

THE TEACHER CHALLENGES USING THE ONE_MINUTE TALK TECHNIQUE IN TEACHING SPEAKING AT SMPN 1 KOTA JAMBI

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ABSTRACT

This research aims to describe how teachers use learning by applying the One Minute Talk technique to aspects of speaking ability. Another aim is to find out the challenges faced by teachers during learning using the One Minute Talk technique. This research was carried out at SMPN 1 Kota Jambi in class VII even semester of the 2022/2023 academic year. This is a qualitative research design. The instrument in this research is interviews. This research interviewed an English teacher who had implemented the one-minute talk technique as a participant. The research results show that in implementing the One Minute Talk technique teachers are guided by steps consisting of Introduction to Curriculum, Introduction to Engineering, Engineering Modeling, Practice, Feedback, Continuous Improvement, and evaluation of students' values and experiences in learning. The findings of this research show several teachers' challenges when implementing speaking lessons using the One Minute Talk technique. Researchers can conclude that the challenges faced by teachers are regarding student anxiety and difficulty in managing time.

Keywords: *Teacher challenges, one-minute talk technique, teaching speaking, SMP Negeri 1 Kota Jambi.*

INTRODUCTION

Renandya (2016) states that speaking implicates cognitive dynamics, articulatory, and social interactions. Speakers should decide what to say to deliver a message and utilize their linguistic abilities, they create sentences and encode this message in different sound patterns that their listeners can recognize and understand. When someone speaks confidently, clearly, and concisely we call them an exceptional speaker. Therefore, to deliver ideas or speak clearly, we require the appropriate strategy.

Teaching speaking skills is a fundamental aspect of language education, particularly in secondary education such as Junior High School (SMP). Effective speaking instruction not only enhances students' communication abilities but also builds their confidence in using the language. Among the various techniques used in teaching speaking skills, the one-minute talk technique has gained attention for its potential to improve students' speaking proficiency.

According to Johannes (2020), the one-minute talk technique involves students delivering concise speeches on a given topic, usually lasting around one minute. This approach not only challenges students to organize their thoughts quickly but also encourages them to speak confidently within a limited time frame. Previous studies

(Johannes, 2021) have indicated that this technique can significantly enhance students' speaking skills by allowing them to practice spontaneous speech and improve their fluency. Research has shown briefly focused speaking activities can enhance language acquisition and retention. Brown (2010) highlights that short, frequent speaking exercises can help students internalize language patterns and improve fluency. The One Minute Talk technique aligns with this insight by providing students with regular opportunities to practice speaking in a structured yet flexible format.

Moreover, the One Minute Talk technique can address common challenges in language teaching, such as student passivity and reluctance to speak. According to Smith (2012), creating a classroom atmosphere that encourages risk-taking and values student contributions is essential for effective language learning. By incorporating short, timed speaking tasks, teachers can create a supportive environment that reduces anxiety and promotes active participation.

In the context of junior high school, where students are at a critical stage of language development, the One Minute Talk technique can be particularly effective. Jones (2015) argues that junior high school students benefit from activities that combine cognitive challenges with opportunities for personal expression. The structured nature of the One Minute Talk technique provides a clear framework for students to organize their thoughts while allowing room for creativity and individual input.

Despite the benefits of the one-minute talk technique, the implementation in SMP classrooms presents various challenges for teachers for example time management, student anxiety, different levels of proficiency, and so on. These challenges may affect the effectiveness in achieving its intended learning outcomes. Understanding these challenges is crucial for improving instructional strategies and supporting teachers to enhance students' speaking abilities.

This research aims to explore the challenges that teachers encounter when using the One Minute Talk technique in teaching speaking at SMP. By identifying these challenges, the study provides insights into how educators can effectively implement this technique and improve the quality of speaking instruction in secondary education settings.

Finally, based on the explanation above, the researcher was interested in doing research under the title " The Teacher Challenges Using One Minute Talk Technique in Teaching Speaking at SMPN 1 Kota Jambi "

METHOD(S)

Qualitative methods were applied in this research. As stated by Wisler (2009), Investigative strategies, data collection methods, analysis, and data interpretation are all used in qualitative methodology. Using qualitative methods means relying on text and image data and other data analysis strategies. In this research, a case study is used as a research design. Creswell, (2007) defines a case study as providing an in-depth description and study of a case or group of cases using various sources such as interviews, observations, notes, and artifacts. When collecting data, researchers conducted in-depth interviews to find out the direct experiences of teachers. To interview participants in this research, the researcher first prepared an interview guide or interview protocol as a guide. The researcher also used other tools such as a recorder and smartphone to record the information obtained from the interview. In the interview guide, the researcher used fifteen questions that had to be answered by participants. At the beginning of the interview protocol, the researcher included introductory remarks before asking several questions in the interview protocol. To gain trust, researchers used member checking for data validity.

