



USING ONE MINUTE LIFE STORY FOR TEACHING SPEAKING TO SENIOR HIGH SCHOOL STUDENTS

Mela Ismi¹, An Fauzia Rosyani Syafei²

English Department

Faculty of Languages and Arts

State University of Padang

email: melapianditha19@gmail.com

ABSTRACT

This article discusses about the use of *One Minute Life Story* in teaching *speaking* to *senior high school* students. *Speaking* is one of the four main skills in language that should be mastered by the students especially in English. To support and increase students' speaking ability, teacher can use *One Minute Life Story* as an activity in the classroom. *One minute life story* is a part storytelling activity but it has the difference which is limited by the time. In this paper, the way of using it may be different because English is a foreign language in Indonesia. So that, one minute time is extended and become five minutes, by using *One Minute Life Story* it is expected that students can practice and increase their *speaking* ability with a different way.

Keywords: *One Minute Life Story, Speaking, Senior High School.*

A. INTRODUCTION

Speaking is one of language skills that should be mastered in English. Speaking is an active productive skill involving the knowledge of language. It is transferring ideas and opinions about something to other people. Luoma (2004) says that speaking is every activity where people use spoken language to convey their ideas to others. A communication will occur if there are speaker and listener and they have a message to be conveyed. In short, speaking is an activity to deliver messages such as ideas or opinions by people one to another.

Speaking ability is the ability to communicate effectively. This ability allows a person to convey his/her messages in a passionate, thoughtful and

¹ English ELTSP of English Department of FBS Universitas Negeri Padang graduated on December 2018

² Lecturer of English Department of FBS Universitas Negeri Padang



convincing manner. It helps to assure that one will not be misunderstood by those who are listening. Passionate and thoughtful means if someone does not have ability to speak well, she/he will be difficult to deliver the messages. If the messages are delivered wrongly, the message can be misplaced or miscommunication. If someone has good ability in speaking she/he can deliver or get much information around her/his daily life. Moreover speaking ability is also includes the convincing manner that helps speaker to make the audience believe what she/he is talking about. If the audiences get the message that the speaker is delivered easily, it means the speaker is success in conveying the messages.

There are four components of speaking for measuring students speaking ability; vocabulary, grammar, pronunciation and fluency. First component is vocabulary. Richards and Richard (2010) states that vocabulary is include single words, compound words and idioms. It means that the vocabulary mastery including all form of words not only single words with single meaning but also the compound words, the idioms and their meanings.

The second component is grammar. According to Harmer (2001) grammar is the description of the ways in which words can change the forms and can be combined into the sentences in the language. In speaking, grammar is an important role because it is about the structure of the sentences that speaker is going to say.

The third component is pronunciation. Pronunciation is the act or manner of pronouncing words; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols. In speaking, if speaker pronounce a certain word wrongly, she/he can change the meaning.

The last component is fluency. Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In speaking, speaker's fluency may affect the communication. Listener may get confused if the speaker has many interruptions while she/he is speaking.

Unfortunately, it seems that speaking ability of senior high school students in Indonesia is still not good or average. It can be seen in the classroom that there are many students cannot speak well in English. They are stutter when speaking and confuse to choose the word they are going to say. In some cases, students avoid the chance to speak because they do not know what they are going to say.

There are several problems that make students speaking ability is still not good or average. First is students are lack of idea. The students will find any difficulties to speak when they have no idea about what they are going to say and they cannot think of anything to say. It happens because they are not familiar with English materials. Not rarely, this is also happened because the teacher does not choose the suitable topics. According to Rivers in Tuan & Mai (2015) the learners have nothing to say because the topic chosen is not suitable or they do not know

the topic. It makes them difficult to respond when the teacher asks them to say something in English because they are lack of ideas about what they are going to say, what vocabulary they are going to use, or how to use grammar correctly.

The second is about the fluency and accuracy. In order to make meaning in speaking, students have to speak fluently and accurately. However, the students cannot speak fluently and accurately. They speak in stammer and it makes the messages they are going to convey become less meaning. In some cases, students use the circulating sentences that make the messages lose its meanings.

There are some activities in teaching speaking that can be used by the teacher. Activity is what students will do in the meeting and it needs interactions. The activities in speaking are fishbowl, debate, discussion, role plays, storytelling and etc. Each activity is suitable to overcome the problems in teaching speaking. *One Minute Life story* can be one of the solutions. It has similar ways with storytelling because it describes the social and cultural activity of sharing stories. This is a kind of activity that can be used to develop speaking ability while learning English. *One Minute Life story* can increase the students' imagination and creativity to speak English through a story that they created and experienced by themselves. In *One Minute Life story* students can build their ideas, choose their own vocabulary which is not difficult for them, try to speak well because the story happened by themselves so that they can speak fluently and accurately.

