in the 8th grade of SMP Negeri 2 Kedungbanteng Banyumas in the academic year 2023/2024. There are 7 classes in the 8th grade of SMP Negeri 2 Kedungbanteng Banyumas. Those are 8A, 8B, 8C, 8D, 8E, 8F, and 8G. The population in this study totaled 228 students. The following table presented the data of the 8th grade students in SMP Negeri 2 Kedungbanteng Banyumas:

Table 3. 1 Data of total number of the 8th grade students

No.	Class	Male	Female	Total
1.	8A	16	16	32
2.	8B	16	16	32
3.	8C	16	17	33
4.	8D	15	17	32
5.	8E	18	16	34
6.	8F	16	16	32
7.	8G	19	16	32
Total				228

2. Sample of the Research

Sample is a smaller unit of a population. Sample is an important part of research to gain information from a large population. Cohen, Manion. & Morrison (2005:92) states in order to ensure that the knowledge collected is typical of the overall population (however defined) under investigation, they frequently need to be able to collect data from a smaller group or subset of the entire population.

In this study, the sample is drawn randomly through spinner wheels. All members of the population in this study have the same opportunity to become the sample. The results obtained from spinner wheels are class 8F and 8D. Then, spinner wheels were used to determine which class would be the experimental group and control group. The result was that class 8F became the experimental group and 8D became the control group. Class 8F with a total of 32 students was used as an experimental group, where the JAM technique was used to teach and learn speaking. Class 8D, with a total of 32 students was considered the control group, followed the previous strategies and processes throughout the learning process.

D. Variables and Indicators of the Research

According to Vanderstoep & Johnson (2009:106) elements known as variables can have two or more different values. There are two kinds of variables, dependent variable and independent variable. An independent variable is one that has the potential to affect or influence another variable, whereas a dependent variable is one that is affected or influenced by another variable (Leavy, 2017:67). A dependent variable is one that depends on an independent variable. In a research, a dependent variable would not arise without an independent variable.

This study used two types of variables:

- a. Dependent variable (Y) : Students' Speaking Skill.
- b. Independent variable (X) : JAM (Just A Minute) Technique

E. Technique of Data Collection

Data collection is a process of collecting, measuring, and analyzing different types of information using some techniques. The purpose of the data collection was to gather information and reliable data, then it was analyzed. In this study was used several techniques of data collection:

1. Pre- Test and Post Test

Pre-test is the earliest test given to students before starting the learning activities. Both the experimental and control groups participated in the pre-test. This pre-test aims to quantify the students' basic speaking ability before treatment. An oral test was used to both groups during this pre-test. Before given the pre-test, the students were explained about the instructions of the pre-test. After all the students understood the instructions, they were given time to prepare themselves before carrying out the oral pre-test.

Post-test is a test given to students after treatment. The post-test was conducted in the same ways as the pre-test in the both the experimental and control group. The purpose of the post-test is to assess students' progress in developing or improving their speaking skill. In the post-test was used an oral test to both groups.

Table 3. 2 Paradigm Nonequivalent Control Group Design

O_1	X	O_2
O_3		O_4

Notes:

O1 : Pre-test from experimental group.

O2 : Post-test from experimental group after treatment.

O3 : Pre-test from control group.

O4 : Post-test from control group without any treatment.

X : Treatment JAM (Just A Minute) technique.

The effectiveness of independent variable toward dependent variable can be seen from the difference in the score between the pre-test (O1) and post-test (O2). If there are any differences in scores between the pre-test and post-test, which is the score of the post-test higher than the pre-test score, it can be concluded that any treatment given has any effect on changes in the dependent variable.

The pre-test was held on Wednesday, January 10, 2024, for the experimental group, and Tuesday, January 11, 2024, for the control group. Then, the post-test was conducted on Wednesday, February 7, 2024, for the experimental group, and Tuesday, February 15, 2024 for the control group.

2. Treatment

Treatment in this study is only for the experimental group, in the form of JAM technique. Students who are selected for experimental group, was taught and familiarized with JAM technique intensively. The treatment was given three times meetings. Whereas the students in the control group did not give any treatment.

Table 3. 3 The Date of Treatment in experimental Group

Meetings	Date	Material
1	10 January 2024	Pre-test
2	17 January 2024	Stating habit
3	24 January 2024	Stating fact
4	31 January 2024	Stating fact
5	7 February 2024	Post-test

In the other side, teaching and learning in the control group was employed the standard methods without any treatment.

Table 3. 4 The Date of Learning Process in Control Group

Meetings	Date	Material
1	11 January 2024	Pre-test
2	18 January 2024	Stating habit
3	25 January 2024	Stating fact
4	8 January 2024	Stating fact
5	15 February 2024	Post-test

3. Oral proficiency scoring

In the scoring system, the researcher adapted oral proficiency scoring categories from by Brown (2003:173). The study is considered successful if JAM technique positively affect students' grammar, vocabulary, fluency, pronunciation, and task performance. The scoring rubric is shown below:

Table 3. 5 Oral Proficiency Scoring Categories

No	Aspects	Criteria	Point
1.	Grammar	Grammar errors are frequent.	1

		Grammar is frequently unclear.	2
		Some grammar mistakes, but still understandable.	3
		A few grammatical errors, but they are easily understood.	4
		The grammar is clear and appropriate.	5
2.	Vocabulary	Uses basic vocabulary and often repeat it.	1
		Uses limited vocabulary but frequently repeat it.	2
		Capable to speak in the language with an adequate vocabulary but still rarely repeat it.	3
		Uses a variety of vocabulary but still sometimes repeat it.	4
		Uses a variety of vocabulary and almost never repeat it.	5
3.	Comprehension	Little bit can describe the topic.	1
		Can describe the topic but they are many mistakes.	2
		Can describe the topic but still makes some mistakes.	3
		Can describe the topic but still little mistakes.	4

		Can describe the topic without any mistakes.	5
4.	Fluency	Hesitates too often when speaking.	1
		Speaks with some hesitation.	2
		Speak smoothly with occasional hesitation.	3
		Speaks smoothly with little hesitation.	4
		Speaks smoothly, without hesitation.	5
5.	Pronunciation	Errors in pronunciation are frequent.	1
		Pronunciation is frequently unclear.	2
		Some Pronunciation is unclear or errors but still understandable.	3
		A little unclear pronunciation but still can be understood easily.	4
		Pronunciation is clear and correct.	5

F. Technique of Data Analysis

In this study was used pre-test and post-test data to determine the effects of JAM technique outcomes. This study also utilizes IBM SPSS Statistic to aid with data analysis. There are the data analysis technique that were used in this study:

1. Normality Test

The purpose of the normality test is to determine whether or not the data from the speaking test results of the students before and after treatment are representative of a normally distributed population. The data gathered from

the students' pre-test and post-test outcomes. The normality test determined with the use of the IBM SPSS Statistic.

2. Homogeneity Test

The goal of the homogeneity test is to demonstrate that two or more groups of data sample come from populations with the same variance. A data's significance value can be used to determine if it is homogeneous or not. Therefore, it can be claimed that the sample is homogeneous if the value is lower than 0.05. The homogeneity test using the aid of the IBM SPSS Statistic.

3. Hypothesis Test

To see the effect or significant difference between the experimental group that have given treatment and the control group that will not give any treatment, it is necessary to test the hypothesis. In this study is used paired sample t-test to identify whether there is a significant difference between the means of two paired samples. The paired sample t-test was utilized to examine whether the JAM technique influences students' speaking skill. The sample paired t-test was performed using IBM SPSS Statistic. To draw conclusions can use the value of Sig. If $\text{Sig} > 0,05$ then H_0 is accepted and H_a is rejected and if $\text{Sig} < 0,05$ then H_0 is rejected and H_a is accepted.