The researcher verified the interview transcriptions by returning them to the participants for review or revision before proceeding with data analysis.

RESULTS AND DISCUSSION

In this section, the researcher discusses the findings and connects them to relevant theories and previous research. The first discussion focused on the teaching application of the one-minute talk technique to teach speaking. The second discussion focused on the challenges teachers faced in implementing the one-minute talk technique.

1. The Implementation of One Minute Talk Technique in Teaching Speaking Skills

- Integration into Curriculum

This step is an adjustment to the curriculum. The teacher will use teaching material topics that are appropriate to the eighth-grade learning plan. The material chosen is of course also suitable for implementing this technique.

“Kalau untuk penerapannya agar berjalan sesuai dengan kurikulum biasanya Maam melihat topik yang akan diajarkan sesuai dengan rancangan pembelajaran kelas delapan, jadi tinggal Maam sesuaikan saja dengan materi apa yang akan dibahas. Misalnya nih pada materi family member atau daily activity atau materi-materi lainnya yang sesuai”

(If the implementation is to run according to the curriculum, Maam usually looks at the topics to be taught according to the eighth-grade learning plan and adjusts it to what material will be discussed. For example, family member material daily activities or other appropriate materials.)

It can be concluded that in implementing the One Minute Talk technique the teacher continues to adapt this technique to the existing curriculum.

- Introduction to Engineering

The first step in implementing One Minute Talk Technology is an introduction to engineering. At this core activity stage, the teacher first provides students with an understanding of the techniques that will be used in learning to speak. Then the teacher will explain how the concept is applied and describe its benefits as the following quote:

“Sebelum memulai pembelajaran biasanya Maam akan memperkenalkan terlebih teknik yang digunakan, seperti pada teknik ini Maam akan memperkenalkan konsep dan procedure, kemudian manfaatnya apa ketika kita menerapkan teknik ini. Tujuannya selain para siswa memahami rules pembelajaran hal ini juga membuat kelas lebih terarah dan kondusif.”

(Before starting learning, Maam usually introduces the techniques used, then introduces concepts and procedures, and then describes the technique benefits. The goal is, apart from students understanding the learning rules, this also makes the class more focused and conducive)

In other conditions, when the technique has been applied in two or three lessons, the teacher will no longer explain it again to students. This is by the teacher's explanation below:

“Tetapi itu hanya pada saat awal pembelajaran dulu, ketika pembelajaran speaking sudah berlangsung selama lebih dari tiga kali dalam penerapan teknik tersebut dan sampai sekarang, Maam sudah tidak perlu lagi menjelaskan tentang teknik tersebut. Karena menurut Maam para siswa sudah paham bagaimana teknik yang maam gunakan untuk pembelajaran speaking dikelas mereka.”

(But that was only at the beginning of the lesson, when the speaking lesson had gone on, more than three times in applying the technique, and until then, Maam no longer needed to explain this technique because according to Maam, the students already understand the technique that Maam uses to learn speaking in their class)

Based on interviews with teachers, it can be concluded that teachers carry out this stage by providing students with an understanding of the techniques that will be used to learn to speak at that time. Understanding is carried out at the beginning of learning, but when learning has been going on for a long time and the teacher has held more than one learning meeting, this concept is no longer applied.

- Engineering Modeling

In the learning process of the second core part of the One Minute Talk technique, based on the results of interviews with the teacher, before implementing this technique the teacher will give an example using surrounding objects. The teacher will practice by describing an object for one minute. When the teacher gives an example, the example given by the teacher must be by the technical structure, and must also be relevant to the topic that will be presented. Apart from that, providing concise and clear examples is also very important, so that students can more easily understand the lesson. The following is the teacher's explanation regarding this matter:

“Biasanya ketika Maam memberikan contoh Maam akan memberikan contoh dengan menggunakan objek yang ada di lingkungan kelas. Contoh yang Maam kasih kesiswa tentunya harus mengikuti struktur dari teknik ini dan juga harus sesuai dengan topik yang akan Maam berikan. Terkadang Maam menggunakan stopwatch ketika Maam memberikan contoh, jadi Maam berbicara tidak lebih dari satu menit, supaya siswa paham bahwa dalam konteks pembelajaran speaking ini kita menggunakan teknik One Minute Talk itu tadi. Contoh yang Maam berikanpun harus ringkas dan jelas, agar siswa tidak bingung dan siswa mudah memahaminya.”

(Usually when Maam gives an example using objects in the classroom environment. The examples that Maam gives to students must of course follow the technical structure and must also be appropriate. Sometimes Maam uses a stopwatch when Maam gives examples so that Maam speaks for no more than one minute so that students understand that in the context of speaking learning, we use the One Minute Talk technique. The examples that Maam gives must be short and clear so that students are not confused and students understand them easily)

From the explanation above, it can be concluded that providing relevant, short, and clear examples has a great influence on students' understanding of the implementation of OMT techniques and also provides how to apply this technique.

