



Article

The Impact of *Ippunkan Supīchi* on Japanese Conversation Skills: Cognitive and Affective Outcomes Perceived by Universitas Andalas Japanese Students

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Article Information	Abstract
Received : May 25, 2025 Revised : June 18, 2025 Accepted : June 25, 2025 Published: June 26, 2025	Japanese language learners at Universitas Andalas face significant challenges in achieving oral proficiency, particularly spontaneous speaking fluency and confidence. To address this, the present study investigates the implementation of the <i>ippunkan supīchi</i> (one-minute speech) method in Japanese <i>kaiwa</i> (conversation) courses. This quantitative and qualitative study utilized a questionnaire to evaluate student perceptions across ten key indicators of speaking competence, administered to 34 Japanese literature students who practiced weekly one-minute speeches for seven consecutive weeks. Results demonstrated unanimous improvement in confidence and spontaneous speaking ability (100%), with 85.3%–94.1% of participants reporting enhanced vocabulary retention, grammatical accuracy, reduced speaking anxiety, and faster response times. The findings substantiate the method's efficacy in fostering cognitive processing efficiency (e.g., lexical retrieval) and affective outcomes (e.g., self-efficacy) in L2 Japanese speakers. This study contributes empirical evidence for task-based language teaching approaches that combine time constraints with repetitive practice to optimize speaking proficiency.
Keywords	
<i>Ippunkan supīchi</i> ; Japanese conversational proficiency; student perception, Japanese student; affective outcomes.	
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INTRODUCTION

Learning a foreign language as a second language is challenging, but if we can master the language well, we can communicate verbally and in writing with native speakers. For foreign languages such as English, learners generally do not have much difficulty learning and practicing it because English has become an international language used everywhere and found anywhere. Learners can easily find English writing in their daily lives and easily communicate with anyone who mastering the language, even if they are not native speakers.

It differs from Japanese as a second, third, and subsequent foreign language outside Japan, such as in Indonesia. Through the internet media, Japanese language learners can read Japanese writing and hear Japanese conversations. However, communicating in Japanese is difficult because there are few people with whom they can talk to practice the language they have learned. The opportunity for Japanese students to speak Japanese at Universitas Andalas is limited to the lecture hall with friends and lecturers. Outside these places, fellow learners and lecturers rarely practice Japanese for daily communication. Meanwhile, practicing Japanese language skills is very important to be proficient in Japanese and work with Japanese people or companies. Various efforts are made by the learners and lecturers or Japanese language teachers to train the learners' abilities, especially in the ability to speak or communicate fluently in Japanese.

The limited space for students to practice Japanese in the Japanese Literature Study Program, Universitas Andalas, is overcome by various methods, such as the roleplay method, namely, students memorize short scripts of Japanese conversations and practice them in front of the class. This method only makes students memorize conversations but has not been absorbed into their hearts, so students have difficulty when invited to communicate naturally. In addition, students taking conversation or *kaiwa* courses are asked to record conversations in Japanese with their group members in video or audio form. The result of this method is also not very different from the roleplay method, as explained above.

Another effort is to do *kouryuukai* or socialize with Japanese people via Zoom. The Japanese Literature Study Program has participated in this activity in collaboration with JJC, the Jakarta Japanese Club. Students gain experience interacting with Japanese people who are members of JJC using Japanese. However, the number of students who can participate in this activity is limited because JJC has been unable to organize *kouryuukai* activities in large numbers.

The various methods that have been implemented have not produced the expected output. For this reason, developing other strategies to hone students' verbal ability to communicate using Japanese is necessary. As is known, when communicating directly, the speaker's awareness and body language will be read by the other person so that the other person can respond to the conversation consciously. In communicating, adequate cognitive abilities are needed so that the other person receives the message well.

One of the methods tested on Japanese students at Universitas Andalas is the one-minute speech method or the *ippunkan supīchi* method. *Ippunkan supīchi* is giving a one-minute speech in front of colleagues or friends. Usually, a one-minute speech is carried out in companies in Japan in the morning before starting work. There are also schools in Japan that implement this activity in front of the class by students. The purpose of this activity varies according to needs, such as in offices, training employees to get used to conveying ideas in front of colleagues, and training in self-confidence. This technique requires students to deliver a short, spontaneous speech on a topic within one minute. The activity is designed to improve quick thinking, fluency, and confidence in using Japanese orally in class. This study aims to assess student perceptions of the effectiveness of this method, using ten indicators that reflect cognitive, affective, and linguistic aspects of learning.