G. Analysis of Research Instrument

1. Validity Test

According to Sugiyono (2013:121) stated that validity is a test used to determine unknown data that is used to verify that the data is valid or to verify the truth about the reality that is being measured and it is used to count valid data. Instrument validity testing refers to the process of determining how accurately and appropriately the instrument measures what it intends to measure. The aim is to assess whether the tool is measuring the desired variables without measuring additional variables. Content validity and construct validity through expert judgement was used

to determine the validity of research instrument. The description of content validity and construct validity is presented as follows:

a. Content Validity

Content validity is a key component of instrument validity assessment. It refers to the degree to which an instrument's items are relevant and representative of the target construct. Sugiyono (2013:129) argues that content validity testing can be done by comparing the content of the instrument with the subject matter that has been taught. The content of the instrument must be related to the purpose of the test. Content validity of the instrument in this study refers to “Independent Curriculum”. Based on learning outcomes in Independent Curriculum for junior high school students, especially in listening and speaking elements is expected students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. Based on the learning outcomes above students is expected to be able to describe some topics in their own words.

b. Construct Validity

Construct validity in an instrument refers to the measure's ability to represent the intended construct accurately and consistently. It involves gathering evidence to support decisions made based on the instrument. Construct validity is concerned with the degree to which the test or measure being used is accurately assessing what it's supposed to assess. According to Sugoyono (2013:125) to test the validity of the construction, expert opinion can be used (judgment experts). After the instrument has been constructed on the theoretical about the aspects to be measured based on certain theories, the next step is to consult with experts. In this study asked two lecturers to be the judgment experts. After consulting the instruments with judgement experts, several

revisions were made in accordance with the suggestions from the judgement experts.

2. Reliability Test

Reliability is a term that is commonly assessed during the validation phase of many measurement tools. It refers to the ability of a measure, when it is administered to the same respondents on two occasions, to produce the same level of classification on both occasions. Sugiyono (2013:122) stated that Instrument reliability is a requirement for testing the validity of the instrument. The results of the reliability test were calculated using the IBM SPSS.

Based on Triton cited in Sujianto (2009) the value of cronbach's alpha can be interpreted as follow:

Table 3. 5 Cronbach's Alpha Interpretation Based on Triton

Cronbach's alpha	Interpretation
0,00-0,20	Less reliable
0,21-0,40	Rather reliable
0,41-0,60	Quite reliable
0,61-0,80	Reliable
0,81-1.00	Very reliable

The results of the reliability were presented the table below:

Table 3. 6 Case Processing Summary

Case Processing Summary		N	%
Cases	Valid	32	100,0
	Excluded ^a	0	0,0
	Total	32	100,0

a. Listwise deletion based on all variables in the

Table 3. 7 The Results of Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,821	6

Based on table above the results of the Cronbach's Alpha was 0,821. Related to the criteria of reliability testing stated by Sujianto, the result of the result of the calculation was classified as a reliable test. It can be assumed that the instrument of this test was reliable.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the data of the findings of the research and the discussion of the data.

A. Finding

This section discussed the descriptive statistics of the pre-test and post-test outcomes of the experimental group and control group.

1. Data Description

This study is a quasi-experiment conducted at SMP Negeri 2 Kedungbanteng Banyumas. The population is in grade 8, and the sample is 64 students. Based on the study 8F as the experimental group and 8D as the control group. The object of this study is to examine if the JAM technique has an impact on students' speaking skill. To assess whether the JAM technique whether the JAM technique was effective or not, the pre-test and post-test results must be compared. To measure the effectiveness of the JAM technique, compare the pre-test and post-test results. The experimental group used the JAM technique for treatment, while the control group did not.

A pre-test and post-test were given as part of the data collection processes. During the first phase, both experimental and control groups were given a pretest. The experimental group was given the treatment. The treatment was performed three times with the provided materials. The materials matter is consistent with the school's present curriculum. The experimental group received treatment on January 17, 24, 31, 2024. The control group, which was held on January 18, 25, and February 1, 2024 was taught using standard methods without any special media, approaches, techniques, or methods. The experimental and control groups were given a post-test after the treatment.

The pre-test and post-test results were analyzed using IBM SPSS. The effect of the JAM technique on students' speaking skill was determined using paired sample t-test, while the experimental and control group were compared using an independent sample t-test.

2. Treatment Description

This study was conducted at SMP Negeri 2 Kedungbanteng in Banyumas employing a sample of one experimental group (8F) and one control group (8D). In the school academic year 2023/2024, both the experimental and control group have 32 students. This study employed a quasi-experimental design, with three times treatment for the experimental group using the JAM technique and the control group using the standard method. The JAM technique was applied to the experimental group three times as follows:

a. First Meeting

The first meeting on Wednesday, January 17, 2024, the researcher took part in teaching and learning activities in class 8F, also known as experimental group. Researcher act as teacher, providing treatment in the form of JAM technique in learning speaking. Before the treatment some preparations were done such as making a learning process plan by implementing JAM technique. The learning process plan has previously been consulted with the teacher. At this meeting used stating habit as the learning topic.

The following explains how JAM technique was be used to teach speaking: First, the teacher greets students in the classroom, then asks the students to lead prayers, checks students' attendance, and provides stimulation to ensure that students may concentrate on teaching and learning activities. Second, the teacher discusses the learning objectives of stating habit before explaining the detailed material, including definition, function, linguistic elements, and the example. The third stage, the teacher explains how to implement the JAM technique into the learning topic. before starting the implementation of the JAM technique, the teacher previously explained the rules of the JAM technique.

Following that, the teacher started giving instruction using the JAM technique and provided a planned topic. After all students have finished their parts, the teacher concludes the lesson on speaking using JAM technique through stating habit by asking students about their perceptions of the usage of JAM technique.

b. Second Meeting

The second meeting was conducted on Wednesday, 24 January 2024. In this meeting, there were various improvements, such as students feeling more comfortable when learning speaking, students feeling more confident during speaking class. In the second meeting, the teacher asked the student to look at the text headed 'My Uncle is a Zookeeper' in their LKS book. Then, explained that the learning topic is stating fact. Then, relate it with descriptive text. In the implementation of the JAM technique, the teacher prepared some topics about animals. Then, invite the students to choose a topic randomly. The students should describe the selected topic. The teacher repeats the rules of the JAM technique.

c. Third Meeting

The last meeting was conducted on Wednesday, 31 January 2024. The material for this meeting still about stating fact. In this meeting, teacher implemented JAM technique in a group. The teacher divided the classroom into some groups. Every group got the different topic. The topics are about animals, person, professions, and things. Every member of the group should describe about the topic. Then, other groups had to figure out what the group was describing. The teacher reminds again about the rules of the JAM technique.

3. Result Data of Pre-test and Post-test

There was the results of the pre-test and post-test from the experimental group and control group as follows:

a. Pre-test and Post-test Data in Experimental Group

The experimental group for this study was class 8F at SMP Negeri 2 Kedungbanteng in Banyumas. 32 students were taught the materials using the JAM technique, which was implemented in the classroom.

Table 4. 1 The Score of Pre-test and Post-test in Experimental Group

No	Students' Initial	Pre-Test	Post-Test
1	Student 1	48	64

2	Student 2	68	88
3	Student 3	72	92
4	Student 4	44	64
5	Student 5	52	80
6	Student 6	64	84
7	Student 7	44	68
8	Student 8	76	96
9	Student 9	72	88
10	Student 10	76	92
11	Student 11	60	64
12	Student 12	52	80
13	Student 13	44	68
14	Student 14	48	68
15	Student 15	48	72
16	Student 16	44	64
17	Student 17	60	76
18	Student 18	60	88
19	Student 19	52	76
20	Student 20	60	88
21	Student 21	56	80
22	Student 22	64	92
23	Student 23	56	88
24	Student 24	40	64
25	Student 25	64	80
26	Student 26	56	76
27	Student 27	52	64
28	Student 28	48	56
29	Student 29	32	40
30	Student 30	76	92
31	Student 31	44	60

32	Student 32	52	76
MEAN		55,75	75,875
MEDIAN		54	76
MODE		44	64
MIN		32	40
MAX		76	96

The results in Table 4.1 showed that out of the 32 students who participated in the class, the mean pre-test score was 55,75, whereas the mean post-test score was 75,875. The pre-test had a minimum score of 32 and a maximum of 76. Besides it, the post-test had a minimum score of 40 and a maximum of 96.

b. Pre-test and Post-test Data in Control Group

The class 8D of SMP Negeri 2 Kedungbanteng in Banyumas became the control group during this study. In addition, this group was given a pre-test before the first leaning process. 32 students were taught the materials using the standard method. The control group's teaching and learning sessions were scheduled for January 18, 25, and February 1, 2024. After the aspect of teaching of the process was completed, a post-test was carried out.