One Minute Life story is a kind of extensive speaking where someone has monologue to be conveyed. It helps the students to speak freely in delivering their own story. Students' speaking ability is achieved when the components of speaking are fulfilled. By using *One Minute Life story*, the teacher can see the use of components of speaking in students' performance such as the use of grammar, pronunciation, vocabulary choice whether it is appropriate or not, etc.

Based on the explanation above, teaching speaking through *One Minute Life story* for senior high school students may build students ideas and ability in speaking. It also can be fun because the students can enjoy the process of teaching and learning. So that it can help both students and teacher in achieve the goals of learning.

B. DISCUSSION

1. Speaking ability with the types of speaking and the components

According to Cameron (2001) speaking is the active use of language to express meanings, so that other people can make sense of them. In speaking someone is required to be able to use the spoken language well. Therefore, Lindsay and Paul (2006) say speaking is a productive skill which involves putting a message together, communicating the message, and interacting with other people. Moreover, according to Nunan (2003) speaking is an activity which happens in real time. The people you are talking to is waiting for you and speak

right then. When someone speaks, he or she cannot edit and revise what he or she wishes to say as writing does. He also adds that speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning.

Furthermore, Bashir (2011) says that speaking ability according to many language learner known as the measure of knowing the language. In speaking, students learn about the concept, develop their vocabulary, learn how to spell the word, etc. Then, Ladouse in Kusmaryati (2009) states that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently. Furthermore, Koşar & Bedir (2014) says that speaking ability is an important skill to be improved to make the learners conduct communication directly. It measures someone's comprehension about what they are talking about. In line with Syafei and Intan (2017) states that speaking ability is the students' way in producing language naturally to achieve the communicative competence through grammar, pronunciation, vocabulary, fluency and comprehension. Speaking ability is also the ability in expressing their ideas, opinion and feeling in real situation by mastering the components such as pronunciation, grammar, vocabulary, fluency and comprehension.

According to Brown (2004) there are six types of speaking skill. First, imitative where the students imitate a certain words, phrases or sentences only. Second, intensive where the students speak by themselves practicing some phonological and grammatical aspect of language. Third, responsive where there are interaction and the comprehension about what they are talking about. Fourth, transactional where students conveying message or exchanging a specific information. Fifth, interpersonal where it is usually a conversation for transmission some facts or information. Last, extensive where it is usually in form of monologue. *One Minute Life story* is a type of extensive speaking where the students is going to do the storytelling.

According to Hormaililis in Harahap et al (2015) there are four aspects that have a great influence in speaking; a) **Vocabulary** which is the crucial aspect the students should master in learning the foreign language including English. In speaking ability vocabulary is an important component because it measures someone's knowledge in English vocabulary. b) **Grammar** which is the arrangement of the correct meaning of sentences based on the context. c) **Fluency** which is defined as the ability to speak communicatively, fluently and accurately. d) **Pronunciation** is to help someone to express ideas without any misunderstanding because in English wrong pronunciation may change the meaning of words.

Moreover, According to Heaton in Tahir (2011) there are four components of speaking ability: **accuracy, fluency, comprehension and content**. The first component is accuracy which consists of using vocabulary, grammar and pronunciation through some activities. The second component is fluency. According to Gower, Philip, Walter in Derakhshan (2016) fluency is the ability to keep going when speaking spontaneously. It refers to express the language freely without any interruption. The third component is comprehension which means the speakers' understanding about what are they saying in order to avoid some misunderstanding information and to make the listener catch the information. The last component is content. According to Tahir (2011) content is how suitable the explanation toward the object to be explained. The content should be clear so that the listener can understand and get information from it.

2. *One Minute Life story*

One Minute Life story is a kind of extensive speaking where the teacher gives students extended monologues in the form of oral reports, summaries, story telling and short speeches. *One Minute Life story* has the same way as story telling but it has different way because it is limited by the time which is one minute and that will be extended to five minutes in Indonesia. Storytelling becomes one of the activities in the classroom to learn English. This activity refers to the introducing vocabularies of English through constructing them to form story. In line to this point, Dujmovic (2006) says that storytelling is considered as an important activity that demonstrates the power of words. Here, words are used to make listener imagine what is being told.

One Minute Life story is an activity that require the students to tell the story based on their own experience. The experience may be a sad story or happy story. It depends on what students want to tell their friends. Moreover, the students can create the problem and the ending of the story. By creating the problem and the ending of the story, it will give the students opportunity to have many ideas when telling the story. It is because the story is truly happened to them so they can remember the story clearly. By using *One Minute Life story*, students are going to tell their personal story which is different one to another.