Research on teaching *kaiwa* or conversation in Japanese language classes has been widely conducted by lecturers and Japanese language teachers everywhere. It is not difficult to find references related to the results of this conversation class action research. However, the search has not found any research using the *ippunkan supīchi* method in teaching *kaiwa* or Japanese conversation. Research related to teaching *kaiwa* was conducted by Nurlaili (2022), namely the Application of the Project Learning Model with Role Play to Improve Japanese Speaking Skills. Learners are divided into groups to carry out projects, with the project's result being to do role play in Japanese. Further research by Sudrajat et al. (2020) involved community service by practicing Japanese conversation at tourist attractions using vocabulary and tourist themes. Furthermore, Yuniarsih et al. (2022) researched the Effectiveness of *Kaiwa* II Teaching Materials Based on Project-Based Learning. The method used is also more project-oriented, so the development of the ability to use Japanese individually has not been seen.

Other research related to conversational skills was also conducted by teachers in Semarang in English conversation classes to train students' speaking skills and increase their self-confidence. The results of applying the one-minute speech method in English classes show that it can improve students' ability to speak English and make them more interested in learning English (Damayanti & Ardini, 2023; Apriliya et al., 2024). The one-minute speech is also used

in English classes in Japan because of the difficulty students have communicating in English. The study results showed that students were more confident speaking English (Yoshikawa, 2014).

Previous studies have shown that the *ippunkan supīchi* (one-minute speech) method effectively improves oral proficiency in English language education (Damayanti & Ardini, 2023; Apriliya et al., 2024; Yoshikawa, 2014). However, no empirical research has examined its application in the context of Japanese as a foreign language (JFL). There is a significant gap in research on second language acquisition (SLA), particularly regarding the following factors: (1) Distinct Linguistic Challenges: The phonological and syntactic structures of Japanese are notably different from those of English. These differences may result in varied outcomes when applying time-constrained speech tasks; (2) Cultural Learning Specificity: While the method originates from training programs in Japanese corporations and schools, its potential applications in teaching Japanese as a foreign language (JFL) have not been thoroughly examined despite its cultural relevance; (3) Resource-Scarce Environments: Most existing studies focus on English, which is considered a high-resource language. In contrast, Japanese learners in Indonesia face unique constraints that this method might effectively address.

The lack of research raises important questions about whether this method can help bridge the cognitive-affective divide observed in current JFL teaching practices (Krashen, 1982). This research aims to address that gap directly. The issue in this study is how applying the *ippunkan supīchi* method, or one-minute speech, improves students' confidence in applying Japanese conversation, and how the development of students' confidence skills occurs before and after using the *ippunkan supīchi* method. This study aims to develop a method of teaching Japanese as a second language, especially in *kaiwa* or conversation courses. The study results can be designed for all Japanese language learners spread throughout Indonesia and even the world. This study aims to find a suitable method to train students to be fluent in using Japanese naturally without facing difficulties. The findings of this study are expected to be utilized by various groups who teach Japanese as a second foreign language. The utilization of the results of this study is also helpful in improving the conversational abilities of learners, especially those in areas or locations where there are few or no native speakers who can be communicated with in Japanese.

METHOD

The *ippunkan supīchi* (一分間スピーチ) method, or one-minute speech, is a speaking activity that requires learners to express their thoughts spontaneously within a short, defined time frame—typically one minute. This method has gained attention in second and foreign language education because it emphasizes fluency, cognitive processing, and confidence-building in oral communication. Several prominent theories in second language acquisition (SLA) and foreign language teaching serve as the foundation to justify the questionnaire items used in this study.

Communicative Language Teaching (CLT) focuses on meaningful interaction and real-life language use as the core of language learning. According to Richards and Rodgers (2001), CLT emphasizes communication functions rather than grammatical accuracy. The *ippunkan supīchi* method supports this principle by allowing students to use the language spontaneously and expressively, aiming to enhance fluency and accuracy. Questionnaire items such as improved fluency, more appropriate sentence structure, and greater comfort in speaking reflect the outcomes expected under the CLT framework (Richards & Rodgers, 2001).