Table 4. 2 The Score of Pre-test and Post-test in Control Group

No	Students' Initial	Pre-Test	Post-Test
1	Student 1	64	72
2	Student 2	60	68
3	Student 3	60	72
4	Student 4	40	56
5	Student 5	48	72
6	Student 6	44	48
7	Student 7	64	64
8	Student 8	52	64
9	Student 9	44	40

10	Student 10	52	76
11	Student 11	48	60
12	Student 12	44	56
13	Student 13	56	60
14	Student 14	72	88
15	Student 15	48	56
16	Student 16	56	60
17	Student 17	48	56
18	Student 18	68	72
19	Student 19	56	60
20	Student 20	48	56
21	Student 21	72	80
22	Student 22	48	60
23	Student 23	64	68
24	Student 24	52	60
25	Student 25	48	56
26	Student 26	56	68
27	Student 27	52	60
28	Student 28	76	84
29	Student 29	60	68
30	Student 30	56	68
31	Student 31	40	44
32	Student 32	52	56
MEAN		54,625	63,3125
MEDIAN		52	60
MODE		48	56
MIN		40	40
MAX		76	88

The results in Table 4.2 show that out of 32 students who participated in the class, the mean of pre-test score was 54,625, and the mean of post-test score was 63,3125. The pre-test had a minimum score of 40 and a maximum score of 76. In addition, the post-test had a minimum score of 40 and a maximum of 88.

4. Data Analysis

1) Normality test

The normality test determines whether or not the data is normally distributed. Researcher used IBM SPSS in this study to evaluate the data on experimental and control pre-test and post-test group outcomes.

According to Sugiyono (2013:69), the hypothesis for the normality test is as follows:

H_0 : The data is normally distributed.

H_a : The data is not normally distributed.

The normality test criteria are as follows:

If $\text{sig.}\alpha > 0,05$ the data is normally distributed.

If $\text{sig } \alpha < 0,05$ the data is not normally distributed.

The normality test results are presented in the table below:

Table 4.3 The Results of Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
PRE_EXPERIMENT	.129	32	.188	.959	32	.260
POST_EXPERIMENT	.136	32	.141	.941	32	.082
PRE_CONTROL	.142	32	.101	.949	32	.133
POST_CONTROL	.154	32	.051	.964	32	.359

a. Lilliefors Significance Correction

Based on the table 4.3, the pre-test score for the experimental group has a value of $\text{sig.}0,260 > 0,05$, indicating that the pre-test data was normally distributed. Then, the pos-test score for the experimental group got a value $\text{sig.}0,082 > 0,05$, shows that the data is regularly distributed. In the other hand, the control group pre-

test value was $\text{sig}.0,133 > 0,05$, indicating that the data was normally distributed. The post-test score of the control group had a value of $\text{sig}.0,359 > 0,05$, indicating that the post-test data for control group was normally distributed.

2) Homogeneity Test

The homogeneity test is used to show that both data samples come from populations with comparable variation. The Levene test was used to assess homogeneity in SPSS. The researcher presents the following table with the results of homogeneity:

Table 4. 4 The Results of Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
PRETEST	Based on Mean	1.351	1	62	.249
	Based on Median	1.370	1	62	.246
	Based on Median and with adjusted df	1.370	1	61.723	.246
	Based on trimmed mean	1.373	1	62	.246
POSTTEST	Based on Mean	1.910	1	62	.172
	Based on Median	1.907	1	62	.172
	Based on Median and with adjusted df	1.907	1	61.988	.172
	Based on trimmed mean	1.924	1	62	.170

The table above indicates the homogeneity in test data between the experimental and control group before and after treatment. The results of the homogeneity test of the pre-test data for the experimental and control groups obtained a value of $0.249 > 0.05$. Then, the results of the post-test data of homogeneity test for the experimental and control groups obtained a significant value of $0.172 > 0.05$.

Therefore, according to the results, it can be concluded that the test data before and after between the experimental and control group have the same variance or are uniform.

4) Hypothesis Test

a) Paired Sample T-test

A paired sample t-test was used to determine whether there was a significant difference in speaking skill shown by students in the experimental group who were taught using the JAM technique compared to the students in the control group who were taught using standard methods.

The following table contains the results of paired sample t-test that was done on the experimental group and calculated using IBM SPSS:

Table 4. 5 The Results of Paired Sample T-test of Experimental Group

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PRE_EKSPERIMEN - POST_EKSPERIMEN	-20.12500	6.54390	1.15681	-22.48433	-17.76567	-17.397	31	.000

Based on the results of paired sample t-test obtained a significant value of $0.000 < 0,05$, indicates a difference average score between the pre-test and post-test in the experimental group.

The results of paired sample t-test of control group shown in table below:

Table 4. 6 The Results of Paired Sample T-test of Control Group

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PRE_KONTROL - POST_KONTROL	-8.68750	5.71606	1.01047	-10.74836	-6.62664	-8.598	31	.000

The significant value was calculated using the paired sample t-test findings $0.000 < 0,05$, represents a difference between the average pre-test and post-test scores in the control group.

b) Independent Sample T-test

To evaluate whether there was a statistically significant difference in mean between the experimental and control groups, two unpaired samples were compared using the independent sample t-test. The results presented in table below:

Table 4. 7 The Results of Independent Sample T-test of Pre-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
PRETEST	Equal variances assumed	1.351	.249	.433	62	.667	1.12500	2.59992	-4.07216	6.32216
	Equal variances not assumed			.433	59.786	.667	1.12500	2.59992	-4.07600	6.32600

The independent sample t-test obtained a significant value. $0.667 > 0,05$ indicates that there is no difference in the average pre-test scores of the experimental and control groups, showing that both groups have the same baseline ability.

Table 4. 8 The Results of Independent Sample T-test of Post-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
POSTTEST	Equal variances assumed	1.910	.172	4.228	62	.000	12.56250	2.97103	6.62351	18.50149
	Equal variances not assumed			4.228	59.393	.000	12.56250	2.97103	6.61831	18.50669

Based on the table above, the significance value was calculated using the results of the independent sample t-test. $0.000 < 0,05$ indicates a difference in average post-test scores between the experimental and control groups.

B. Discussions

The purpose of this study was to examine the effectiveness of JAM technique in enhancing students' speaking skill. To determine the presence and absence of these benefits, were performed pre-test and post-test on experimental and control groups. The pre-test for the experimental group was conducted on January 10, 2024, while the pre-test for control group was conducted on January

11, 2024. The treatment was then administered utilizing the JAM technique to the experimental group.

The first treatment was on Wednesday, January 17, 2024, in class 8F as the experimental group and followed the in-class activities. The researcher acts as the teacher. The activity started with greeting the students and self-introduction. After that, explained about the objective of the research and JAM technique. In this meeting, tried to familiarize students with the JAM technique. A learning process plan was designed before applied JAM technique.

The second meeting was held on Wednesday, January 24, 2024. Several improvements were made during this meeting, including students feeling more at ease while learning to speak and students feeling more confident during speaking class. During the second meeting, the teacher asked the student to look at the text titled 'My Uncle is a Zookeeper' in their LKS book. Then, explain that the learning topic is about stating facts. Then, relate it to descriptive text. The teacher prepared some animal-related topics to use with the JAM technique. Then, invite students to choose a topic at random. Students should describe the chosen topic. The teacher repeats the JAM technique's rules.

The last meeting was held on Wednesday, January 31, 2024. The material for this meeting is still about stating facts. During this meeting, the teacher implemented the JAM technique in a group. The teacher divided the class into several groups. Each group received a different topic. The topics include animals, people, professions, and things. Every member of the group should explain the topic. Then, other groups had to figure out what the previous group was describing. The teacher points out the rules of the JAM technique.

Based on the collected data, the average score of pre-test in the experimental group was 55,75, with a minimum score of pre-test is 32 and a maximum score is 76. The average of post-test score in the experimental group was 75,875, with a minimum score of 40, and a maximum score of 96. Meanwhile, the results of control group's pre-test and post-test data show that out of 32 students who participated in the class, the average score of pre-test was 54,625, and the average of post-test score was 63,3125. The pre-test had a minimum score of 40 and a

maximum score of 76. In addition, the post-test had a minimum score of 40 and a maximum of 88.

