CHAPTER II
THEORETICAL FRAMEWORK

A. Talk Time in Classroom

According to Cook (2008: 160), language teaching classrooms are different from other classrooms because language is not just the content but also the medium. As an indispensable part of foreign language teaching, teacher talk has its own features in that both the content and the medium are the target language. We have known for a long time that talk is essential to students thinking and learning, and their productive engagement in classroom life. Improving the quality and quantity of classroom talk, or in another words teacher–students talk, is often seen as key to improve classroom learning (Eke and Lee, 2009: 14).

Whereas the interaction happens in classroom is affected directly by ways of teacher talk (Yanfen and Yuqin, 2012). The language used by teachers in language classes is the source of input of language knowledge, and also used to instruct language communication and organize classroom activities. Activities chosen by teachers influence the types of talk which occurs during a lesson, also activities impact who talks and how much they do.

However, as stated in the background of this research, taking into account the opportunity of students to do talks is also important. Getting students to speak by using the language they are learning is a vital part of a
teacher’s job (Harmer, 2000: 4). Walsh as cited in Faruji (2011) argued that maximizing students involvement in classroom activities seem to be beneficial to target language acquisition. According to him teachers’ ability to control their use of language is considered to be as important as their ability to select appropriate teaching method.

1. Classroom Talk Format

Teacher can vary classrooms activities in order to make the atmosphere more dynamic. Here, talks both from teacher and students determine the effectiveness of the activities. Teacher talk usually tends to be the initial key that opens up interaction taking place in the classroom. Sohmer, et al (2009: 110) mentioned several formats of classroom talk as follow:

a. **Recitation**: In a recitation, the teacher is fully in control of the content and direction of the conversation, mostly by asking questions and then evaluating the answers. Students answer the questions asked until the teacher find the right answer he/she is looking for. The dominant structure of the talk in a recitation is the Initiation–Response–Evaluation (IRE) sequence. This sequence, however, is considered bothersome for communicative language teaching process.

b. **Stop-and-talk (Partner talk)**: This talk format combines elements of whole-group discussion and small-group or partner talk, under the guidance of the teacher. It occurs when students are asked a pointed
question and told to discuss it with one or more partners. Students are expected both to contribute ideas and listen carefully to their partners’ thinking. In partner talk, students are demanded to formulate thoughts and try them out in a relatively private, non-threatening way. Students get to hear their partners’ ideas and use them as a base on which to build and get plenty of ‘air time’ in trying out their own ideas before going public. The format allows the teacher to hear a range of ideas as she walks around among the students, and select among them to air their ideas or as the ‘key voices’ to be heard by the entire class.

c. **Student presentation and group critique**: Here a student (or sometimes partners or small-group teams) presents his or her work to the rest of the class. The presenters are allowed to talk for an extended time with follow-up questions from teachers and other students. In some cases, students are expected to take on active roles as critics and questioners, offering challenges or suggestions for improving the presentation. In other cases, students only watch the presentation, and the teacher takes on the role of responder, questioner, or evaluator.

d. **Whole-group ‘position-driven’ discussion**: In this talk format, a teacher leads a group of students to discuss a single problem or question. What is crucial is that the question asked has more than one answer so that some arguments can appear. The questions at the
heart of this discussion are not only ‘questions’ of the traditional sort – asked and explained by the teacher. The questions should stimulate students’ logical thinking and highly developed intuitions but pose intriguing and non-obvious questions.

2. **Patterns of Classroom Talk**

Talks that usually take place in classroom can be summarized into patterns. Bentley (2007) classifies the general pattern of classroom talk as follows:

<table>
<thead>
<tr>
<th>Teacher Talk</th>
<th>Students Talk</th>
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</thead>
<tbody>
<tr>
<td>Instructing</td>
<td>Responding</td>
</tr>
<tr>
<td>Questioning</td>
<td>Questioning</td>
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<tr>
<td>Giving Opinions</td>
<td>Giving opinions</td>
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<tr>
<td>Explaining</td>
<td>Reporting back</td>
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<tr>
<td>Eliciting</td>
<td>Asking for clarification</td>
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<tr>
<td>Checking</td>
<td>Collaborative talk</td>
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<tr>
<td>Correcting</td>
<td>Repeating language</td>
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<tr>
<td>Prompting</td>
<td>Reading aloud</td>
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<tr>
<td>Scaffolding</td>
<td>Socialising</td>
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<tr>
<td>Reading aloud</td>
<td>Comments to peers</td>
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<tr>
<td>Summarising</td>
<td></td>
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<tr>
<td>Giving feedback – praising</td>
<td></td>
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<tr>
<td>Telling anecdotes</td>
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</table>
Researchers of classroom interaction have developed observational systems to describe and classify patterns of student-teacher interaction. Some of them are: Foreign Language Interaction Analysis (FLINT) system, and Topically Related Sets (TRS). FIAC is the simplest method, thus it was used in this research (FIAC consists of 10 categories of communication as shown below in Table 2.

