A. Background of Research

Providing ideal English teaching is one of the most crucial tasks of teachers. Teacher-student interaction as the fundamental idea of today teaching paradigm is considered as an authentic and meaningful way to promote learning. According to Darn (2007) the development of Communicative Language Teaching (CLT) as a methodology which emphasizes communication in the classroom, pair and group activities and student involvement in the learning process, leads to a belief that teacher’s domination in the classroom should be reduced.

However, in language classes the transfer of knowledge and information of the target language is usually done by the teacher (teacher talk). A new term then was introduced named Teacher Talking Time (TTT). It is defined as the time which teachers spend while instructing, lecturing, managing, and/or organizing the lesson (Tsegaye & Davidson, 2014). Teachers lecturing and asking questions to students about the materials issometimes needed in order to provide clearer understanding of the students. It is a vital aspect of classroom-based language teaching and learning since it is one of the main resources of language input for the students in the classroom activities especially in EFL classrooms. Allwright and Bailey (1991: 139) as cited by Szendrői (2010) claimed that “talk is one
of the major ways that teachers convey information to learners, and it is also one of the primary means of controlling learner behaviour.”

Taking into account the domination of teacher talk in language lesson is an important issue. Previous researches in language classrooms have shown that teachers tend to do most of the classroom talk. Teachers talk can reach up to 70% of the total talk (Cook, 2000; Chaudron, 1988; Zhao Xiaohong, 1998 cited in Xiao-yan, 2006: 6) whereas pedagogysts believe that TTT should be at least 30% of the total class talk time. This fact somehow still becomes a dilemma for teacher. In teaching a language that is still foreign to students, teacher’s explanation is a significant input for students so that they have a clear understanding toward the materials being taught.

On the other hand, students need to practice their language in order to achieve a better understanding as well as achieve a greater engagement toward the subject. By only listening to teacher’s explanation, students will feel as if they are only the ‘object’ of teaching learning process. But, giving them greater opportunity to speak will gain their focus and also change their mindset from being an ‘object’ to the ‘subject’ of teaching learning process since they are actively participate in the activities. Therefore, getting the right balance between Teacher Talking Time (TTT) and Student Talking Time (STT) in order to maximize the opportunities for students to talk more in the lesson is an important consideration.
Meanwhile, Student Talking Time (STT) is the amount of time students used while in classroom interaction. Many experts believe that in order to create successful and meaningful learning, conducting student-centered learning in the classroom is a good way to do. STT itself is the main characteristic of student-centered learning. Therefore, Esfandiari & Knight (2013) agreed that in EFL classes, in which students do not live in an English-speaking environment, they need big opportunity to practice the target language for about 70% of the class talk time.

Theoretically, giving chance for students to practice more is a very essential indicator of the success of target language learning acquisition. Yet, practically, sometimes it is difficult to do. Despite the paradigm of the importance of students talk exposure, teachers may have different perception on this, moreover when it comes to their teaching within their classes. Their different perception may be caused by many reasons such as, the materials they are teaching, students’ competence level, needs, characteristics, and etc. As teachers, they should know how to teach their students by considering such considerations. Thus, teacher can also decide to what extent they can talk and so can their students.

Based on the description above It is important for teachers to balance the proportion of TTT and STT as well as kind of their talk used in order to promote an effective teaching learning process that cover aspects in line with the purpose of curriculum and improve students’ English competence and skills. Thus, the writer is really interested in conducting a research...
entitled “Teachers’ Perception on the Ratio of Teacher Talking Time (TTT) and Student Talking Time (STT) in English Classrooms at Three Junior High Schools in Purwookerto”.

B. The Reason of Research

This research was conducted based on three reasons:

1. Many teachers tend to dominate the class talk time that makes students do not get much time to speak.
2. STT is very essential to promote an effective and successful learning in the classroom.
3. Teachers need to consider the techniques they can use to create greater opportunity for students to practice their English and interact with each other.

C. Research Question

The research problem was formulated into two questions:

1. What is the ratio of TTT and STT in English classes at three Junior High Schools in Purwokerto?
2. What is the teachers’ perception about the ratio of TTT and STT?
3. Is the teachers’ perception of the ratio of TTT and STT in line with the practice in the classroom?
D. The Purpose of Research

This research was aimed to:

1. Investigate the ratio of TTT and STT of English teachers at three Junior High School of Purwokerto.
2. Investigate the ratio of TTT and STT from teachers’ perception in English classes at three Junior High School of Purwokerto.
3. Investigate the coherence between the ratio of TTT and STT and the teachers’ perception of it.

E. The Scope of Research

This research was intended to describe the ratio of classroom interaction in EFL English classes which was used by teacher and students. This classroom interaction covered both TTT and STT as well as teachers’ perception of balancing those two points. The scope of this research was that findings will only be true to the respondents involved within it. There was no an attempt of generalization; therefore, other possibilities might take place in other English classes related with the issues discussed in this research.

F. The Significance of Research

This research would be significant in at least two areas. Firstly, this research could be used as a reflective tool for teachers so that they could improve their teaching quality. Secondly, it would open up ways for teachers to balance TTT and STT in the teaching learning process.