

CHAPTER I

INTRODUCTION

A. Background of Study

English, as an International language in Indonesia, is being learnt to communicate with people all over the world. With the rise of communicative language teaching and a growing emphasis on oral communication skills, the role of student talk has become more important than ever. All teachers want their students to be able to master the importance of English as communication by conducting an ideal English teaching. Here, the practice of such skills within the classroom can become the paramount activity for English-as-a-foreign-language (EFL) students (Thornbury, 1996).

An ideal English teaching has to meet all factors that support the teaching learning process run well. Students' involvement and participation become main interest in order to make a successful teaching that drives students become more interactive and have more opportunities to talk in the classroom. In short, it should be considered to boost Student Talking Time (STT) and reduce Teacher Talking Time (TTT) in order to make an interactive class. TTT is the amount of time teachers spend in the classroom, while STT is the amount of time students use in the classroom. Nevertheless, the amount of talk time teacher use in a given lesson is not the same; it varies depending on both the specific goals of syllabus adopted and their pedagogical principles (Nilton, 2005). For instance, introducing new topic may require much more time than summarizing the lesson. For students, the

most effective use of their time occurs when they are actively using the target language (Darn, 2007).

In addition, many EFL classes are taught in a teacher-centered classroom where the 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 answers (Gebhard, 2000:49). Teachers talk more than students as most questions are asked by teachers and students' responses to them tend to be short. Many teachers have to recognize how much time they should spend talking and what kind of talk they should be uttered. Teacher should give a time when they have to take chance to be silent or ask students to have pairs and groups in order to have simply talk to groups, engage in conversation with them, discuss the topic under consideration or ask them about their activities, etc.

According to second language acquisition theories, both teachers and students should participate in language classes actively. Especially, in communicative EFL classes students need ample opportunity to practice the target language so that teacher should reduce the amount of their talk to 20% to 30% of the class time, and Student Talking Time should be around 70% to 80% during the lesson time. Supporting this idea, (Nunan, 1991) claim that excessive TT should be avoided and total TT should not take up the majority of the class, as this will not provide students with enough opportunity for language production (Brown, 2001).

Researches in language classrooms have established that teachers tend to do most of the classroom talk. Dillon (1998 see also in Al Tobi) visited 27 classrooms in six schools. He found that questions accounted for over 60% of the teachers' talk and for less than 1% of the students' talk. 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. She believes that students not only learn to talk, but they also talk to learn.

An average of 83.4% of class time is occupied by teachers thus students talking time seems neglected (Tsegaye and Davidson, 2014, vol 3, p.4). It was also observed that all most all teachers use this amount of time in non communicative activities such as reading from students' text especially the question again and again, and write it on the blackboard. Other study has also shown that 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. At that time, the focus was on the language itself rather than on the way it is used. On the other hand, for the last 30 years trainee teacher have been told that a good class is the one which maximize students' opportunities to engage in communicative tasks. So, making the right balance between the Teacher Talking time (TTT) and the Student Talking Time (STT) in order to boost opportunities for students to communicate is an important consideration.

However, in an EFL classrooms, in particular, the opportunities to practice verbal communication outside the classroom are often significantly limited (Paul, 2013 see also in Davies). Therefore, the absence of English extracurricular activities will be significantly useful for students to improve their spoken English through practice verbal communication. AEDS (Arabic English Development Skill) program provides more chances for the students to practice English through enjoyable, interesting, and entertaining ways of teaching. It leads the students achieving some big trophies of English competition such as getting the 2nd winner of English Speech Contest in Central Java Province in 2006, and other English competition trophies such as the 1st winner of English Speech Contest Banyumas Regency in 2010. I am surprised that the winners come from Islamic Boarding School because the other contestants were from private schools. This has triggered the researcher to investigate the teaching method used in Al – Ikhsan Islamic Boarding School.

Considering the explanation above, the reality shows that a traditional way of an English Teaching Learning process is teacher-centered where teachers dominate the amount of the classroom talk and also gave fewer chances for students' interaction thus the student talking time seems ignored. It becomes a paramount need that teachers have to think of reducing their talking time and give more opportunities for students to talk in the classroom. These create the teaching learning process that cover aspects according to the goal of syllabus and improve students' competence especially in their oral proficiency. Thus, the writer was really enthusiastic in conducting this study entitled "Teachers' Ways in Boosting

Student Talking Time (STT)” an investigation that was conducted in Al – Ikhsan Islamic Boarding School in Banyumas Regency.

B. The Reason of Study

This research was conducted based on three reasons:

1. Many teachers in English as Foreign Language classrooms ignore Student Talking Time (STT) and excessive Teacher Talk Time (TTT) also make students passive and discourage interaction.
2. The importance of increasing students’ involvement and participation, in order to achieve an interactive classroom, it is useful consideration for teachers to create more opportunities for student-talk.
3. Teachers should understand how to reduce their talking time and boost more talking time chances for students to communicate and practice the target language.

C. Research Question

The research problem was formulated in a question: How do teachers boost Student Talking Time (STT) in the EFL classroom?

D. The Purpose of Study

This study investigated the teachers’ ways in boosting Student Talking Time (STT) in AEDS (Arabic English Development Skill) program in one of Islamic Boarding Schools in Banyumas Regency.

E. The Scope of Study

AEDS stands for Arabic English Development Skill. The program is integrated between Arabic and also English, but the researcher will only focus on English subject. This investigation was expected to describe amount of speaking time as classroom interaction which is used by both English teachers and students in EFL teaching learning process. This classroom interaction covers the students' talk and teachers' efforts in finding some ways to boost Student Talking Time (STT). The scope of this research was that the research findings would only be true to the respondents involved in it. There was not an attempt of generalization; therefore, there might be other interpretation to the issues raise in this study.

F. The Significance of Study

The result of this study was expected to give benefits for teachers as it found the ways in boosting Student Talking Time. By using these ways, they would be more creative in designing Teaching Learning Process which leads active students and creates interactive classroom.

G. Clarification of Term

The title of the study was clear enough for the researcher and also for the readers but to avoid misunderstanding between the researcher and some others who read this research, the terms would be define as follows:

1. AEDS Program (Arabic English Development Skill)

AEDS is an integrated subject of Arabic and English. The schedule for learning Arabic is conducted in the morning after Subuh praying, it is about 05.00 am till 06 am. The students learn English, especially after Ashar praying. This program is a compulsory program for all students of Al-Ikhsan Islamic Boarding School Kedungbanteng. They are hopefully expected to be out put (men or women) who understand religion science and also have ability in the field of Arabic and English as additional value for them.

2. Islamic Boarding School

Islamic boarding schools are interpreted as educational institutions, where the students usually stay in the lodge (dormitory) with Islamic teaching materials of classical books and general books of scientific knowledge, aiming to master the science of the Islamic religion in detail and along with general sciences such as mastery of foreign language and apply it as well as guidance in daily lives by emphasizing the importance of morality in social life (Depag, 2005:4 see also in Efrizal).

Islamic Boarding School is interpreted as a small house or dormitory where the students come from different or same regions who stay inside and learn holy book Al-Quran and other Islamic teaching together (Haedar, 2004:7). Al-Ikhsan becomes the center of educational language as it offers many language programs especially Arabic and English such AEDS, HTS (Hard Teaching System), JET (Junior English Trainer), and also TOT (Training of Trainer).