

TEACHERS' WAYS IN MAXIMIZING STUDENT TALKING TIME (STT) IN EFL CLASSROOM

(A Descriptive Study of EFL Class on the Ten Grade of A Senior High School in Purbalingga)

DESI WIJAYANTI MA'RUFAH

FTIK IAIN Purwokerto

Email: desiwijayantim@gmail.com

Abstrak

Sebuah studi deskriptif yang dilakukan di kelas sepuluh SMAN 1 Purbalingga dengan membahas mengenai pemaksimalan STT pada kelas EFL. Pengumpulan data menggunakan observasi, wawancara, dan kuesioner, yang menunjukkan bahwa manajemen kelas sangat penting untuk membuat atmosfer yang bagus dalam proses pembelajaran. Membuat kelas yang interaktif dengan mengurangi ketergantungan guru sebagai pusat pembelajaran dan juga memberikan siswa kesempatan untuk mengekspresikan diri mereka dalam pembelajaran yang bermakna sangat efektif untuk menciptakan keberhasilan dalam STT, menggunakan pair dan kerja kelompok dengan menggunakan aktifitas yang bermacam-macam dapat membangun antusiasme siswa untuk berbicara dan memberi mereka banyak waktu untuk berbicara. Bahkan dengan memberi mereka pertanyaan-pertanyaan dapat mendorong siswa untuk berbicara dan memberikan waktu untuk mempraktikkan bahasa mereka. Metode yang paling efektif dalam pemaksimalan STT adalah dengan memberikan kesempatan bagi siswa untuk mengekspresikan diri mereka dalam pembelajaran yang bermakna dan pemberian pertanyaan-pertanyaan.

Kata kunci: Waktu berbicara siswa, siswa berbicara. Waktu guru berbicara, guru berbicara

Abstract

A Descriptive Study was conducted at the ten grade of SMAN 1 Purbalingga, revealed the teachers' ways in maximizing STT in the EFL class. The data, which were collected and analyzed from observation, interview, and questionnaire, showed that the classroom management is important to make a good atmosphere in teaching learning process. Making an interactive classroom by reducing the central (and traditional) position and by giving chances for students to express themselves in meaningful ways are very effective to create the opportunities in STT. Also, using pair and group work which have various activities are able to build the students' enthusiasm in their talking and give much time to talk. Moreover, by giving questions such as knowledge and comprehension questions is able to stimulate students to speak and give the time to practice their languages. The most

effective way in maximizing STT is by giving chances for students to express themselves in meaningful ways and the least effective way is giving questions.

Key Words: Student Talking Time (STT), Student Talk (ST), Teacher Talking Time (TTT), Teacher Talk (TT)

التجريد

رأسة وصفية أجريت في الصف العاشر من SMAN 1 Purbalinga من خلال مناقشة تعظيم STT في فئة EFL. تم جمع البيانات من خلال الملاحظة والمقابلات والاستبيانات التي أظهرت أن إدارة الفصل كانت مهمة للغاية لخلق جو جيد في عملية التعلم. إنشاء فصول تفاعلية من خلال تقليل اعتماد المعلمين كمركز تعليمي ، وكذلك إعطاء الطلاب الفرصة للتعبير عن أنفسهم في التعلم الفعال للغاية في تحقيق النجاح في STT ، وذلك باستخدام العمل الجماعي والعمل الجماعي باستخدام الأنشطة المختلفة التي يمكن أن تبني حماس الطلاب للتحدث ومنحهم الكثير من الوقت للتحدث. حتى أن منحهم أسئلة قد يشجع الطلاب على التحدث وإعطاء الوقت لممارسة لغتهم. الطريقة الأكثر فعالية في تعظيم STT هي من خلال توفير الفرص للطلاب للتعبير عن أنفسهم في تعلم هادف وطرح الأسئلة.

الكلمات الأساسية: وقت التحدث للطلاب ، يتحدث الطلاب. وقت التحدث للمعلم ، يتحدث المعلم

A. INTRODUCTION

English is an international language that is used to communicate with people all over the world so that English is very important. In the ideal condition of teaching English, students' involvement and participation can be core to make a successful teaching that makes students become interactive and have much time to talk in the class. Therefore, it should be considered to maximize STT (Student Talking Time) and minimize TTT (Teacher Talking Time) in order to make an interactive class. TTT is the time when teacher is talking in the classroom, while STT is the time when student is talking in the classroom.

Nevertheless, many EFL classes are taught in a teacher-centered classroom where interaction is dominated by the teacher who always explains

or lectures the majority of material for a long time, gives drilling repetitively, asks many questions to the students, and makes judgments about the students' answer (Gebhard, 2000: p.49). According to Dillon (cited in Al Tobi & Region, n.d, p.73), questions accounted for over 60% of the teachers' talk and for less than 1% of the students' talk in EFL class. Tsui (1995) also points out that studies conducted on classroom interaction have shown that student talk accounts for an average of less than thirty percent of the total talk in teacher-centered classrooms.