The result of the statistical analysis was used as the data for the testing of the hypothesis and for the obtaining of the final result. According to the data analysis, the output of the score calculation showed that there was an improvement in both the experimental group and the control group. But the increase of the control group was not as significant as the increase of the experimental group. The scores of the experimental group were higher than the scores of the control group. Based on the independent sample t-test of pre-test scores obtained a significant value. $0.667 > 0,05$ indicates that there is no difference in the average pre-test scores of the experimental and control groups, showing that both groups have the same baseline ability. Meanwhile, based on the post-test scores show that the significance value was calculated using the results of the independent sample t-test. $0.000 < 0,05$ indicates a difference in average post-test scores between the experimental and control groups. As a result, it was found that the use of JAM technique was effective in improving students' speaking skills.

The study results on the effectiveness of JAM on students' speaking skill at the 8th grade of SMP Negeri 2 Kedungbanteng Banyumas indicate an increase in student speaking performance. This is reflected in a significant increase in pre-test and post-test scores. This study supported the findings of previous study conducted by Jaelani & Utami (2020) that the use of JAM technique affects students' speaking skill. According to Jaelani & Utami (2020) said that JAM technique has benefits. The benefits found are, the students have a positive attitude toward the use of JAM as a scaffold for developing their speaking skills, the students are excited about their participation in JAM because it is a new and exciting experience for them, and the students agree that their participation in JAM is a motivation for them to speak English more fluently. Other previous study by Damayanti, Wiyaka, & Ardini (2023) found that there were significant differences in pronunciation, grammar, fluency, vocabulary, and comprehension were observed between classes taught using the One Minute Talk technique and those taught without it.

In this study, also made the students more confident to speaking in front of the class because in JAM technique all students have the same opportunity to speak about the chosen topic for one minute in front of the class. This is line with the study by Sinaga, Sinaga, & Napiputulu (2022) the JAM technique can enhance students' critical thinking skills by focusing on a specific problem to be discussed in class, it may be beneficial to begin with a short, fun activity that encourages students to speak in front of others to help them become more comfortable with this technique. If the students feel more confident it can affect their speaking performance. As explained by Sumardi, Dollah, & Farahdiba (2022) in their research, students with higher levels of self-confidence and speaking skills tend to be more sociable, comfortable with public speaking, adaptable, motivated, and willing to share their thoughts with others; conversely, students with poor speaking skills and low self-esteem are often uncomfortable and afraid of making mistakes.

In addition, JAM technique can be one of the solutions for teachers to provide fun learning methods. In the implementation of JAM technique, students feel enjoyment in learning English, especially in speaking performance. Learning becomes less serious and boring, so students can more enjoy the learning activities. According to Amrullah (2015) believes that the games will stimulate students' interest in learning and the English teaching games are expected to enhance students' speaking abilities in a fun way. In addition, learning through JAM technique also made students more active, they were able to practice their speaking ability directly.

Another benefit of JAM technique is that it can encourage students to work cooperatively in a group. In this study, JAM was implemented individually in groups. In a group, it is necessary for the members to work well together so that they can describe all the topic that has been given to them. In a group learning can help to train the students to have discussions and to share their thoughts with each other. This in line with the study by Situmorang (2021), which stated that group work can assisted in developing students' readiness to take responsibility, increasing their confidence to communicate their ideas to all members of the group, completed tasks, and fostered their ability to respect others.

However, some factors need to be considered in order for the learning process to run optimally. One of them is the student motivation factor. In this study, it was found that students who have high intrinsic motivation tend to be more active and participate well during the JAM session. Kalita (2023) in his study stated that proper learning techniques can significantly influence students' motivation by fostering curiosity, goal-setting, and academic improvement. In addition, the role of the teacher also affects the effectiveness of JAM implementation. Teachers who can create a supportive learning environment and facilitate students during JAM sessions will improve learning outcomes. This involves providing positive and supportive feedback and encourages students to continue practicing.

From the explanation above, it can be said that the student's speaking skill has improved after being treated utilizing the JAM technique. This is consistent with the prior study by Gayathri (2016:14), who stated that the JAM technique improved students' confidence, language flow, speech organization, and even body language. However, the implementation of the JAM technique suffered by several uncontrollable variables, including limited time and students' unfamiliarity with the technique, requiring adjustments at the beginning of the meeting. Zyoud (2019:4) in his research said that providing opportunities for students to talk through group or pair work, as well as limited teacher talk, can encourage students to speak in class and provide opportunities for them to feel free to speak despite limitations. In line with the JAM technique, which allows students to improve their speaking skills by speaking on topics assigned by the teacher, students have the opportunity to practice speaking in class.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study based on the findings and discussion of the findings and offers suggestion regarding the conclusion.

A. CONCLUSION

Based on the findings of the study data analyzed, the state of the speaking ability of the 8th grade students of SMP Negeri 2 Kedungbanteng Banyumas. The level of students' speaking skills before the use of JAM technique in speaking learning is low. The average pre-test score for the experimental class was 55.75. And the average pre-test score for the control class is 54.625. There are various factors that affect the results of pre-test score, such as: 1) Low confidence due to fear of making mistakes. 2) Limited speaking practice in the classroom, causing the students to be passive. 3) Fear of using unsuitable grammar and vocabulary. Implementing JAM technique in the learning of the language has the following benefits: 1) Students enjoy speaking in English an enthusiast in the learning process. 2) Students more comfortable and confident when speaking in English in front of the class. 3) Slowly improve the student's speaking skill in terms of grammar, vocabulary, pronunciation, fluency, and comprehension. Students' speaking skill improves after the application of JAM technique. This is indicated by an improvement in the average score of the experimental group. The average post-test score for the experimental group was 78,875, meanwhile the average post-test score for the control group was 63, 3125. The average post-test score of the experimental class was higher than the average score of the control group. Then, the hypothesis test is carried out, the results of paired sample t-test in experimental group obtained a significant value of $0.000 < 0,05$, which means that H_0 is rejected and H_a is accepted. It can be said that the JAM technique can help to improve students' speaking skill at the 8th grade of SMP Negeri 2 Kedungbanteng Banyumas.

B. SUGGESTION

Considering the results of the study, the following suggestions could be made:

1. For the Teacher

Teachers should give students the opportunity to in the learning process, especially in learning to speak. Teachers need to use various and interesting learning methods and techniques, such as the JAM technique that used by in this study, to help students improve their speaking ability. The learning process would be optimum if the ratio of theory and practice were balanced, thus allowing the students practice to speak, especially in speaking English.

2. For the Students

Students must have an enthusiasm for improving their English-speaking ability. Students should have plenty of practice to improve their speaking skills. Students also need must have an understanding how important speaking is to be effective at speaking in English.

3. For the School

In English classes, the JAM technique can be implemented and then subsequently extended to others academic subjects. The JAM technique can be used to increased students' interest in the learning process and able to encourage students to be more confident when speaking English.

4. For the Future Researcher

Because this study is still not perfect, it was suggested to future researcher to carry out further research on a related topic by increasing the technique and hoped this study can be a reference to provide important information about the JAM technique. For better results using JAM technique, conduct research over a longer period of time and come up with more to hypothesize to support the findings.