Bashir (2011) says speaking ability is known as the measure of knowing the language where the students learn about the concept, develop their vocabulary, learn how to spell the word, and etc. Through *One Minute Life story* the students can increase their speaking ability such as vocabulary, pronunciation, using the correct structure or grammar, and become fluent because the story is easy to be remembered by them. As it is known, English is a foreign language in Indonesia. This is make Indonesian students fail to communicate fluently or find some difficulties in speaking English. By seing this condition, the use of *One Minute Life story* in Indonesia may be different from the native language country.

In Indonesia, *One Minute Life story* is suitable to the senior high school students because they have a larger number of vocabulary. According to Hunt and

David in Astaman et al (2006) teacher should give a chance for the students to learn English vocabulary before they have to understand a text. It also states that students need at least 3000 words of a certain language to start a story. Furthermore, the uses of past forms are required in *One Minute Life story*. As it is stated on the curriculum, students have already learned both of the past tenses and the texts in junior high school. The students have already learned narrative text in IX grade and recount text in VIII grade. In short students have already known the tenses since and the way of using it, so the teacher should recall students' understanding about grammar.

Seeing the fact that English in Indonesia is a foreign language, the one minute time in Indonesia may not be enough for Indonesian students to tell their story as the native speaker does. Students may face some difficulties in their storytelling if it only has one minute. So the one minute time will be changed to five minutes to help the students to tell their story.

3. The Reasons of Using *One Minute Life story* for Teaching Speaking

One Minute Life story is easy to use because the students are already familiar with the story they are going to tell. They have to recall their memory and tell a story. The other reasons to use *One Minute Life story* are:

- a. This is suitable for senior high school students to enlarge their opportunity in speaking. The students get more speaking practice through this activity, so that they can communicate in English.
- b. This activity can be a fun process of teaching and learning for the students, the students can make their own story without memorizing any text given by the teacher as they have done before.
- c. Through *One Minute Life story*, students are required to produce a story with a partner. This may help students to work in pairs or groups. This can develop students' responsibility.
- d. In using *One Minute Life story* students can finish two activities in a time which are sharing and learning. In *One Minute Life story* students can share their experienced that they want to share to all of the classmates and this may attract the class to listen to the story. Moreover, the students can learn the new way to practice speaking in English.
- e. Teacher can control the class easily because the students may be attracted and interested in their friends' stories so that the class will be quiet or it will not be noisy.

4. The Implementation in the Classroom

There are several stages that should be followed by the teacher in the implementation of *One Minute Life story*.

The first stage is brainstorming. In brainstorming, teacher guides the students to the material they are going to learn in the meeting. The teacher shows the video that has related to the topic on that meeting and it is played on his or her laptop by projecting it on the board. After the students watch the video, teacher gives the students several questions related to the video or topic they are going to discuss. The video should be appropriate to the students' level and topic.

After that, teacher and students will discuss what they are going to tell in the class. Teacher asks the students the story they are going to tell to their friends and guides them to choose the story. Then, teacher divides the students in pairs and lets the students to discuss with their partners in chair about the story they are going to tell in the class.

Then, teacher and students get into the next stage: telling the story. To practice using *One Minute Life story*, teacher divides the students in pairs and makes them as a group. If in the class there are 30 students, it will be 15 groups and they have to make a big letter U position. Each group needs one person to stand in the line and tell the story to the other groups. In this chance, the students can make a story draft before and the teacher will give students ten until fifteen minutes to make it. While students prepare their draft, teacher prepares the numbers by writing it on a small paper as the lottery. The number should be appropriate with the total of groups.

After the finish making a draft, each group should take a lottery to know their turns. It will be fair because the students are randomly chosen and they can avoid their turns or cut the others' turn. After knowing the students' turns, teacher begins with the first group. Teacher sets five minutes on his/her timer and let the first group starts their story. While a group is telling the story, teacher and the other students should pay attention and listen to their story. Then after five minutes end, teacher stops the group to tell their story whether they have finished their story or not. After that, both teacher and students continue the activity till the last group finishes their story.

The last stage is closing. In this stage teacher appreciates students' story and give them some notes if it is needed. In this stage, if one group was not finished their story yet, the teacher asks the ending of the story to make other students understand the group's story.

5. Some Notes in the Implementation

Before the process of teaching and learning begins, the teacher should prepare everything that is important in the process. Teacher should consider the students' characteristic in choosing teaching material, time arrangement and media.

Therefore, in using *One Minute Life story* for speaking ability, the teacher must do the following activities:

First, the teacher should prepare the material. The material should be based on the curriculum and the syllabus. **Second**, the teacher should prepare media to support the teaching and learning process. Teacher should pay attention to the content of the video whether it is appropriate or not and reduce the misunderstanding. **Third**, the teacher should be ready to practice *One Minute Life story* by him/herself to help students to understand the use of *One Minute Life story*. **Fourth**, teacher should prepare more than one meeting because in Indonesian senior high school each class has at least 30 students so that one meeting is not enough. **Fifth**, to make sure that all of the class member are listening the story of the groups, teacher can make students' work sheet. **Last**, teacher has to make sure the students do not memorize their story but they practice telling the story by their own word even it is a simple story.