Table 2
Flanders’ Interaction Analysis Categories (FIAC)

<table>
<thead>
<tr>
<th>Teacher Talk</th>
<th>Indirect Influence</th>
<th>Direct Influence</th>
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</thead>
<tbody>
<tr>
<td><strong>Accepts feeling</strong>: accepts and clarifies the feelings of the students in a non-threatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.</td>
<td><strong>Praises or encourages</strong>: praises or encourages student action or behaviour. Jokes that release tension, not at the expense of another individual, nodding head or saying 'uh huh?' or 'go on' are included.</td>
<td><strong>Accepts or uses ideas of student</strong>: clarifying, building, or developing ideas or suggestions by a student. As teacher brings more of his own ideas into play, shift to category five.</td>
</tr>
<tr>
<td><strong>Asks questions</strong>: asking a question about content or procedure with the intent that a student may answer.</td>
<td><strong>Lectures</strong>: giving facts or opinions about content or procedures; expressing his own ideas; asking rhetorical questions.</td>
<td></td>
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<tr>
<td>Student Talk</td>
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<tr>
<td><strong>Gives directions</strong>: directions, commands, or orders with which a student is expected to comply.</td>
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</tr>
<tr>
<td><strong>Criticises or justifies authority</strong>: statements, intended to change student behaviour from non-acceptable to acceptable pattern, bawling someone out; stating why the teacher is doing what he is doing, extreme self-reference.</td>
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<tr>
<td><strong>Student talk - responses</strong>: talk by students in response to teacher. Teacher initiates the contact or solicits student statement.</td>
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<tr>
<td><strong>Student talk - initiation</strong>: talk by students which they initiate. If 'calling on' student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.</td>
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<table>
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<tr>
<th>Silence or confusion</th>
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</thead>
<tbody>
<tr>
<td><strong>Silence or confusion</strong>: pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.</td>
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(Wibowo, 2014)

Besides the interaction taking place in the classroom, providing positive, stimulating, and energising classroom climate is also important in order to manage classroom talk well.
B. Teacher Talking Time (TTT)

1. The Nature of TTT

Teacher Talk (TT) is the language typically used by foreign language teachers in the process of teaching (Szendrői, 2010: 39). According to Qican (1999) as cited in Xiao-yan (2006: 6) teacher talk is defined as the language teacher used in class when teachers are conducting instructions, practicing their intellectual ability and managing classroom activities. Other definition goes that teacher talk is language in the classroom that teachers use to give directions, explain activities, and check students’ understanding (Sinclair & Brazil, 1982 as cited in Yanfen & Yuqin, 2010). Thus, Teacher Talking Time (TTT) is the time teacher spends to instruct, practice their intellectual ability and manage classroom activities in the process of teaching.

Teacher talk is the great source of comprehensible target language input in the learning environment, hence it plays essential role not only in organizing the classroom but also in the process of language acquisition (Nunan, 1991:189). At the same time, teacher should consider the level of students in the classroom to convey the utterances that will be used and the utterances themselves must be explicit and clear (Davies, 2011: 2).

However, it should be the “quality” rather than the “quantity” that counts. Lei (2009) agreed that “Good teacher talk” should be judged by
how effective it is to facilitate learning and promote communicative interaction in the classroom.

According to Nunan (1991:191), in determining the appropriateness or the quantity of teacher talk, there are several factors that should be taken into account:

a. The point in the lesson where the talking takes place.

b. What makes the teacher talks: is it planned or spontaneous, and, if spontaneous, whether the ensuing digression is helpful or not.

c. The value of the talk as potentionally useful input for acquisition.

