

CHAPTER I

INTRODUCTION

A. Background of Study

English is the only one foreign language enclosed in both KTSP and Curriculum 2013. This makes English very important to teach in schools in order to create a qualified graduates. Then to make it happen, the teacher has to have a strategy to make the students able to master English well. The right learning strategy will create a cooperation between teachers and students in success of learning process in the classroom. In ideal English teaching, not only the teacher that talk too much as an effort to explain the subject matter but the teacher can also give an opportunity to the students to ask or talk more to convey an opinion and idea of their thoughts relate to the material to support the teaching learning process run well. Students' involvement and participation become very important to make a successful teaching that makes students have much time to talk and become more interactive in the classroom. In short, it should be considered to optimize Student Talking Time (STT) and reduce Teacher Talking Time (TTT) in order to make an interactive class.

Teachers talking time is the time which teachers spend while instructing, lecturing, managing or organizing the lesson. However, the amount of talk time the teachers use in a given lesson is not the same, it turns depending on both the specific goals of the syllabus adopted and their pedagogical principles (Nilton,

2005). For instance, introducing new topic may require much more time than summarizing the lesson. On the other hand, Student Talk Time (STT) is the amount of time student use while in classroom interaction. A lot has been said so far regarding the teacher's talk time. For students, the most effective use of their time occurs when they are actively using the target language (Darn, 2007).

The process of teaching and learning will occur on both sides interaction between teachers and students, and the students themselves. The success of the learning process in optimizing student talking time than teacher talk is largely determined by the success of teachers strategies in teaching. Nevertheless, 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 question to the students, and makes judgment about the students' answer (Gebhard, 2000:49). Teacher talking time in EFL classroom was considered to be a problem for language teachers since the teacher talk too much and deprived students opportunity to speak. Teachers talk more than the 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.

The reality shows a condition or learning focus that usually happens in an English Teaching Learning Process when the teacher becomes the learning center or dominates the amount of classroom talk and also gives fewer opportunity to the students to talk more. If the teacher takes the dominant role in classroom discourse in terms of initiating the topic, allocating turns and evaluating comments, the student's role is only that of respondent. The student's opportunity for developing their speaking skill become severely limited. It becomes a very important need that the teachers should be able to reduce their talking time and give more opportunities for students to talk in the class in order to optimize student talking time. These create the teaching learning process that cover an effort of improving student's competence and skill in developing their potency especially in their oral proficiency cannot run optimally. Therefore, the researcher is interested to find out how the English teacher's strategy to optimize student talking time in English classroom. Hence, a research entitled a "An Effort of English Teachers in Optimizing Student Talking Time", focuses on teacher's strategies in optimizing students talk will be conducted.

B. The Reason of Study

This research was conducted based on three reasons:

1. Many teachers in English Foreign Language classrooms ignore Student Talking Time (STT) and excessive Teacher Talking Time (TTT) also make students passive and discourage interactions.
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 optimize more talking time chances for students to communicate and practice the target language.

C. Problem of Research

The research problem is formulated in a question: What are teachers' efforts in optimizing Student Talking Time?

D. The Aims of Study

This study was to investigate the teachers' efforts in optimizing student talking time in a Junior High School.

E. The Significance of Study

1. Teacher

Result of this research can be used as references or reflection for the teacher about her performance, so that the teacher can improve her performance in teaching during teaching and learning process.

2. Student

Result of this research can motivate the student to use English and active to speak more in their classroom interaction during teaching and learning process.

3. Other researcher

Result of this research can be used for research knowledge that focus on the same discussion with this writer's research.