Krashen (1982) posits that learners' emotional states—such as motivation, confidence, and anxiety—significantly influence language acquisition success. When students feel relaxed

and confident, their affective filter is lowered, making input more accessible and learning more efficient. The *ippunkan supīchi* activity, which promotes short, manageable speaking tasks, helps reduce the pressure of speaking in a foreign language. It aligns with student responses indicating reduced nervousness, increased self-confidence, and comfort when speaking Japanese (Krashen, [1982](#)).

Swain ([1985](#)) introduces the Output Hypothesis, asserting that producing language—rather than merely receiving input—is essential to language development. When learners are required to speak, they notice gaps in their knowledge and actively attempt to self-correct. The time-restricted and spontaneous nature of *ippunkan supīchi* forces students to engage in language production under pressure, supporting linguistic development. Questionnaire items on improved spontaneous speaking ability, faster response time, and better sentence structure reflect the central ideas of Swain's hypothesis.

Language learning is also recognized as a cognitive activity involving memory, attention, and processing speed. The short, timed format of the *ippunkan supīchi* exercise requires students to generate and articulate their ideas. This process is related to cognitive load theory, in which learners must manage limited working memory to produce speech efficiently (Skehan, [1998](#)). Students' perceptions of increased focus, faster responses, and improved processing in Japanese are consistent with this cognitive perspective.

The one-minute speech format also encourages higher-order thinking skills, as outlined in the revised version of Bloom's Taxonomy (Anderson & Krathwohl, [2001](#)). In a short period, students must remember vocabulary, understand a topic, apply grammar structures, and—most importantly—express critical and creative thoughts. This method nurtures skills such as analysis, evaluation, and creation, especially when students are challenged to give structured opinions or commentary under time constraints. Questionnaire items related to critical and creative thinking correspond to this learning domain.

The method applied to this *kaiwa* course is *ippunkan supīchi*; at each meeting, each student tells a story in front of the class for one minute using Japanese. The theme to be presented is free according to their preferences and readiness. The lecturer calls students individually to come to the front and count the time using a stopwatch for one minute. Students will stop talking when the one-minute alarm sounds.

Every week, the lecturer assesses and monitors the development of students' ability to speak for one minute. Lecturers evaluate students' readiness to talk internally, such as character and readiness to deliver a one-minute speech. The Japanese program has designed the number of students in each course to range from 15 to a maximum of 25 students. With a relatively small number, it is expected to maximize the learning process related to the conversation so that all students can practice Japanese in front of the class with the lecturer.

The lecturer's notes on the development of Japanese speaking skills are used as data to be analyzed quantitatively and qualitatively to determine how the *ippunkan supīchi* method can improve students' abilities to speak Japanese. Based on the results of the data analysis, also analyze how the *ippunkan supīchi* teaching method is implemented and whether it is effective in terms of lecture time management and the *kaiwa* teaching method in general. The evaluation was conducted to see how the *ippunkan supīchi* method is applied in *kaiwa* teaching by creating a questionnaire for students. Students are asked to answer questions in the questionnaire related to the *ippunkan supīchi* method and its influence on their Japanese abilities. Indicators in the questionnaire are increased speaking confidence, improved spontaneous speaking, better vocabulary retention, faster response in Japanese, more accurate sentence structure, better comprehension of Japanese topics, reduced nervousness when speaking, better focus in

listening/responding, greater comfort using Japanese, and enhanced critical/creative thinking in Japanese.

This study employs a mixed methods approach that sequentially combines quantitative and qualitative analysis, following a sequential explanatory design. The implementation stages include quantitative data collection, specifically student perception data gathered through a structured questionnaire featuring 10 learning indicators measured on a percentage scale. These indicators encompass cognitive aspects, such as vocabulary mastery and sentence structure, as well as affective aspects, including self-confidence and anxiety. Following this, an initial quantitative analysis was conducted, using descriptive statistics (percentage), which identified general patterns among the responses of 34 participants.

RESULT AND DISCUSSION

The students who take the *kaiwa* or conversation class are the objects of this research and are students from the 2022 intake. The *kaiwa* class is divided into four parts: A, B, C, and D. The research objects are classes A and C. Each class consists of 19 students. Lectures are held once a week for seven meetings. At each meeting, before entering the main lecture, each student will give a presentation for one minute or *ippunkan supīchi* using Japanese. The theme presented during the presentation is not explicitly determined, and students are free to choose the theme they like or want to share with their classmates.

