

CHAPTER I

INTRODUCTION

This chapter is an overview of the research. It explains how and why the researcher chose this topic. The following subjects describe the basic details of the research: background of the research, the research question, the purpose of research, limitation of the research, definition of key terms.

1.1 Background of the Research

Currently, speaking is a necessity for all people in this world communication. They cannot express their ideas, feelings and thoughts without speaking. In conversational form, speaking is used to describe each other's ideas, feelings and thoughts. Therefore, speaking skills must also be learned by foreign language learners or second language learners. Most students are still hesitant or reluctant to practice their speaking skills because problems with vocabulary, grammar, and pronunciation, among others. Speaking is a challenging skill to master because students are often afraid making mistakes when speaking (Barbour et al., 2020).

Renandya (2016) states that speaking implicates cognitive dynamics, articulatory, and social interactions. Speakers should decide what to say to deliver a message, then 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, in order 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 employed by educators, the one minute talk technique has gained attention for its potential to improve students' speaking proficiency within a short timeframe.

According to Johanes (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 providing them with opportunities to practice spontaneous speech and improve their fluency. Research has shown that brief, focused speaking activities can significantly 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 implementation of 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, its implementation in SMP classrooms presents various challenges for teachers. Such as, time management, student anxiety, different levels of proficiency and so on. These challenges may affect the effectiveness of the technique in achieving its intended learning outcomes. Understanding these challenges is crucial for improving instructional strategies and supporting teachers in their efforts 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 seeks to provide insights into how educators can effectively implement the 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 "

1.2 The Research Question

Based on the previous background, research problem of this research was:

1. How is the one minute talk technique implemented by English teacher in teaching speaking skills at SMP Negeri 1 Kota Jambi?
2. What are the challenges faced by teachers when implementing the one minute talk technique to teach speaking skills at SMP Negeri 1 Kota Jambi?

1.3 The Purpose of Research

Considering the research problem above, objective of this research was to:

1. To find out the implemented one minute talk technique in teaching speaking at SMP Negeri 1 Kota Jambi.
2. To find out the challenges faced by teachers' when implementing the One Minute Talk technique to teach speaking skills at SMP Negeri 1 Kota Jambi.

1.4 Limitation of the Research

This research focused on exploring how the teacher implementing One Minute Talk technique to teach students' speaking skills. Not only that, in the present of the research, the researcher focused to find out the challenges faced by teachers when implementing the One Minute Talk technique to teach speaking skills at SMP Negeri 1 Kota Jambi.

1.5 Significant of the Research

The significant of the research was expected to be useful for:

1. For the English teachers

Researchers hope that this research can help teachers who teach speaking in the first grade of junior high schools to prepare superior techniques to help students improve their speaking skills. Researchers also hope that this research can help

teachers find solutions to face challenges when teaching English, especially speaking.

2. For the students

The researcher expected to motivate the students to practice speaking easily. Hopefully, the students can improve their English and speaking skills.

3. For the researchers.

The result of this research was developed her experience relate to her knowledge in research on education and English teaching, especially for speaking.

4. For the other researchers

The researcher hopes this research can help other researchers when they need references for similar research. Hopefully, this research also can inspire researchers to take similar research.

1.6 Definition of The Key Terms

1. Speaking

Underwood (1997:7) says that speaking is a active interaction between speaker and listener that involves thought and emotions in speaking there are three fields of science, namely pronunciation, grammar, and vocabulary, these are the correct skills to use speak.

2. One Minute Talk

According to Harmer (2007), one minute talk is a technique where students are asked to talk for one minute about a subject, promoting spontaneous speech and aiding in the development of quick thinking and verbal expression.

3. Teaching Speaking

Brown (2007): "Teaching speaking is to teach learners to produce the English speech sounds and sound patterns, use word and sentence stress, intonation patterns and the rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments, and use the language quickly and confidently with few unnatural pauses, which is called fluency."