- Practice

The next step to implementing the OMT technique is practice. In the practice, all students apply the One Minute Talk technique in learning. Based on the results of interviews in practice, first, the teacher will divide the students into four to five groups, then the teacher will give five different objects to each group. This is explained by the teacher in the following quote:

“Maam akan membagi siswa kedalam beberapa kelompok empat atau lima kelompok, dan Maam sendiri yang akan menentukan kelompoknya biar

adil kan jadi tidak ada yang iri-irian satu sama lain. Lalu maam membagikan topik yang berbeda kepada setiap kelompok.”

(Ma'am will divide the students into groups of four or five, and maam herself will determine the groups so that they are fair, so no one is jealous of each other. After that, Maam will distribute rolls of paper containing different objects that will be discussed with each group, so in one topic five objects will be used)

After the group division stage, the next step implemented by the teacher is to explain how the assignment system works. In this step, the teacher gives time for each student to describe and think about the topic that has been given. Of course, in this explanation, the teacher reminds students about the procedures and time required. This is revealed in the following quote:

“Setelah itu maam menerapkannya dengan terlebih dahulu menjelaskan topik dan memberikan siswa waktu beberapa menit untuk mengumpulkan pemikiran mereka. Kemudian, setiap siswa bergiliran berbicara selama satu menit sementara siswa lainnya mendengarkan.”

(After that, maam applies it by explaining the topic and giving students a few minutes to collect their thoughts. Then, each student takes a turn speaking for one minute while the other students listen)

It can be concluded that from the teacher's explanation, before practice, the teacher divides groups of students first and provides a topic, then students are given time to think about the theme or object presented.

•Feedback

The next step is feedback. In this section, the teacher provides feedback to students. The goal is to make students more confident when presenting their work. As in the following explanation:

“Maam secara teratur meninjau kemajuan siswa dan mengumpulkan umpan balik dari mereka mengenai pengalaman mereka. Maam juga merenungkan hasil setiap sesi untuk mengidentifikasi area yang perlu ditingkatkan dan menyesuaikan strategi maam. Dan terkadang juga Maam meminta teman sekelasnya yang memberikan feedback terhadap temannya agar menumbuhkan lingkungan belajar yang kolaboratif.”

(Maam regularly reviews students' progress and collects feedback regarding their experiences. Maam also reflects on the results of each session to identify areas for improvement and adjust maam strategies. And sometimes Maam also asks her classmates to provide feedback to their friends to foster a collaborative learning environment)

Based on the explanation above, it can be concluded that every assignment or practice carried out by student teachers will provide feedback, by providing solutions for future student and teacher improvement.

•Continous Improvement

In this step, the teacher makes improvements by providing simple exercises and asking students to continue practicing to improve their speaking skills. The improvements were used to show the maximum results of applying the OMT technique. The following is an explanation from the teacher regarding this matter:

“Ketika kita menerapkan suatu metode ataupun teknik pastinya dibutuhkan waktu yang berulang-ulang untuk mendapatkan hasil yang maksimal, hal yang Maam lakukan adalah meminta siswa untuk melakukan latihan terus menerus

dengan memberikan tugas untuk topik yang sederhana, seperti mendeskripsikan makanan favorit, hobby dan sebagainya."

(When we apply a method or technique, it takes time over and over again to get maximum results. What Maam does is ask students to carry out continuous practice by giving assignments on simple topics, such as describing favorite foods, hobbies, and so on)

After making repeated improvements, the teacher explained the students' success in applying the One Minute Talk technique. The following is an explanation from the teacher regarding this matter:

"...ketika Maam meminta siswa menjelaskan tentang buku favoritnya banyak dari mereka mampu dengan aktif dan detail mendeskripsikan objek tersebut. Siswa mampu menjelaskan dengan jelas, pengucapannya jelas dan sesuai dengan waktunya yaitu satu menit. Memang tidak semua, sebagian besar dari mereka telah mampu jadi Maam anggap ini berhasil."

(...when Maam asked the students to explain their favorite books, many of them were able to actively and in detail describe the object. The students can explain clearly, with clear pronunciation, and within the time, namely one minute. Indeed, not all, most of them were able to do so. Maam think this is successful)

It can be concluded that repeating it many times and carrying out continuous reflection can produce maximum results in improving students' speaking abilities.