2. The Types of Teacher Talk

The talk that teacher does in teaching learning process is essential to promote communication in classroom. Hence, the language teacher use to speak should be understandable for students and able to create good learning atmosphere. Moskowitz (1971) in Brown (2001: 170) explained about teacher talk in his famous categories of Foreign Language Interaction Analysis (FLINT) system:

1) Indirect influence

a) Deals with feeling: in a non threatening way, accepting, discussing, refering to, or communicating understanding of past, present, or future feeling of students.

b) Praise or encourages: Praising, complimenting, and telling students why what they have said or done is valued.
Encouraging students to continue, trying to give them confidence, confirming that answers are correct.

*b.1) Jokes:* Intentional joking, kidding, making funs, attempting to be humorous, providing the joking is not at anyone’s expense (Unintentional humor is not included in this category).

c) *Uses ideas of students:* Clarifying, using, interpreting, and summarizing the ideas of students. The ideas must be rephrased by the teacher but still be recognized as being student contributions.

   c.1) *Repeats student response verbatim:* Repeating the exact words of students after they participate.

d) *Asks question:* Asking questions to which the answer is anticipated (Rhetorical questions are not included in this category).

2) **Direct Influence**

   a) *Gives information:* Giving information, facts, own opinions, or ideas: lecturing or asking rhetorical questions.

      a.1) *Corrects without rejection:* Telling students who have made a mistake the correct response without using words or intonations which communicate criticism.
**Gives directions:** Giving directions, requests, or commands that students are expected to follow, directing various drills; facilitating whole-class and small-group activity.

b) **Criticizes student behavior:** Rejecting the behavior of students: trying to change the non-acceptable behavior; communicating anger, displeasure, annoyance, dissatisfaction with what students are doing.

c) **Criticizes student response:** Telling the student his or her response is not correct or acceptable and communicating criticism, displeasure, annoyance, rejection by word or intonation.

3. **The Importance of TTT**

Apart from the roles of teacher in classrooms (as controller, organiser, assessor, prompter, participant, resource, tutor, and observer), in particular, an EFL teacher will be especially useful for his/her talk due to several reasons.

a. **Language model**

Students get models of language from textbooks, reading materials, and from audio or videotapes. However, Darn (2007) believed that language should be presented in context, and this can be provided directly by the teacher in the classroom rather than through a reading or listening activity. Listening to the teacher talking about real issues is more motivating than listening to or reading about complete
strangers talking about people, places or events as written in the
textbook which, for the students, have no personal interest. Students
are also more likely to pick up knowledge from the content of what is
being said rather than explanation of language itself by listening to the
teacher while introducing a topic.

b. Comprehensible input

Teacher is ideal place to provide comprehensible input. Krashen
(1985) as stated by Skehan (2001: 75) proposed that comprehensible
input is the driving force for language development and change, and
that the effects of such change can influence language production –
that is, one learns to speak by listening first. The general assumption is
that, via receptive practice from teacher, students pay attention to the
targeted linguistic data and then process the grammatical information.
Thus, they are capable to recognize, interpret, and/or produce such
forms or structures after the exposure – in this case is teacher talk
how to talk at just the right level so that even if the students do not
understand every word that is spoken, they do understand the meaning
of what is being said. At such times, the language gains for the
students are significant.

c. Content Feedback

In feedback, teacher makes evaluation and gives comments on
students work. As Cook (2000) said feedback is teachers’ evaluation
of the student response. Teacher provides feedback in the lesson to let the students know how well they have performed. Feedback is conceptualized as information provided regarding aspects of one’s performance or understanding. By receiving feedback, students will learn and hopefully they won’t repeat the same mistake in the future.

d. Questioning

Every teacher question asked during a lesson demands a student response. Questions need not be language related, and are often the basis of ‘brainstorming’ a topic with the class. Frequent questioning holds students’ attention and increases learner involvement in the class (Darn, 2007).