At this point, there were many theoretical frameworks to be explored which had been dealt with the data gotten in the field. The theoretical frameworks focused mainly on the implementation of the ways in maximizing STT: Classroom Management, Making an Interactive Classroom Interactive, Increasing Interaction through Pair Work, Sustaining Interaction through Group Work, and Questioning Strategies for Interactive Learning.

STT means Student Talking Time. Student talk is the language spoken by native speakers in the classroom which is intended to speak. In foreign language settings, however, mostly student talk is not produced by native speaker but by non-native speakers (Huda, 1999: p.46). STT has importance in helping both teacher and students in language learning process. Esfandari and Knight (2013) believe that one key element of modern approaches to language teachings is that people learn things by doing and experiencing them. Krashen, cited in Harmer (2001: p.71) assumed that if students are given more opportunities to talk, they will be accustomed to speak spontaneously. Therefore, STT make students become interested in learning English. Likewise, Harmer (2001: p.66) points out that it is certainly true that some teachers talk too much and that this is not necessarily advantageous for their students, especially since those teachers are unlikely to be permanently interesting. Indeed, Harmer (2001: p.70) states that anybody needs to learn a new language are those three elements: exposure, motivation, and

opportunities for use. All of them can be achieved by maximizing STT in teaching learning process. There are some ways in maximizing STT, as follow:

First, Brown (2001: p.192) states that one of the simplest principles of managing the classroom talk centers on the physical environment for learning, the classroom itself. Consider three main categories; *Sight, Sound and Comfort* in which the classroom should be neat, clean, orderly in appearance, and it should be as free from external noises as possible, is the first principal. Second, *Seating Arrangement* as Gebhard (2000: p.75) says that these are different seating arrangements, which shows that teachers have choices as to how they have students sit in the class. These arrangements also imply that teacher have a great many choices as to the activities they can have students do in the class. Also, *Equipment* that Brown (2001: p.194) suggests that the classroom may be construed to include any equipment may be used, so make sure that; the room has outlets, the equipment fits comfortably in the room, everyone can see (and/or hear) the visual/auditory stimulus, the machine actually works, the teacher knows how to operate it.

Second, Making an Interactive Classroom Interactive, there are at least five closely related factors that can contribute to making interactive classrooms interactive: (a) reduction in the centrality of the teacher; (b) an apperception for the uniqueness of individuals; (c) chances for students to express themselves in meaningful ways; (d) opportunities for students to negotiate meaning with each other and the teacher; (e) choices, both in relation to what students say and how they say it (Gebhard, 2000: p.52).

Third, it is able to be maximized through Increasing Interaction through Pair Work, using pair work students can practice language together, as Gebhard (2000: p.77) adds that to form pairs, teacher can simply have students sitting next to each other pair up or have students pair up on their own.

Teacher could also have students randomly pair up through a pairing technique such as having each student find the person with the other half of a picture.

Fourth, one of the advantages of group work for English language classroom is that group work generates interactive language. In addition, Gebhard (2000: p.75) explains that there are a variety of ways to group students of setting up classroom activities. Thus, Sustaining Interaction through Group Work is able to be considered.

Fifth, questioning Strategies for Interactive Learning, as Christenbury, Kelly, and Kinsella, as cited in Brown (2001: p.169) points out that appropriate questioning in an interactive classroom can fulfill a number of different functions.

According to Esfandari and Knight (2013: p.20), in the past, a traditional way was insisted to make teacher dominate the teaching learning process because they were only demanded to transmit the knowledge to the students. On the other hand, for the last time trainee teachers have been advised that a good class is the one which maximizes students' opportunities to engage in communicative tasks. Furthermore, Siddiqua (2009) found that classroom management techniques are essential to promote STT and conduct effective classes. Considering the description above, the writer was really interested in conducting a research entitled "Teachers' Ways in Maximizing Student Talking Time (STT) in EFL Classroom" a study that was conducted in a Senior High School of Purbalingga Regency.

The method used in this research was a descriptive study. This qualitative method was used to formulate the interaction of both teacher and students as the activation of Student Talking Time (STT). The subject examined in the study was an EFL teacher. This study constituted the important aspect of a descriptive study that requires multiple data collections: observation, interview, and questionnaire. These were conducted to gain enough data and information of STT in the classroom. The observations were

conducted four times in the classroom. The interview was directed to the teachers to confirm the observation results. Meanwhile, the questionnaire was distributed to the students to know how frequent the teachers apply the ways.