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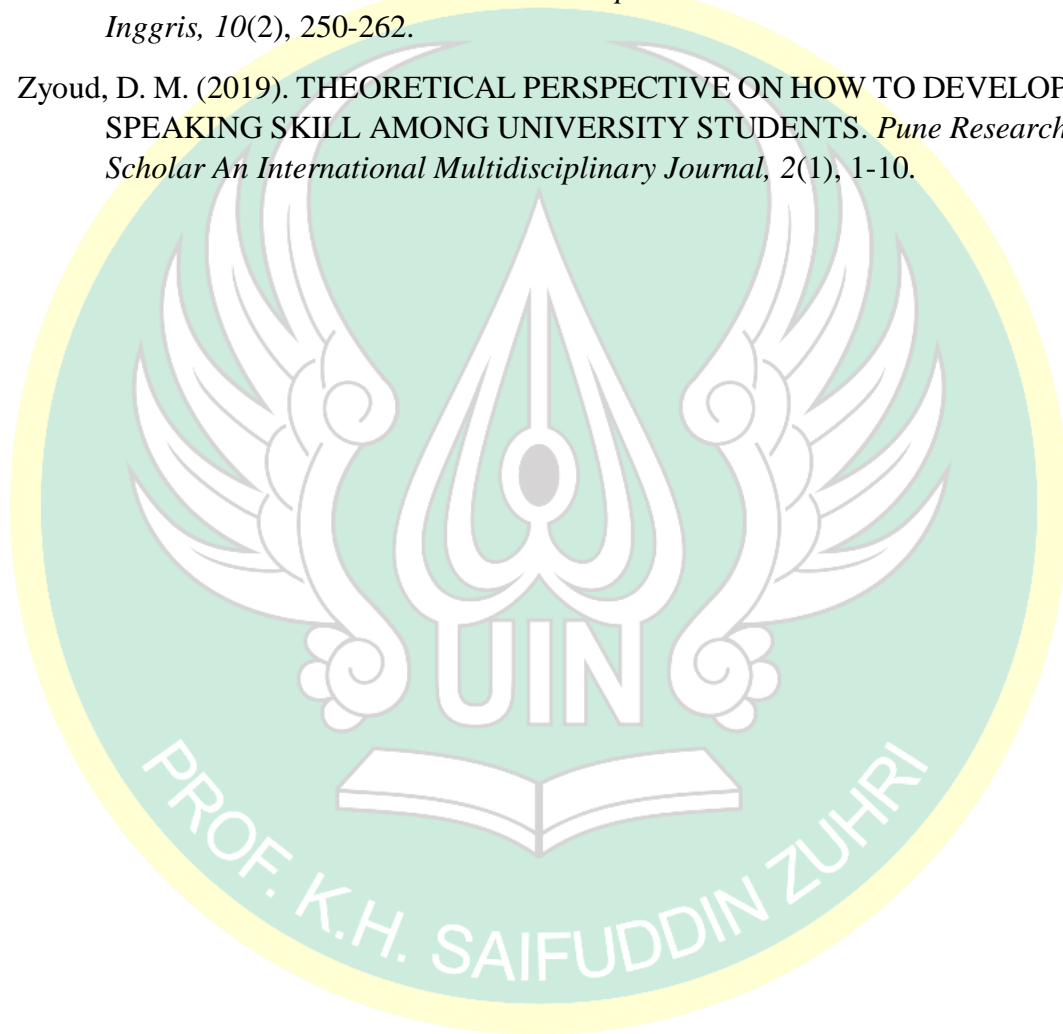
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APPENDICES

Appendix 1 Instrument's Validity Sheet (Expert 1)

SURAT VALIDASI INSTRUMEN PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Mufliah, S.S., M.Pd

Jabatan : Lektor

Instansi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrument penelitian berupa soal tes yang akan digunakan untuk penelitian berjudul "The Effectiveness of JAM (Just A Minute) Technique on Students' Speaking Skill at the 8TH Grade of SMP Negeri 2 Kedungbanteng Banyumas" yang dibuat oleh:

Nama : Dina Rizqi Maulana Putri

NIM : 2017404125

Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrument tersebut,

- Layak digunakan
 Layak digunakan dengan revisi
 Tidak layak digunakan

Catatan (bila perlu)

Perhatikan atas tulis.

Demikian keterangan ini dibuat sebagaimana mestinya.

Purwokerto, 06 Desember 2023

Validator,



Mufliah, S.S., M.Pd

Appendix 2 Instrument's Validity Sheet (Expert 2)

SURAT VALIDASI INSTRUMEN PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Windharyati Dyah Kusumawanti, M.A., M.Pd

Jabatan : Dosen

Instansi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrument penelitian berupa soal tes yang akan digunakan untuk penelitian berjudul "The Effectiveness of JAM (Just A Minute) Technique on Students' Speaking Skill at the 8th Grade of SMP Negeri 2 Kedungbanteng Banyumas" yang dibuat oleh:

Nama : Dina Rizqi Maulana Putri

NIM : 2017404125

Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrument tersebut,

- Layak digunakan
 Layak digunakan dengan revisi
 Tidak layak digunakan

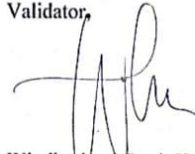
Catatan (bila perlu)

feedback sudah di follow up dengan baik.
.....
.....

Demikian keterangan ini dibuat sebagaimana mestinya.

Purwokerto, 11 Desember 2023

Validator,



Windharyati Dyah Kusumawanti, M.A., M.
Pd

Appendix 3 Instrument of Pre-test

Pre-Test

Petunjuk:

1. **Baca petunjuk soal dengan seksama sebelum menjawab.**
 2. **Tes ini merupakan instrumen penelitian untuk mengukur keterampilan berbicara siswa.**
 3. **Nilai yang diambil dalam kegiatan ini tidak berpengaruh terhadap data nilai kelas.**
-

Test instruction:

1. **Please choose one of the topics below:**
 - a. **yourself,**
 - b. **your family, or**
 - c. **your idol.**
2. **Please describe about the topic you have chosen in monologue.**
3. **You have to speak in your own words in one minute.**
4. **Pay attention to the aspects that will be assessed, such as grammar, vocabulary, comprehension, fluency, and pronunciation (you can find them more detail on page 2).**
5. **Good luck!**

Rubric scoring of speaking test

No	Aspects	Criteria	Point
1.	Grammar	Grammar errors are frequent.	1
		Grammar is frequently unclear.	2
		Some grammar mistakes, but still understandable.	3
		A few grammatical errors, but they are easily understood.	4
		The grammar is clear and appropriate.	5
2.	Vocabulary	Uses basic vocabulary and often repeat it.	1
		Uses limited vocabulary but frequently repeat it.	2
		Capable to speak in the language with an adequate vocabulary but still rarely repeat it.	3
		Uses a variety of vocabulary but still sometimes repeat it.	4
		Uses a variety of vocabulary and almost never repeat it.	5
3.	Comprehension	Little bit can describe the topic.	1
		Can describe the topic but they are many mistakes.	2
		Can describe the topic but still makes some mistakes.	3
		Can describe the topic but still little mistakes.	4
		Can describe the topic without any mistakes.	5
4.	Fluency	Hesitates too often when speaking.	1
		Speaks with some hesitation.	2
		Speak smoothly with occasional hesitation.	3
		Speaks smoothly with little hesitation.	4
		Speaks smoothly, without hesitation.	5
5.	Pronunciation	Errors in pronunciation are frequent.	1
		Pronunciation is frequently unclear.	2
		Some Pronunciation is unclear or errors but still understandable.	3
		A little unclear pronunciation but still can be understood easily.	4
		Pronunciation is clear and correct.	5

Total score = Jumlah point x 4

For example: 25 x 4 = 100

Appendix 4 Instrument of Post-test

Post-Test

Petunjuk:

4. Baca petunjuk soal dengan seksama sebelum menjawab.
 5. Tes ini merupakan instrumen penelitian untuk mengukur keterampilan berbicara siswa.
 6. Nilai yang diambil dalam kegiatan ini tidak berpengaruh terhadap data nilai kelas.
-

Test instruction:

6. Please choose one of the topics below:
 - d. hobby,
 - e. favorite food,
 - f. or dream job.
7. Please describe about you have chosen in monologue.
8. You have to speak in your own words in one minute.
9. Pay attention to the aspects that will be assessed, such as grammar, vocabulary, comprehension, fluency, and pronunciation (you can find them more detail on page 2).
10. Good luck!

