

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter contains conclusions and suggestions. The conclusion highlights results of research-based discussions. As a result, the researchers outlined the application of the One Minute Talk technique based on stages. As well as the challenges faced by teachers during the learning process using the One Minute Talk technique. Suggestions, on the other hand, are researcher-based recommendations research results to improve results in teaching and speaking learn

#### **5.1 Conclusion**

Based on the findings and discussion, the first finding shows that the teacher applies the One Minute Talk technique to teach English in the speaking aspect. Based on these findings, the first stage is pre-activity, namely the opening of the class, where at this stage there are several things the teacher does, such as greeting, praying, preparing the class and remembering the activities involved.

The second stage is the while activity, which is the main activity during learning. This core activity consists of seven steps of the One Minute Talk technique. The first step is Introduction to Engineering, in this step the teacher introduces the technique and the benefits of using this technique for learning speaking. The second step is Engeneering Modeling, in this step the teacher explains the technical structure and gives relevant examples according to the structure and topic. The next step is Practice, this step is the core step in the One Minute Talk technique. The teacher will see the results of student work and student understanding of the assignments presented, based on the techniques applied. Next

is Feedback, in this step the teacher gives feedback to each student who participates. Then there is Integration into Curriculum, this step is the teacher's adjustment in implementing teaching techniques and curriculum. The next step is continuous improvement, in this step the teacher and students make improvements repeatedly for satisfactory results. And the final step is Evaluation, this step is assessing students' work results, researchers found that this assessment was carried out by teachers by looking at several aspects such as speaking fluency, punctuality, and others. Apart from that, the teacher also asks students to explain their feelings during learning and what they have done. This activity is carried out to increase motivation and as a form of evaluation of the results of the work and learning that students have carried out.

The third stage is the Post activity, namely the closing of the class where the teacher provides a reflection on the entire material that has been taught.

Based on the findings, it can be concluded that the teacher has optimally implemented the one minute talk technique in speaking learning. It can be seen that by using this technique teachers can improve students' speaking skills, activeness, and critical thinking. Student anxiety and time management are challenges faced by teachers in implementing the one minute talk technique.

## **5.2 Suggestion**

Based on the findings, several recommendations can be made for educators aiming to implement the One Minute Talk technique in their classrooms.

Firstly, it is essential for teachers to receive proper training on how to effectively use the One Minute Talk technique. Professional development programs should

focus on strategies for selecting appropriate topics, managing classroom dynamics, and providing effective feedback.

Secondly, teachers should consider combining the One Minute Talk with other interactive activities such as group discussions, debates, and role-playing. This integrated approach can help cater to different learning styles and ensure a more comprehensive development of speaking skills.

Additionally, it is important to create a positive and encouraging classroom atmosphere. Teachers should emphasize the value of each student's contribution and provide constructive feedback in a manner that boosts their confidence. Furthermore, regular practice is crucial for the success of the One Minute Talk technique. Teachers should incorporate this activity consistently into their lesson plans to help students develop their speaking skills over time.

Finally, ongoing assessment and adaptation are vital. Teachers should regularly assess the effectiveness of the One Minute Talk technique and make necessary adjustments based on student feedback and performance. This continuous improvement process will help ensure that the technique remains effective and relevant to the students' needs.