This research was conducted at a public Senior High School in Purbalingga. The participants of the research were two English teachers of Senior High School which was considered they were high qualified English teachers in this school. Indeed, the students of ten grade of the school were the respondents to be investigated.

B. FINDINGS

The results of data analysis were derived from observations, interviews, and questionnaire. Indeed, the main data of teachers' ways in maximizing STT were gathered through observation. In particular, interview and questionnaire were gathered to support the main data. The findings of the research are discussed in the following:

1. Considering Classroom Management

The classrooms looked well in sight, sound and comfort because they were neat, clean, and comfortable. They used traditional seating arrangement when it was focused in teachers' lectures or presentation. Teachers also used circle seating arrangement when they were grouping their students to have group work. Indeed, there were many types of equipment which could help teacher in teaching learning process such as whiteboard, board marker, duster, ruler, and LCD projector. The teachers looked moving around the class to have many interactions with the students. From the interview session with the teacher, it was revealed that sight, sound, and comfort were important in the teaching and learning process because it could affect to the students' interest in learning English. The teachers pointed out that classroom management must be considered. They also said that if the students had much interest, they would enjoy in

teaching learning process so that they could maximally achieve the lesson. On the other hand, students sometimes did not feel comfort in the classroom.

2. *Reducing in the centrality of the teacher*

Both teachers who were observed, they tended reducing their centrality in the classrooms. When they explained the material they did not only stand in one spot in front of the class, but also walked to the right or left to have an eye contact with all of the students in the classroom. Indeed, the teachers also moved around when the students have individual or group work. They always came to the students who needed their help or more explanation. By reducing the central of teachers' teaching, the students looked freely to interact with other because the focus was not to the teacher only. The teachers also revealed that if they were getting closer to the students, they tended to ask more questions than when they were standing in front of the class. They also could check the students' progress in their learning English. The students said that their teachers often did that.

3. *Appreciating for the uniqueness of individuals*

There was an apperception for the uniqueness of students from both teachers. One of the teachers often gave an appreciation for the uniqueness of students in the class but another teacher rarely gave it to his students. The students looked motivated while the teachers were giving rewards or appreciation. Teachers said that they appreciated their students and it was important to make them more confident in their speaking and make students not to be reluctant to speak in front of the class. Students confirmed that their teachers sometimes gave them appreciation.

4. *Giving chances for students to express themselves in meaningful ways*

From the observation, the teachers create many ways to facilitate them to express themselves in the class. Firstly, teacher gave chances for the students to express themselves by asking some questions and giving group work. In the second way, teacher made simulation of Chief Student Association election. In the third, teacher gave chances for students to express themselves by grouping them to analyze a text and retell the story of the text in front of the class orally. In the fourth, teacher gave chances for students to express themselves by asking them to answer some questions orally and by practicing some dialogues in front of the class. The students looked very active and enthusiastic in expressing their ideas by giving their arguments, stating the ideas, debating the topics, asking questions and like interactions. The teachers assumed that they gave chances for student to express themselves in meaningful ways in order to make them active and have much interaction in the classroom so that they can practice their language maximally in the classroom by using their own ways. The students also admitted that their teachers always gave them these chances.

5. *Giving opportunities for students to negotiate meaning with each other and the teacher*

Both of the teachers gave opportunities for students to negotiate meaning with each other and the teacher by asking students to ask and discuss the meaning with their friends or open the dictionary. Teachers also guided students to switch the appropriate word when they were speaking in the classrooms. The teacher said that it is important to make them more confident in their speaking because they have negotiate first whether their utterance appropriate or not. Students said that they sometimes did this.

6. *Giving choices, both in relation to what students say and how they say it*

Teacher also gave choices, both in relation to what students say and how they say it after the students negotiated the meaning of what they were going to say. Teachers and students said that they sometimes did this activity.

7. *Using Pair work*

In the first observation, the class used pair work in discussing some cards to be analyzed in pair. In the second class, teacher asked students to make some questions to be asked for simulation of the president candidate of Indonesia. The third class that was observed did not use pair work. In the fourth class, teacher asked students to complete some monologue and dialogue in listening activity in pair, so they listened and discussed the answers and then they answered the completion and practiced the dialogues in front of the class. Although the class seemed to be noisy, it created chances for students to interact with each other in the class. The teachers used pair work in their teaching process and also they said that it can affect to the students talking time because the students were more confident to talk in front of the class with their partner. The students said that their teachers often gave them pair work.

8. *Using Group Work*

From all classes that were observed, the teachers used group work in the students' activities. The first class used group work in discussing a sympathy card. The second class used group work when teachers asked students to have a simulation of Chief Student Association Election. In the third observation, teacher used group work for analyzing texts. From the forth observation, the class did not use group work in the activities. However, the students had pair work with the listening material. In short, all of classes that were observed by the writer used group work and the students seemed to be enthusiastic to speak and express their idea in the classroom so that the classroom looked lively in the teaching learning

process. There are various activities that can be given in the group work so that the learning activities are given in the various ways as the teachers said. The students said that they were often given group work activities.