Rubric scoring of speaking test

No	Aspects	Criteria	Point
1.	Grammar	Grammar errors are frequent.	1
		Grammar is frequently unclear.	2
		Some grammar mistakes, but still understandable.	3
		A few grammatical errors, but they are easily understood.	4
		The grammar is clear and appropriate.	5
2.	Vocabulary	Uses basic vocabulary and often repeat it.	1
		Uses limited vocabulary but frequently repeat it.	2
		Capable to speak in the language with an adequate vocabulary but still rarely repeat it.	3
		Uses a variety of vocabulary but still sometimes repeat it.	4
		Uses a variety of vocabulary and almost never repeat it.	5
3.	Comprehension	Little bit can describe the topic.	1
		Can describe the topic but they are many mistakes.	2
		Can describe the topic but still makes some mistakes.	3
		Can describe the topic but still little mistakes.	4
		Can describe the topic without any mistakes.	5
4.	Fluency	Hesitates too often when speaking.	1
		Speaks with some hesitation.	2
		Speak smoothly with occasional hesitation.	3
		Speaks smoothly with little hesitation.	4
		Speaks smoothly, without hesitation.	5
5.	Pronunciation	Errors in pronunciation are frequent.	1
		Pronunciation is frequently unclear.	2
		Some Pronunciation is unclear or errors but still understandable.	3
		A little unclear pronunciation but still can be understood easily.	4
		Pronunciation is clear and correct.	5

Total score = Jumlah point x 4

For example: 25 x 4 = 100

Appendix 5 Lesson Plan of Experimental Group

MODUL AJAR

CHAPTER I: MY UNCLE IS A ZOOKEEPER

INFORMASI UMUM	
I. IDENTITAS MODUL	
Nama Penyusun	: Dina Rizqi Maulana Putri
Satuan Pendidikan	: SMP Negeri 2 Kedungbanteng
Mata Pelajaran	: Bahasa Inggris
Kelas / Fase / Semester	: VIII / D / 2
Domain / Topik	: Stating Habit and Fact
Alokasi Waktu	: 3 Pertemuan / 9 JP
Tahun Penyusunan	: 2024
II. KOMPETENSI AWAL	
<p>A. Capaian Pembelajaran Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.</p>	
<p>B. Elemen/Domain CP Elemen Menyimak-Berbicara</p> <ul style="list-style-type: none"> • Pada akhir Fase D, peserta didik menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana. • <i>By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers</i> 	

<p><i>and others in an increasing variety of familiar, formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion, such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.</i></p>
<p>C. Profil Pelajar Pancasila Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia; Berkebhinekaan Global; Bergotong Royong; Mandiri; Bernalar Kritis; dan Kreatif.</p>
<p>D. Sarana dan Prasarana 1. Handphone 2. Internet 3. Laptop 4. Papan Tulis</p>
<p>E. Sumber Belajar 1. Buku Panduan Guru dan Siswa English For Nusantara Kelas VIII Kemendikbud Pusat Kurikulum dan Perbukuan. 2. Buku Pendamping Siswa Conclusion Bahasa Inggris Untuk SMP/MTs Kelas VIII Semester 2. 3. Sumber lain yang Relevan.</p>
<p>F. Target Peserta Didik Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar</p>
<p>G. Model Pembelajaran / Pendekatan Pembelajaran / Metode Pembelajaran Model Pembelajaran: Pendekatan Pembelajaran: Scientific Metode Pembelajaran: Tanya Jawab, Diskusi, <i>Just A Minute Technique</i>, Presentasi</p>
KOMPONEN INTI
I. TUJUAN PEMBELAJARAN
<ul style="list-style-type: none"> - Memahami struktur teks dan unsur kebahasaan teks deskriptif yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau kebenaran umum, sesuai dengan konteks penggunaannya. - Menyebutkan fungsi sosial teks deskriptif yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau kebenaran umum, sesuai dengan konteks penggunaannya.

- Mendemonstrasikan teks deskriptif yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau kebenaran umum terkait topik tertentu.
II. PEMAHAMAN BERMAKNA
Meningkatkan pemahaman peserta didik mengenai teks deskriptif sehingga peserta didik mampu mendeskripsikan atau menggambarkan suatu hal.
III. PERTANYAAN PEMANTIK
1. What is your routine on weekdays?
2. What do you do on the weekend?
3. What is your favorite animal?
IV. MATERI PEMBELAJARAN
<p>1. Stating habit and fact</p> <p>a. Stating habit:</p> <ul style="list-style-type: none"> • Definition: A habit is an unconscious, habitual behavior that is performed on a regular basis. It is an instinctive action taken in reaction to a particular situation or cue. • Example: "I drink a glass of milk every morning." This statement describes a habit because it indicates a recurring action (drink a glass of milk) that happens regularly (every morning). <p>b. Stating fact:</p> <ul style="list-style-type: none"> • Definition: A fact is an argument that can be verified by facts or evidence as either true or false. Facts are impartial and independent of individual opinions or convictions. • Example: "The capital of France is Paris." This statement is a fact because it true. <p>Both habits and facts are frequently expressed in the simple present tense, which is commonly used for general truths and repeated actions.</p>
<p>2. Simple present tense</p> <p>The simple present tense is a verb form that expresses general truths, habitual actions, routines, facts, and constant states.</p> <p>a. Formation:</p> <ul style="list-style-type: none"> • For most verbs, the simple present tense is formed by using the base form of the verb. For example: "I eat meatballs every weekend" & "He plays the guitar." • The third person singular (he, she, it) often requires adding an "s" or "es" to the base form of the verb. For example: "He eats fruits" & "She watches K-drama." <p>b. Usage:</p> <ul style="list-style-type: none"> • Habits and routines, use the simple present tense to describe actions that happen regularly or habits. For example: "I read a novel before bedtime" & "They always go to school by bus." • Facts and general truths, use the simple present tense to state facts that are generally true. For example: "An elephant has a trunk" & "Cats are mammals." <p>c. Signal words:</p>

- Signal words that often accompany the simple present tense include: always, usually, often, sometimes, rarely, never, every day, on Mondays, etc. For example: “He always arrives late” & “I rarely eat fast food.”

3. Description Text

A descriptive text is a type of text that aims to provide a detailed and detailed description of a person, place, object, or idea. The primary goal of descriptive text is providing a visual representation for the reader through visual imagery, real language, and expressive techniques. The goal is to stimulate the reader's senses and imagination, allowing them to form a clear and comprehensive understanding of the subject under discussion.

a. Social functions

- Providing information about an object by describing its features and special characteristics.
- Providing information about an object by describing its physical aspects, behavior, and functions.

b. Generic structure

• Introduction

The introduction sets the tone for the descriptive text and provides a general overview of the subject. It may include a thesis statement or a central idea that gives the reader an idea of what to expect.

• Descriptions

This section provides specific details about the subject being described. It includes information about its appearance, characteristics, or defining features.

• Conclusion

The conclusion summarizes the key points and reinforces the overall impression of the subject. It may restate the thesis or leave the reader with a lasting impression.

c. Language features

- Specific participant: has a specific object that is not common and unique (only one). For example: Bandengan beach, my house, Borobudur temple.
- The use of an adjective (an adjective) to clarify a noun, such as a beautiful beach, a handsome man.
- The use of the simple present tense: The sentence pattern is simple present because it describes the object.
- The use of action verbs, verbs that show an activity: run, sleep, walk, cut, etc.

V. KEGIATAN PEMBELAJARAN

1. PERTEMUAN 1

a. Kegiatan Pendahuluan

1) Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran peserta didik.
2) Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran.
3) Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran.
4) Melakukan apersepsi dengan cara memulai pembelajaran dengan bertanya dan mengulas kembali materi pada pertemuan sebelumnya.
b. Kegiatan Inti
1) Guru menjelaskan mengenai fungsi dari <i>stating habit</i> .
2) Guru memberikan penjelasan mengenai <i>simple present tense</i> yang akan digunakan dalam <i>stating habit</i> .
3) Guru memberikan contoh dari teks dari <i>stating habit</i> .
4) Guru memberikan penjelasan kepada peserta didik mengenai <i>Just A Minute (JAM) technique</i> .
5) Guru memberikan 2 macam topik kepada peserta didik, yakni: <i>My routines in weekdays</i> dan <i>My routines in weekend</i> . Peserta didik diminta memilih salah satu dari topik tersebut.
6) Peserta didik berbicara didepan kelas secara bergantian, mendeskripsikan topik yang telah dipilih selama satu menit.
c. Kegiatan Penutup
1) Guru menyampaikan feedback kepada peserta didik.
2) Guru dan peserta didik mengulas kembali materi yang telah dipelajari.
3) Guru dan peserta didik merefleksi kegiatan pembelajaran yang telah dilaksanakan dan menyampaikan apa yang harus dipersiapkan peserta didik untuk pertemuan selanjutnya.
4) Guru menutup kelas.
2. PERTEMUAN 2
a. Kegiatan Pendahuluan
1) Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran peserta didik.
2) Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran.
3) Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran.
4) Melakukan apersepsi dengan cara memulai pembelajaran dengan bertanya dan mengulas kembali materi pada pertemuan sebelumnya.
b. Kegiatan Inti
1) Guru meminta peserta didik membaca teks percakapan pada buku LKS tentang <i>My Uncle is a Zookeeper</i> , kemudian menyimpulkan isi dari teks tersebut.
2) Guru memberikan penjelasan mengenai <i>zookeeper</i> dan macam-macam binatang di kebun Binatang.