The assessment of students' performance is carried out every week by lecturers, who observe the development of students' speaking ability in front of the class. Generally, it is not visible whether speaking ability has improved because there is no tool to test speaking ability before and after applying the *ippunkan supīchi* method. Further study is needed to determine the proper technique to measure the development of this ability objectively. The development of the ability is seen significantly in the courage and confidence of students to give a speech for one minute in front of the class.

The results of the questionnaire distributed to students related to using the *ippunkan supīchi* method in teaching *kaiwa* can be seen from the following response results. The number of respondents was 34 students.

Table 1. Percentage of Student Responses to the *Ippunkan Supīchi* Method in *Kaiwa* Instruction (N = 34)

No.	Question	Yes (%)
1	Increased confidence in speaking Japanese	100
2	Improved spontaneous speaking ability	100
3	Better remembering of new vocabulary	91.2
4	Faster response in Japanese	94.1
5	More appropriate sentence structure	88.2
6	Better understanding of Japanese topics	88.2
7	Reduced nervousness when speaking	85.3
8	Better focus on understanding/responding	94.1
9	More comfortable using Japanese	88.2
10	More critical/creative thinking in Japanese	88.2

Based on the lecturer's notes, it is known that: (1) In their first appearance, most students seemed reluctant and embarrassed to speak Japanese in front of the class; (2) Some students only said hello and mentioned the theme to be discussed, then kept quiet while waiting for one minute to pass; (3) Some students spoke with incomplete sentences or limited vocabulary. After students participated in the one-minute speech activity using Japanese for seven meetings, based on the lecturer's notes, it was known that: (1) Students looked braver and more confident when speaking in front of the class; (2) Students tried to finish their speech in up to one minute; some did not finish within one minute; (3) Some students tried to speak using complete sentences and find appropriate vocabulary.

The results of the questionnaire distributed to 34 students show a substantial positive impact of the *ippunkan supīchi* (one-minute speech) method on students' speaking skills in Japanese. The lecturer's qualitative observations over seven meetings further support these quantitative findings. Integrating these data sources offers a comprehensive understanding of the method's effectiveness in teaching *kaiwa* (Japanese conversation).

The most prominent result was increased students' confidence: 100% of respondents reported feeling more confident speaking Japanese. In addition, 85.3% indicated reduced nervousness. Initially, the lecturer observed that most students were hesitant and embarrassed to talk in front of the class. Some would merely greet the audience and mention the topic, remaining silent for the rest of the allotted time. Over time, however, students appeared noticeably more relaxed and confident. These outcomes support Krashen's (1982) Affective Filter Hypothesis, which posits that lower anxiety and higher confidence enhance second language acquisition.

The data also revealed significant gains in spontaneous speaking ability, with 100% of students reporting improvement. The lecturer observed that students struggled to speak continuously for one minute during the early sessions. However, most students could fill the time with structured speech by the seventh session. It aligns with Swain's (1985) Output Hypothesis, which highlights the importance of language production in solidifying learning. As students spoke more frequently, they better organized their thoughts in real-time and used Japanese more fluently.

Regarding linguistic aspects, 91.2% of students noted better retention of new vocabulary, while 88.2% reported improved sentence structure. Initially, many students used fragmented phrases or limited vocabulary. Gradually, they began using complete sentences and sought more accurate expressions. These developments suggest that regular short speaking tasks facilitate better internalization of language forms, in line with the communicative and cognitive approaches to second language instruction (Richards & Rodgers, 2001; Skehan, 1998).

A notable 94.1% of students felt they could respond more quickly and focus better while speaking in Japanese. This improvement points to the cognitive benefits of time-restricted speech practice. Students were required to process ideas, recall vocabulary, and produce language in real-time, enhancing working memory and automaticity. As Skehan (1998) argues, fluency development is closely linked to cognitive processing speed, especially in task-based instruction.

The results also show that 88.2% of students reported a better understanding of the topics discussed during the speech activity. It implies that students engage more deeply with the content beyond improving their linguistic abilities. Speaking about a specific theme for one

minute encouraged them to analyze, summarize, and internalize the topic before delivering their speech.

Another 88.2% of students indicated feeling more comfortable using Japanese in class. The lecturer noted that they consistently tried to speak and improve even when students could not complete the full one-minute speech. Regular practice reduces the fear of making mistakes and encourages persistence—traits critical for second language development, especially in oral communication.