4. The Amount of The Talk

There is no research held directly points out that teacher talk is considered as the bad method in teaching. The studies only highlight the point of getting the students to speak and practice more than the teacher in classroom. However, according to Johnson (1995), there is a tendency for teachers to control the patterns of communication (cited in Ribas, 2010: 11). Whether or not it is considered a good thing for teacher to spend 70% of class time talking will depend on the objectives of the lesson. If new material is being introduced, teacher explanation is sometimes inevitable. Yet, teacher should remember that she does not need to practice her language, but students do.
The focus of learning a language is the language use, so teachers should allocate much time for students to practice their language. Furthermore, in EFL classrooms context students are not supported by the environment in which the people only use their L1. They do not have great opportunity to receive live target language input and practice their language, whereas English class provides both of them. In accordance with this, Harmer (2001: 4) pointed out that the best lessons will be well built where STT is maximized. Getting students to speak – to use the language they are learning – is a vital part of a teacher’s job, but where at appropriate times during the lesson the teacher is not afraid to summarize what is being discussed, telling a story, guide a discussion etc.

C. Student Talking Time (STT)

1. The Nature of STT

Student Talking Time (STT) is the amount of time students use while in classroom interaction (Tsegaye & Davidson, 2014). Teacher should make sure that they are encouraged to ask questions, make comments, and negotiate certain options in learning (Brown, 2001: 110).

The measure of a good lesson is the students taking place and not only the performance of the teacher. By giving tasks, a students-centered learning can be maximized as well as their opportunity to practice the language they are learning. In this situation, the role of teacher is no longer the giver of knowledge, the controller, nor the authority, but rather as the facilitator and the resource of students to draw on (Harmer, 2000:...
Nitotuzi (2005) also suggested that students should learn by doing: the more actively involved students are in their own learning, the more likely they are to retain what they have learnt.

From the explanation above, we can drag a conclusion that Student Talking Time (STT) is the amount of time students use in classroom, whether they ask questions, discuss the topics, perform in front of the class, give comment to other friends’ performance, or etc. STT is urgently essential in language teaching learning process since it helps them to gain meaningful learning and boosts their comprehension towards the target language.

2. The Types of Students Talk

Teacher needs to make sure that the students have plenty of time to practice the target language that has been learned. Whether they take the initiative by themselves to speak or teacher point out them first. The teacher talk should be qualitative so that it is potential enough to get the students to speak. What being stressed is the students as investigator and, at times, initiator of talk and the teacher as facilitator and guide (Eke and Lee, 2008: 15)

According to Allwright in Consolo (2006) there are three types of student participation in classroom oral interaction:

a) In the most frequent type, called ‘compliance’, students’ utterances are very much dependent on the teacher’s management of classroom communication, for example, when they reply to the
teacher’s questions. Here, teacher needs to consider types of question she uses, whether she uses display or referential questions. Referential question is more recommended to be used as it enlarges the opportunity of students to speak more.

b) In the second type, known as ‘navigation’, students take the initiative to overcome communication breakdowns, as in requests for clarification of what has been said. This may be seen as a simpler type of negotiation of meaning that can help comprehension and may contribute to language development.

c) The less frequent type is ‘negotiation’, and when it occurs, the teacher’s and the students’ roles may become less asymmetrical, and interlocutors attempt to reach decision making will be based on the whole class agreement.

3. The Importance of STT

Teacher needs to be aware of maximizing the students’ talk in the target language. In the lesson, teacher usually use question to get students to talk. Yet, most of questions are asked by teacher and students’ responses to them tend to be short. This type of teaching does not effective enough to emphasize the use of target language so that the fundamental goal of target language teaching cannot be pursued.

Taking into account the right amount of STT also plays significant role in achieving successful teaching learning process. First, STT gives experience to produce their language while they are learning. Esfandari
and Knight (2013) said one key element of modern approaches to language teaching is that people learn by doing and experience them. By maximizing STT, students will be encouraged to take responsibility for their own learning and their role may not be restricted since they do not only respond to teacher input.

Second, STT gives more opportunity for students to speak and takes up the dominance of teacher. Brown (2001: 108) mentioned that teacher should not be the only initiator of language. Students should be encouraged to ask questions, make comments, and negotiate certain option in learning where learning. STT is also essential for providing interactive and communicative condition in the lesson hour. Teacher may guide and stimulate, but students also take role in the classroom interaction so that students can express meanings which they may never before have encountered in the foreign language.

Third, STT motivates students to learn and enhance their confidence in using the target language. A teacher talk-dominated type class may not be interesting for students, so teacher needs to create a class that will encourage their motivation. As STT gives them more opportunity to speak and actively participate, students will be more motivated to learn. Another good point is that STT boosts students’ confidence since they are able to practice the language more. More frequent intercultural contacts have been shown to increase self-confidence in the use of foreign language (Clèments, et al, 2001 cited in Wu, Yen, and Marek, 2011). Moreover,
when the contacts are positive and pleasant, the experience leads students to interact more frequently using foreign language.