3) Guru menjelaskan fungsi dari <i>stating fact</i> .
4) Guru menjelaskan fungsi, stuktur teks, dan unsur kebahasaan dari teks deskriptif.
5) Guru memberikan bermacam-macam jenis binatang, seperti: <i>cow, goat, dog, rabbit, crocodile, hen, duck, zebra, tiger, lion, cat, buffalo, snake, swan, bear, bird, dolphin, camel, dan elephant</i> . Masing-masing peserta didik memilih salah satu hewan untuk dideskripsikan.
6) Masing-masing peserta didik mendeskripsikan binatang yang dipilih secara oral didepan kelas selama 1 menit.
c. Kegiatan Penutup
1) Guru menyampaikan feedback kepada peserta didik.
2) Guru dan peserta didik mengulas kembali materi yang telah dipelajari.
3) Guru dan peserta didik merefleksikan kegiatan pembelajaran yang telah dilaksanakan dan menyampaikan apa yang harus dipersiapkan peserta didik untuk pertemuan selanjutnya.
4) Guru menutup kelas.
3. PERTEMUAN 3
a. Kegiatan Pembuka
1) Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran peserta didik.
2) Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran
3) Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran.
4) Melakukan apersepsi dengan cara memulai pembelajaran dengan bertanya dan mengulas kembali materi pada pertemuan sebelumnya.
b. Kegiatan Inti
1) Guru mengulas materi yang telah dipelajari sebelumnya.
2) Guru membagi peserta didik menjadi beberapa kelompok.
3) Masing-masing kelompok diberikan beberapa topik yang harus dideskripsikan. Topik tersebut meliputi: <i>Fish, ant, bee, butterfly, duck, mouse (animals). President Joko Widodo, Kim Taehyung, Lionel Messi, Christian Ronaldo, Ir. Soekarno, Tiara Andini (person). Doctor, singer, teacher, policeman, chef, pilot (professions). Bag, table, book, shoes, whiteboard, shirt (things).</i>
4) Masing-masing anggota akan mendeskripsikan 1 topik selama 1 menit.
5) Kelompok lawan akan menebak apa yang dideskripsikan tersebut.
6) Kelompok yang menjawab dengan benar paling banyak yang menjadi pemenang.
c. Kegiatan Penutup
1) Guru menyampaikan feedback kepada peserta didik.
2) Guru dan peserta didik mengulas kembali materi yang telah dipelajari.

3) Guru menyampaikan bahwa pertemuan ini adalah pertemuan terakhir dalam penelitian.
4) Guru menutup kelas.
VI. PENILAIAN
1. Penilaian sikap berupa observasi di dalam kelas.
2. Penilaian pengetahuan berupa jawaban pre-test dan pos-test
3. Penilaian keterampilan berupa praktik didalam kelas

Kedungbanteng, 10 Januari 2024

Mengetahui,

Guru Mata Pelajaran

Mahasiswa

Annida Nur Cahyaningtyas, S.Pd

Dina Rizqi Maulana Putri



Appendix 6 Lesson Plan of Control Group

MODUL AJAR

CHAPTER I: MY UNCLE IS A ZOOKEEPER

INFORMASI UMUM	
III. IDENTITAS MODUL	
Nama Penyusun	: Dina Rizqi Maulana Putri
Satuan Pendidikan	: SMP Negeri 2 Kedungbanteng
Mata Pelajaran	: Bahasa Inggris
Kelas / Fase / Semester	: VIII / D / 2
Domain / Topik	: Stating Habit and Fact
Alokasi Waktu	: 3 Pertemuan / 9 JP
Tahun Penyusunan	: 2024
IV. KOMPETENSI AWAL	
<p>H. Capaian Pembelajaran Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.</p>	
<p>I. Elemen/Domain CP Elemen Menyimak-Berbicara</p> <ul style="list-style-type: none"> • Pada akhir Fase D, peserta didik menggunakan Bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana. • <i>By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers</i> 	

<p><i>and others in an increasing variety of familiar, formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion, such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.</i></p>
<p>J. Profil Pelajar Pancasila Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia; Berkebhinekaan Global; Bergotong Royong; Mandiri; Bernalar Kritis; dan Kreatif.</p>
<p>K. Sarana dan Prasarana 5. Handphone 6. Internet 7. Laptop 8. Papan Tulis</p>
<p>L. Sumber Belajar 4. Buku Panduan Guru dan Siswa English For Nusantara Kelas VIII Kemendikbud Pusat Kurikulum dan Perbukuan. 5. Buku Pendamping Siswa Conclusion Bahasa Inggris Untuk SMP/MTs Kelas VIII Semester 2. 6. Sumber lain yang Relevan.</p>
<p>M. Target Peserta Didik Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar</p>
<p>N. Model Pembelajaran / Pendekatan Pembelajaran / Metode Pembelajaran Model Pembelajaran: Pendekatan Pembelajaran: Scientific Metode Pembelajaran: Tanya Jawab, Diskusi, Presentasi</p>
<p>KOMPONEN INTI</p>
<p>VII. TUJUAN PEMBELAJARAN</p>
<ul style="list-style-type: none"> - Memahami struktur teks dan unsur kebahasaan teks deskriptif yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau kebenaran umum, sesuai dengan konteks penggunaannya. - Menyebutkan fungsi sosial teks deskriptif yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau kebenaran umum, sesuai dengan konteks penggunaannya.

- Mendemonstrasikan teks deskriptif yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau kebenaran umum terkait topik tertentu.
VIII. PEMAHAMAN BERMAKNA
Meningkatkan pemahaman peserta didik mengenai teks deskriptif sehingga peserta didik mampu mendeskripsikan atau menggambarkan suatu hal.
IX. PERTANYAAN PEMANTIK
4. What is your routine on weekdays?
5. What do you do on the weekend?
6. What is your favorite animal?
X. MATERI PEMBELAJARAN
<p>4. Stating habit and fact</p> <p>c. Stating habit:</p> <ul style="list-style-type: none"> • Definition: A habit is an unconscious, habitual behavior that is performed on a regular basis. It is an instinctive action taken in reaction to a particular situation or cue. • Example: "I drink a glass of milk every morning." This statement describes a habit because it indicates a recurring action (drink a glass of milk) that happens regularly (every morning). <p>d. Stating fact:</p> <ul style="list-style-type: none"> • Definition: A fact is an argument that can be verified by facts or evidence as either true or false. Facts are impartial and independent of individual opinions or convictions. • Example: "The capital of France is Paris." This statement is a fact because it true. <p>Both habits and facts are frequently expressed in the simple present tense, which is commonly used for general truths and repeated actions.</p>
<p>5. Simple present tense</p> <p>The simple present tense is a verb form that expresses general truths, habitual actions, routines, facts, and constant states.</p> <p>d. Formation:</p> <ul style="list-style-type: none"> • For most verbs, the simple present tense is formed by using the base form of the verb. For example: "I eat meatballs every weekend" & "He plays the guitar." • The third person singular (he, she, it) often requires adding an "s" or "es" to the base form of the verb. For example: "He eats fruits" & "She watches K-drama." <p>e. Usage:</p> <ul style="list-style-type: none"> • Habits and routines, use the simple present tense to describe actions that happen regularly or habits. For example: "I read a novel before bedtime" & "They always go to school by bus." • Facts and general truths, use the simple present tense to state facts that are generally true. For example: "An elephant has a trunk" & "Cats are mammals." <p>f. Signal words:</p>

- Signal words that often accompany the simple present tense include: always, usually, often, sometimes, rarely, never, every day, on Mondays, etc. For example: “He always arrives late” & “I rarely eat fast food.”