9. *Questioning*

There were seven types of questions which were focused in the observation. They are knowledge questions, comprehension questions, application questions, inference questions, analysis questions, synthesis questions, and evaluations questions. The most frequently used by the teachers are knowledge question and comprehension question. For example:

(Knowledge questions)

"What do you know about sympathy card?"

"Could you create a speech about mission and vision to promote yourselves in the election?"

(Comprehension questions)

"Could you retell the story of the text?"

"What does the dialogue tell us about?"

The teachers said that they give questioning to stimulate the students become active in the classrooms. Students said that the teachers often gave them knowledge question and comprehension question in frequently and other questions were not.

C. **DISCUSSION**

According to the results that were explained in the previous section, there are some teachers' ways in maximizing Student Talking Time that were supported by the theory proposed in the literary review. The ways include considering classroom management, making an interactive classroom, using pair work, using group work, and questioning.

Firstly, the teachers should consider classroom management. They try to create an interesting classroom by setting the seating arrangement based on the classroom activities they have. The teachers also used various learning media in their teaching and learning process, for example, video, audio, and film that were showed by LCD projector. This finding is in line with Gebhard (2000) that teachers have to consider the way the students sit in the class which are appropriate with the activities they do. Thus, the students would be enjoy in the teaching and learning process.

Secondly, the teachers must reduce their central (and traditional) position. As the suggestion of some experts (Gebhard, 2000; Brown, 2001; Harmer, 2001), teachers should neither stand in one spot in front of the class nor sit down in their desk all the time. Further, they should move to the right side and the left side in front of the class, and also walk around to the students' seats in order to monitor their learning and have interaction with the students. It seemed make to make them freely to ask some questions and express their ideas. It is stressed by Brown (2001: p.192) that one of the important principle in managing classroom talk centers on physical environment.

Thirdly, the teachers need to consider about the students' chances in expressing themselves in meaningful ways. There were some ways to give chances; (a) giving them discussion activity, (b) asking them to present their discussion, (c) asking them to comment other ideas, (d) asking them to practice some dialogues, (e) giving them chances to ask the questions to their friend or the teacher, and (f) giving them some questions orally. In addition Gebhard (2000: p.53) stated that providing chances for the students to express themselves in meaningful ways potentially contributes to creating an interactive classroom.

Fourthly, the teachers may create pair work and group work in the students' activities. These tend to make the classroom more dynamic and make the student have much time to talk in the classroom. Indeed, these can make

classroom more attractive and have various activities. These ways are able to be applied by using discussion activities, role play, games, and cooperative learning methods. If we get students to make decisions in pairs (such as deciding on the correct answers to questions about a reading text), we allow them to share responsibility rather than having to bear the whole weights themselves (Gebhard, 2000: p.77). Moreover, Brown (2001: p.177) suggested that group work helps to solve problem of classes that are too large to offer many opportunities to speak.

Lastly, teachers should give questions that stimulate students become active to speak and have much time to talk. The questions which are effective are knowledge questions and comprehension questions. According to Brown (2001: p.169), the most important key to create an interactive language classroom is initiation of interaction by the teacher. Particularly, appropriate questioning can give many advantages in an interactive classroom.

D. CONCLUSION AND SUGGESTION

According to the result of the study, the teachers used four ways in reducing their TTT: firstly, teachers reduce the central (and traditional) position in the classroom. Secondly, teachers give chances for students to express themselves in meaningful ways by; (a) giving them discussion activity, (b) asking them to present their discussion, (c) asking them to comment other ideas, (d) asking them to practice some dialogues, (e) giving them chances to ask the questions to their friend or the teacher, and (f) giving them some questions orally. Thirdly, teachers use pair and group work in the students' activities. Lastly, teachers give knowledge and comprehension questions for the students in the classroom. The most effective way in maximizing STT is by giving chances for students to express themselves in meaningful ways and the least effective way is using teacher questions.

These results have several significant implications for both curriculum and pedagogical point of view. For accomplishing the purpose of curriculum

in which the teaching learning process should cover the material and activities that develop cognitive, psychometrics, and affective aspects for students, teachers are able to apply these ways to create expected teaching learning process in the curriculum. Nowadays, curriculum 2013 insist to design the teaching learning process in which have to use student center classroom, make students more active in the classroom, using group work, and using critical thinking so that using this results is able to achieve that curriculum demand. Second, in the pedagogical point of view, these are able to help teachers in improving their professionalism to have a good competences and skill in their teaching.

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