4. Sustaining STT through Group Discussion

a. Pair work

In pair work students can practice language together, research a text, or compared notes on what they have listened or seen. It can increase the amount of speaking time since every student can participates in the class. They are allowed to work and interact independently without the guidance of the teacher, thus promoting learner independence. Harmer (2001: 116) believed that doing pair work activities promotes cooperation that helps the classroom to become a more relaxed and friendly place. If teacher gets students to make decisions in pairs (such as deciding on the correct answers to questions about reading text), they are allowed to share responsibility rather than having to think only by themselves.

The use of designed pair work tasks can help students obtain "comprehensible input," that is, language that is at an appropriate level to facilitate acquisition. This input is obtained through the interactive negotiation learners take part in as they complete the task. The following factors influence the nature of pair work tasks as cited in Richards & Lockhart (2007: 152):
a. Informationflow

For pair work tasks to promote better interaction, both students need to have different information that they are required to share in order to solve a problem or complete a task.

b. Productfocus

Tasks are often more motivating if the result of the negotiation or interaction is some kind of product, such as a list, a map, a completed diagram, or a chart.

c. Choice of partner

Many different kinds of pairings are possible: for example, by mixed ability levels, shared ability levels, or mixed ethnic or language background.

d. Roles of partners

For some tasks both students may share a common role; for other tasks, one partner may serve as a peer tutor.

b. Group work

Students working in group can be a great way to provoke greater involvement and participation of them. Many experts agree that making students do tasks in group leads them to engage more to the materials taught rather than only listening to teacher explanation. Harmer (2001: 117) added that unlike pair work, there are more than two people in the group so there is a greater chance of different opinions and various contributions than in pair work. Also, students can choose their
level of participation more readily than in a whole-class or pair work situation.

Furthermore, within group work students can practice the target language with their teacher’s guidance. Hence, teacher is in charge of managing and monitoring the discussion happen during the group work. Both Long (1983) and Krashen (1985) had argued that when students interact and exchange information, then each student receives (a) comprehensible input from his or her conversational partner, (b) a chance to ask for clarification as well as feedback on his or her output, (c) adjustment of the input to match the level of the student's comprehension, and (d) the opportunity to develop new structures and conversational patterns through this process of interaction.

Richards & Lockhart (2007: 153) pointed out several factors indicating successful group work activities:

a) Group size

An optimum size for group work needs to be determined based on the kind of task students have. If the group is too large, student interaction is affected; only a few students may participate, the others may remain silent or passive.

b) Purpose

Group activities need a goal, procedures, and a time frame to accomplish them, if they are to be focused and productive.
c) Roles

Decisions need to be made concerning the different roles of group members. Will they all have the same role? Are a group leader and secretary required? Will students take on different personas in completing a task?

D. Teacher Perception of Talk Time

1. The Nature of Perception

All people see everything based on the basic of manner. No one has the same vision in interpreting something. As mentioned in *Longman Dictionary of Language Teaching & Applied Linguistics* (Richards & Schmidt, 2010: 427), perception is defined as the recognition and understanding of events, objects, and stimuli through the use of senses (sight, hearing, touch, etc.). When we make perception about something, we use our senses to understand object and events in our surrounding.

The perception process happens when we use our senses to start the process of stimulating which is called sensation and thus, sensation itself is a part of perception. It is a process by which we take raw sensations from our environment and surrounding and then interpret them using our own knowledge and understanding that resulting meaningful experiences. This statement is supported by Miller (2005), she stated that perception is the way or method to see or observe various phenomena, condition, or situation in the surroundings.
In line with this, perception is the base of analysis of phenomena which is based on internal and external factors. Internal factors that determine perception are need, suitability, knowledge, and experiences, while the external factor is stimuli received from environment. But, internal factors play significant role in determining people’s perception.

Similarly, Walgito (2004) added that feeling and thinking ability also take part in influencing one’s perception. As the result, one’s perception may be different with others’, due to their different need, suitability, feeling, thinking ability, experiences, as well as knowledge on anything.

In short, we can conclude that perception is understood as a base of analysis which is based on both external (stimuli) and internal factors such as need, suitability, feeling, thinking ability, experiences, and knowledge to understand and conceptualise phenomenon and reality in surroundings.