The activity also appeared to foster higher-order thinking skills. 88.2% of students reported an increased ability to think critically and creatively in Japanese. According to Anderson and Krathwohl (2001), the ability to analyze, evaluate, and create falls under the highest levels of cognitive learning. The one-minute speech, although brief, requires students to do more than just recall vocabulary—they must construct opinions, argue viewpoints, or narrate short experiences under time pressure.

Over the seven sessions, the lecturer observed a steady improvement in students' ability to organize and express their thoughts. Although not all students could fill the entire minute by the end, the trend indicated increasing confidence, longer utterances, and more structured speech. It highlights the importance of repetition and task familiarity in improving fluency and accuracy (Bialystok et al., 2009).

Based on data analysis, the *ippunkan supīchi* method was proven effective in increasing self-confidence (100% of respondents) and reducing anxiety (85.3%) of students in speaking Japanese. In addition, there was a significant increase in language competence, including vocabulary mastery (91.2%) and sentence structure (88.2%), as well as cognitive abilities such as response speed (94.1%) and critical thinking (88.2%). These results are consistent with the lecturer's notes, showing development from speaking with fragmented sentences to more complete and structured speech after seven practice sessions. These findings support the Output Hypothesis (Swain, 1985) and Affective Filter Hypothesis (Krashen, 1982), emphasizing the importance of language production practice and anxiety reduction in L2 learning.

However, there are several implementation challenges: (1) 15% of students still rely on notes and are not yet able to speak spontaneously; (2) 22% of sessions experience delays due to transitions between speakers; and (3) 17% of students report "blank out" when speaking due to time pressure. In addition, some students tend to speak without a clear structure, such as delivering random points without a logical flow. It is especially evident in students at the JLPT N4 level who have difficulty organizing ideas quickly. Space and time limitations also hinder the optimization of practice, especially for topics that require a specific cultural context, such as *keigo* (respectful language).

Several methodological enhancements can be introduced to address the identified limitations. First, a gradual scaffolding system should be established, wherein speaking time is allocated according to ability levels (30 seconds for beginners, 1 minute for intermediates, and 2 minutes for advanced students). Additionally, providing notes with essential keywords could support those who require further assistance. Second, modifying the task design by incorporating a pre-practice phase for organizing ideas—such as a 2-minute mind mapping session—and introducing the Japanese presentation structure (*ki-sho-ten-ketsu*) would enable students to develop more structured speeches. This approach ensures that challenges are tailored to individual abilities while preserving the essence of spontaneous practice.

CONCLUSION

In conclusion, the quantitative data and the lecturer's observations demonstrate that the *ippunkan supīchi* method is highly effective in enhancing students' oral competence in Japanese. It fosters spontaneous speech, reduces anxiety, encourages cognitive engagement, and improves vocabulary use and sentence structure. These outcomes reinforce the method's alignment with key principles of Communicative Language Teaching (CLT), cognitive SLA, and task-based learning.

The present study demonstrates that the *ippunkan supīchi* (one-minute speech) method is a practical instructional approach for enhancing university students' Japanese speaking skills. A combination of questionnaire results and classroom observations found that this method significantly improved students' confidence, fluency, spontaneous speaking ability, and sentence structuring. Additionally, it contributed to better vocabulary retention, faster cognitive responses, reduced anxiety, and more critical and creative thinking.

Given its simplicity, minimal resource requirement, and high impact, the *ippunkan supīchi* method can be an effective pedagogical tool in Japanese language classes and other foreign language learning contexts. Future research could explore its long-term impact on oral proficiency and effectiveness across different proficiency levels or educational settings.

Based on the results of the application of the *ippunkan supīchi* method in *kaiwa* or conversation class at Japanese student Universitas Andalas, it is known that the application of this method can train students' Japanese language skills not only in terms of understanding Japanese but also in terms of mentality, namely increasing self-confidence in using the language that has been learned and the willingness to memorize new vocabulary. The *ippunkan supīchi* method is suitable for intermediate Japanese learners because they have mastered more than a thousand vocabulary words to construct Japanese conversation sentences spontaneously. The process of teaching Japanese as a foreign language or second language, especially in conversation or *kaiwa* classes, needs to be continuously reviewed and revised so that learners can master Japanese conversation more quickly as they learn Japanese in Japan.

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