6. Description Text

A descriptive text is a type of text that aims to provide a detailed and detailed description of a person, place, object, or idea. The primary goal of descriptive text is providing a visual representation for the reader through visual imagery, real language, and expressive techniques. The goal is to stimulate the reader's senses and imagination, allowing them to form a clear and comprehensive understanding of the subject under discussion.

d. Social functions

- Providing information about an object by describing its features and special characteristics.
- Providing information about an object by describing its physical aspects, behavior, and functions.

e. Generic structure

• Introduction

The introduction sets the tone for the descriptive text and provides a general overview of the subject. It may include a thesis statement or a central idea that gives the reader an idea of what to expect.

• Descriptions

This section provides specific details about the subject being described. It includes information about its appearance, characteristics, or defining features.

• Conclusion

The conclusion summarizes the key points and reinforces the overall impression of the subject. It may restate the thesis or leave the reader with a lasting impression.

f. Language features

- Specific participant: has a specific object that is not common and unique (only one). For example: Bandengan beach, my house, Borobudur temple.
- The use of an adjective (an adjective) to clarify a noun, such as a beautiful beach, a handsome man.
- The use of the simple present tense: The sentence pattern is simple present because it describes the object.
- The use of action verbs, verbs that show an activity: run, sleep, walk, cut, etc.

XI. KEGIATAN PEMBELAJARAN

4. PERTEMUAN 1

d. Kegiatan Pendahuluan

5) Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran peserta didik.
6) Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran.
7) Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran.
8) Melakukan apersepsi dengan cara memulai pembelajaran dengan bertanya dan mengulas kembali materi pada pertemuan sebelumnya.
e. Kegiatan Inti
7) Guru menjelaskan mengenai fungsi dari <i>stating habit</i> .
8) Guru memberikan penjelasan mengenai <i>simple present tense</i> yang akan digunakan dalam <i>stating habit</i> .
9) Guru memberikan contoh dari teks dari <i>stating habit</i> .
10) Guru meminta peserta didik membaca teks dialog mengenai <i>stating habits</i> pada Buku Pegangan Siswa.
11) Guru meminta peserta didik menyimpulkan apa isi dari dialog tersebut.
f. Kegiatan Penutup
5) Guru menyampaikan feedback kepada peserta didik.
6) Guru dan peserta didik mengulas kembali materi yang telah dipelajari.
7) Guru dan peserta didik merefleksikan kegiatan pembelajaran yang telah dilaksanakan dan menyampaikan apa yang harus dipersiapkan peserta didik untuk pertemuan selanjutnya.
8) Guru menutup kelas.
5. PERTEMUAN 2
d. Kegiatan Pendahuluan
5) Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran peserta didik.
6) Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran.
7) Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran.
8) Melakukan apersepsi dengan cara memulai pembelajaran dengan bertanya dan mengulas kembali materi pada pertemuan sebelumnya.
e. Kegiatan Inti
7) Guru bertanya kepada peserta didik tentang <i>stating fact</i> .
8) Guru memberikan penjelasan mengenai <i>stating fact</i> .
9) Guru meminta peserta didik berpasangan membaca dialog pada Buku Pegangan Siswa tentang <i>stating fact</i> .
10) Guru memberikan feedback kepada peserta didik.
11) Guru membacakan teks tersebut kemudian diikuti oleh peserta didik.
6) Guru meminta peserta didik menyimpulkan isi dari teks tersebut
f. Kegiatan Penutup
5) Guru dan peserta didik mengulas kembali materi yang telah dipelajari.

6) Guru dan peserta didik merefleksikan kegiatan pembelajaran yang telah dilaksanakan dan menyampaikan apa yang harus dipersiapkan peserta didik untuk pertemuan selanjutnya.
7) Guru menutup kelas.
6. PERTEMUAN 3
d. Kegiatan Pembuka
7) Guru membuka pembelajaran dengan salam dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran peserta didik.
8) Guru memotivasi peserta didik agar tetap memiliki semangat dalam proses pembelajaran.
9) Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran.
10) Melakukan apersepsi dengan cara memulai pembelajaran dengan bertanya dan mengulas kembali materi pada pertemuan sebelumnya.
e. Kegiatan Inti
5) Guru mengulas materi yang telah dipelajari sebelumnya.
6) Guru meminta peserta didik mengidentifikasi perbedaan antara <i>stating habit</i> dan <i>stating fact</i> .
7) Guru meminta masing-masing peserta didik mendeskripsikan masing-masing kebiasaan yang mereka lakukan pada hari minggu.
8) Peserta didik mempresentasikan hasilnya di depan kelas.
f. Kegiatan Penutup
5) Guru menyampaikan feedback kepada peserta didik.
6) Guru dan peserta didik mengulas kembali materi yang telah dipelajari.
7) Guru menyampaikan bahwa pertemuan ini adalah pertemuan terakhir dalam penelitian.
8) Guru menutup kelas.
XII. PENILAIAN
4. Penilaian sikap berupa observasi di dalam kelas.
5. Penilaian pengetahuan berupa jawaban pre-test dan pos-test
6. Penilaian keterampilan berupa praktik di dalam kelas

Kedungbanteng, 10 Januari 2024

Mengetahui,

Guru Mata Pelajaran

Mahasiswa

Annida Nur Cahyaningtyas, S.Pd

Dina Rizqi Maulana Putri

Appendix 7 Certificate of The Research



PEMERINTAH KABUPATEN BANYUMAS
DINAS PENDIDIKAN
SMP NEGERI 2 KEDUNGBANTENG
Jl. Raya Keniten Kec. Kedungbanteng, Kab. Banyumas 53152
Telp. (0281) 6840590 Email : smpn2kedungbanteng123@gmail.com



SURAT KETERANGAN

Nomor : 071 / 100 / 2024

Yang bertanda tangan di bawah ini,

Nama : Irma Pujiati, S.Pd., M.Pd.
NIP : 19721203 199802 2 003
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama : DINA RIZQI MAULANA PUTRI
NIM : 2017404125
Jurusan / Prodi : Tadris Bahasa Inggris
Semester : VII (Tujuh)
Universitas : Islam Negeri Profesor Kiai Haji Saifuddin Zuhri
Purwokerto
Judul : The Effectiveness of JAM (Just A Minute) Technique
on Students' Speaking Skill at the 8th Grade of
SMP Negeri 2 Kedungbanteng Banyumas
Pelaksanaan : 10-01-2024 s/d 10-03-2024

Adalah benar-benar telah melaksanakan penelitian pada SMP Negeri 2 Kedungbanteng dan yang bersangkutan telah melaksanakan tugasnya dengan baik dan penuh tanggung jawab.

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



Kedungbanteng, 7 Maret 2024
Kepala SMP N 2 Kedungbanteng

Irma Pujiati
IRMA PUJIATI, S.Pd., M.Pd.
NIP. 19721203 199802 2 003

Appendix 8 Documentation

Figure 1 Pre-test in Experimental Group



Figure 2 Pre-test in Control Group



Figure 3 Learning Process





Figure 4 Post-test in Experimental Group



Figure 5 Post-test in Control Group



PROF. K.H. SAIFUDDIN ZULTRI

BIOGRAPHY

A. Profile

1. Name : Dina Rizqi Maulana Putri.
2. Student' Number : 2017404125.
3. Place/Date of Birth : Pati, 02 Agustus 2002.
4. Adress : Ds. Learn RT 003/002, Kec. Sluke, Kab. Rembang.
5. Name of Father : Saiful Amin.
6. Name of Mother : Rif'atul Jannah

B. Formal Education

1. MI Ishlahiyah Learn, graduation year: 2014.
2. MTs Negeri Lasem, graduation year: 2017.
3. SMA Negeri 2 Rembang, graduation year: 2020.
4. UIN Prof. K.H. Saifuddin Zuhri, Purwokerto, year of entry: 2020.

C. Organization Experiences

1. Bendahara 2 Komunitas Javelin Periode 2021/2022.
2. Bendahara 1 Komunitas Javelin Periode 2022/2023.

Purwokerto, 13 Maret 2024

Dina Rizqi Maulana Putri