2. Basic Principles of Perception

Perception can be vary from one person to another. Slameto (2010) mentioned several principles that should be understood in order to know about someone’s perception.

a. Perception is relative not absolute

As perception is determined by many factors such as need, suitability, feeling, thinking ability, experiences, and knowledge, one’s perception may be different with others’ perception. If there is
change in one of those factors, then one’s perception is likely to change as well.

b. Perception is selective

In this case, before making a perception, one should choose what parts that will be the focus of his/her perception and get more attention.

c. Perception has arrangement

Before making a perception, someone must have several experiences dealing with the matter he/she has the perception on. If teacher will air perception toward the ratio of TTT and STT of his/her teaching, he/she must have experiences dealing with his/her class.

d. Perception is influenced by hope and readiness

Hope and readiness of a person will determine which messages will be selected for admission, laid out, and how the message will be interpreted.

e. Perception of someone or groups can be different although in the same situation

For the teacher, this principle means that perception could be or less the same when it comes to other classes with the same subject matter being taught.

3. Teacher Perception on Talk Time

Maximizing talk time for students has widely accepted and already taken as an essential point in many school curriculum. Teachers,
especially who teach in EFL classes, should realize the significance of Student Talking Time to support the effective and meaningful language learning. In line with this matter, they need to figure out the ways to promote students talk.

However, although this paradigm has been well accepted in many school curriculum, as perception may be vary between one individual and another, teacher perception on this matter cannot be generalized. An accordance with how teachers ‘see’ talk time, actions could be only done by teachers if they see that getting the right balance between teacher talk and students talk is an important requirement in achieving the goal of language teaching learning. Positive perception means the state where teachers have figured out the right proportion for TTT and STT taking place in classroom interaction. Whereas the negative perception is its contradictory, the teachers neglect STT as an essential point in language teaching learning process and promote TTT more instead.

What to be underlined in assessing teachers’ perception toward talk time is their perception on the underlying background, the ways, and the aim of it. Perception toward the underlying background will uncover teachers’ view on how important balancing TTT and STT is.

In this research, teachers’ perception is an aspect that will be investigated by the writer to get data. Teachers as the key of successful teaching in classroom should understand factors that will support their
teaching as well as their students’ language acquisition. One of the factors is the amount of TTT and STT taking place in classroom.

E. Relevant Research Findings

There are several researches that had been conducted related to the ratio of TTT and STT taking place in the classroom. Davies (2011) investigated the amount of TTT, and the extent of its effectiveness in classes he usually teaches in a research entitled “Increasing students’ L2 usage: An analysis of Teacher Talking Time and Student Talking Time”. From two observations, he concluded that TTT effectiveness was improved. The amount of TTT remained relatively the same in the two lessons. This suggested that the amount of TTT may not always be a reliable indication of classroom efficiency and/or effectiveness. In order to improve students’ target language acquisition process, the primary focus of such studies may need to be on the amount and the content of STT (which would inevitably influence the aspects of TTT in a classroom).

Xiao-yan also had a similar research on TTT and STT entitled “Teacher Talk in EFL University Classroom”. The research resulted that three of four teachers occupy the classroom talk over 67% of the period of the class. Almost 80% students agree that TTT should be minimized and in turn STT should be highlighted in class hours.

In addition, Tsegaye and Davidson also held a similar research entitled “The Ratio of Teacher Talking Time to Students Talking Time in EFL Classroom: A Case in Six Partner Preparatory Schools of Haramaya
University, Ethiopia”. The data was collected from six EFL teachers selected from six preparatory schools which are partner School of Haramaya University. The result of this research also showed that most of class hour teacher talk dominates up to 83.4% and students have got only 16.6% of the classroom time to talk. It was also observed that most all teachers that were observed use this amount of time in non communicative activities such as reading from students’ text especially the questions again and again, and write it on the whiteboard.

F. Basic Assumption

This research is intended to investigate teachers’ perceptions toward the proportion of teacher and Student Talking Time in classroom activities. However, only knowing teachers’ perception may not enough. Observation will also be conducted in order to find an authentic proof of talk time usually taken place in EFL context – classes. By knowing the proportion of teacher and Student Talking Time, hopefully teachers can make a betterment in their teaching. Since perception is the focus of this research and it can be various, the result cannot be generalized.