- Evaluate

To assess the meaningfulness of the learning process, a teacher must carry out an evaluation process. In this activity, the researcher asked about the process carried out by teachers during the implementation of the program OMT technique. Not only that, this evaluation activity can also see students' development and enthusiasm during the learning process. Based on the research results, the teacher explained that the steps he took in carrying out learning evaluation activities were asking each student to describe his feelings when doing the assignment, and the teacher asked students to express their opinions. Their feelings and experiences regarding the tasks they carry out. The expressions are shown in the following quote:

"Maam lebih menanyakan perasaan siswa bagaimana ketika mereka telah mengerjakan tugas tersebut, karena Maam sangat memahami kelas yang Maam ajar ini kan. Jadi, Maam meminta untuk siswa mengungkapkan perasaan mereka bagaimana, apa yang mereka rasakan ketika diminta untuk berbicara secara spontan dalam batas waktu yang telah ditentukan. Dan apa yang mereka dapat dalam pembelajaran ini..."

(Maam asked more about how the students felt when they had done the assignment because Maam understands the class Maam teaches, right? So, Maam asked the students to express their feelings to various people, what they felt when asked to speak spontaneously within the specified time limit. And what they've got from this learning....)

Apart from that, the researcher also asked whether in the evaluation the teacher gave grades directly to students, and what aspects were seen to give grades to students. Based on the research results, teachers also give grades to students for their work. This assessment is taken as a student's daily score and also as a benchmark in subsequent learning to see whether implementing the steps of OMT for students has improved the speaking learning process or not.

“...Maam menggunakan rubrik yang mencakup kriteria seperti kelancaran, penggunaan kosakata, relevansi konten, dan penyampaian secara keseluruhan. Maam memberikan umpan balik formatif dan sumatif untuk membantu siswa berkembang seiring waktu.”

(...Maam uses a rubric that includes criteria such as fluency, use of vocabulary, relevance of content, and overall delivery. Maam provides formative and summative feedback to help students improve over time.)

Based on the explanation above, researchers can conclude that in carrying out evaluation activities, the reflection process involves teachers and students in evaluating learning activities. This process can be done by asking students to express what they felt during the lesson, and what lessons they have learned. This allows teachers to understand students' perspectives and improve future learning methods. Teachers also appreciate student activities by giving grades to each individual as a benchmark for improvement in subsequent learning.

2. The Challenges Faced by The Teacher Using One Minute Talk in Teaching Speaking at SMPN 1 Kota Jambi

Based on interviews with teachers at SMP N 1 Kota Jambi, teachers mentioned several challenges in implementing the One Minute Talk technique in teaching speaking skills. They include:

a. Students Anxiety

After conducting interview data, researchers discovered several new facts when carrying out the One Minute Talk. Students' fear is one of the obstacles faced by teachers, it is not uncommon for them when applying this technique to be reluctant to convey the contents of their thoughts spontaneously from the results of the objects that have been given. According to teachers, many students experience anxiety or nervousness when asked to speak in front of their peers, which can affect their performance and willingness to participate. The following is the teacher's explanation regarding this matter:

“Salah

satutangannyaadalahmenghadapiketakutansiswaitusendiri, siswaterkadangnggakpercayadiriketikaberbicaradidepanteman-temanya, ataumerekasudahmerasakanketakutanterlebihdahuluketikadisuruhberbicaradidepankelas....”

(One of the challenges is facing the students' fears, sometimes students are not confident when speaking in front of their friends, or they already feel afraid when asked to speak in front of the class...)

Based on the interview, the teacher felt that implementing speaking learning using the One Minute Talk technique must foster students' self-confidence, the teacher must provide motivation and encouragement so that students are confident in their abilities. Furthermore, when applying this technique to learning, no students will feel anxious or self-conscious.

b. Time Management

After conducting interview data, researchers found several other facts when applying the One Minute Talk technique in learning to speak. Apart from student anxiety, managing time is also a challenge that teachers must face in its implementation. This is of course to ensure that every student gets the same opportunity to speak within the class time limit. Teachers need careful planning and control.

“...dengan mengatur waktu sangat penting dalam penerapan teknik ini, jadi Maam harus mampu mengatur waktu dengan baik, siswa dapat gilirannya masing-masing untuk mempraktikkan teknik ini dan juga pembelajaran dapat tercover baik. “

(...managing time is very important in applying this technique, so Maam must be able to manage time well, students can each take turns to practice this technique and also learning can be covered well)

Based on interviews, the teacher felt that to carry out learning using the One Minute Talk technique, the teacher must have good time management skills. They should be able to manage time; so that all material can be completed and no material is left behind.

CONCLUSION

The findings of this research show the application and challenges of teachers in implementing the One-Minute Talk technique in speaking learning at SMPN 1 Jambi City. The one-minute Talk technique was developed by Johannes (2020) and its steps are as follows: Introduction to Curriculum, Introduction to Engineering, Engineering Modeling, Practice, Feedback, Continuous Improvement, and Evaluation.

Furthermore, this research found challenges for teachers in implementing the one-minute talk technique in teaching speaking at SMPN 1 Jambi City. The challenges teachers face are student anxiety and time management

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