C. CONCLUSION AND SUGGESTIONS

One Minute Life story is an activity that require the students to tell the story based on their own experience. The students can create the problem and the ending of the story. By creating the problem and the ending of the story, it will give the students opportunity to have many ideas when telling the story. In indonesia, *One Minute Life story* is suitable to the senior high school students because they have a larger number of vocabulary. So that, the teacher has to make sure students' grammar and vocabulary are good enough. It is easy to use because the students have been familiar with the story they are going to tell. They only have to recall their memory and tell a story. It can be seen that *One Minute Life story* can increase students speaking ability in increasing their idea and enlarging their opportunity to speak. *One Minute Life story* can increase the students imagination and creativity to speak English through a story that they produced by themselves.

Teaching speaking at senior high school students by using *One Minute Life story* may encounter some problems in the implementation. For example; teacher may find the class is so noisy while one group is telling the story. To reduce the problems, teacher should find a way to attract students' interest in listening their friends' stories such as give a warning, walking around the class and stand behind the noisy students, or check the students' worksheet to make sure they are listening to the story.

The other problem that may be happened is the boring story or imitating the video's story. It can make the other students are lazy to listen the group's story and doing another activity such as sleeping. To avoid this problem teacher should guides the students in choosing the story they are going to tell. While students are

making drafts, teacher should check the drafts and the plot of the story to reduce boring story and increase another students' interest.

In order to get success in using *One Minute Life story* to senior high school students, teacher must do the following points. First, teacher must be able to manage the time and reduce take a long time for students in make their draft. Second, teacher should reduce the disturbance while students make the letter U for their seat so that the other classes may not be disturbed.

Note: This journal is arranged based on writer's paper with the advisor Dra. An Fauzia Rozani Syafei, M.A

BIBLIOGRAPHY

- Astaman, Aswir et al. 2006. *Penelitian Tindakan Kelas Meningkatkan Penguasaan Kosa Kata Bahasa Inggris Siswa Kelas 2 SMA Negeri 10 Pekanbaru Melalui Tiga Phase Pengajaran*. Journal: LPMP Riau.
- Bashir, M. 2011. Factors Effecting Students English Speaking Ability. *British Journal of Art and Social*, 34-50.
- Brown, D. H. 2004. *Language Assessment*. San Francisco: Longman.
- Cameron, L. 2001. *Teaching Languages to Young Learners*. UK: Cambridge University Press.
- Derakhshan, A., Khalili, A.N., & Beheshti,F. 2016. Developing EFL Learner's Speaking Ability, Accuracy and Fluency. *English Language and Literature Studies*, 6 (2), 177-186.
- Dujmovic, M. (2006). Storytelling as a Method of EFL Teaching. *Methodological Horizons*, 1(1), 75–88.
- Harahap, Siti Surinah et al. 2015. *An Analysis on Students' Speaking Skill at Second Grade Smp 8 Rambah Hilir*. Journal: Universitas Pasir Pengaraian.
- Harmer, J. 2001. *The Practice of English Language Teaching* (third ed.). New York:

- Koşar, G., & Bedir, H. (2014). Strategies-Based Instruction: A Means of Improving Adult EFL Learners' Speaking Skills. *International Journal of Language Academy*, 2(3).
- Kusmaryati, Sri Endang. 2009. *Improving English Speaking Ability Through Classroom Discussion for Students of Ma Nu Banat Kudus in the Academic Year 2008/2009*. Thesis : Universitas Maria Kudus.
- Lindsay, Cora & Paul Knight. 2006. *Learning and Teaching English; A Course for Teacher*. Oxford: Oxford University Press.
- Luoma, S. 2004. *Assessing speaking*. Cambridge: Cambridge University Press.
- Nunan, David. 2003. *Practical English Language Teaching: First Edition*. New York: McGraw-Hill Companies Inc.
- Richards, Jack C and Richard Schmidt. 2010. *Longman Dictionary of Language Teaching and Applied Linguistics, 3rd Ed*. London: Pearson Education Limited.
- Syafei, A. F. R. and Intan Apriliani. 2017. *Using Creative Story Game to Improve Speaking Ability of Senior High School Students*. Paper: Universitas Negeri Padang.
- Tahir, S. 2011. *Teaching Speaking Effectively*. Thesis: Universitas Negeri Makassar.
- Tuan, N. H & Mai, T. N. (2015). Factors Affecting Students' Speaking Performance at Ie Thanh Hien High School. *Asian Journal of Educational Research*, 3 (2), 8-23.