

**ABSTRACT****THE USE OF ONE MINUTE ENGLISH CHALLENGES TO ENHANCE STUDENTS' SPEAKING SKILLS ON DESCRIPTIVE TEXTS THROUGH COMMUNICATIVE LANGUAGE TEACHING AT SMAN 5 BANDAR LAMPUNG.****By****AULIA RAHMA NINGRUM**

This research aimed to examine the enhancement of students' speaking skills through the implementation of Communicative Language Teaching (CLT) using a one-minute speaking activity supported by guided questions. A pre-experimental method was applied, specifically a one-group pre-test post-test design. The participants of this study were 20 students, and the data were collected through speaking assessments focusing on several aspects, including pronunciation, vocabulary, fluency, grammar, and comprehension. The data were analyzed using descriptive and inferential statistics. The mean score increased from 32.40 (pre-test) to 65.10 (post-test). The normality test showed that the data were not normally distributed. Therefore, the Wilcoxon Signed Rank Test was used. The result indicated that the significance value =  $0.000 < 0.05$ , meaning that there was a statistically significant difference between the pre-test and post-test scores. The results suggest that the implementation of CLT through the combination of guided questions and one-minute speaking activity contributed to the enhancement of students' speaking skills. Overall, this study highlights the innovation of providing communicative and structured speaking opportunities in the classroom to support students' speaking development.

**Keywords:** speaking skills, Communicative Language Teaching, one-minute speaking activity, guided questions, enhancement.

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Penelitian ini bertujuan untuk mengkaji peningkatan keterampilan berbicara siswa melalui penerapan Communicative Language Teaching (CLT) menggunakan aktivitas berbicara satu menit yang didukung oleh pertanyaan terpandu (guided questions). Penelitian ini menggunakan metode pra-eksperimental dengan desain one-group pre-test post-test. Partisipan penelitian berjumlah 20 siswa. Data dikumpulkan melalui tes berbicara yang menilai beberapa aspek, yaitu pelafalan (pronunciation), kosakata (vocabulary), kelancaran (fluency), tata bahasa (grammar), dan pemahaman (comprehension). Data dianalisis menggunakan statistik deskriptif dan inferensial. Hasil penelitian menunjukkan bahwa rata-rata skor siswa meningkat dari 32,40 pada pre-test menjadi 65,10 pada post-test. Uji normalitas menunjukkan bahwa data tidak berdistribusi normal, sehingga digunakan Uji Wilcoxon Signed Rank. Hasil analisis menunjukkan nilai signifikansi sebesar  $0,000 < 0,05$ , yang berarti terdapat perbedaan yang signifikan secara statistik antara skor pre-test dan post-test. Temuan penelitian menunjukkan bahwa penerapan CLT melalui kombinasi pertanyaan terpandu dan aktivitas berbicara satu menit berkontribusi terhadap peningkatan keterampilan berbicara siswa. Secara keseluruhan, penelitian ini menyoroti inovasi dalam penyediaan kesempatan berbicara yang komunikatif dan terstruktur di kelas untuk mendukung perkembangan keterampilan berbicara siswa.

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