

## **Chapter One**

### **Introduction**

This first chapter consists of the background of the research, the identification of the problems, and the delimitation of the problem. The research questions and purposes of the research follow it. The significance and the organization of the research end this chapter.

### **Background of the Research**

Speaking is one of the important language skills that should be mastered by the students. Cahyaningtyas and Rintaningrum (2021) stated that the most crucial component of learning English is speaking ability. Communication in the target language with proven proficiency serves as a gauge for the effectiveness of language learning. Speaking abilities also consider how meaning is formed through conversation, incorporating both verbal and nonverbal communication. Speaking abilities provide a strong emphasis on using language in an interactive way to understand others (Cahyaningtyas & Rintaningrum, 2021). English is not only widely used and necessary for communication, but it is also a language we must learn to be prepared and up to date in an era of globalization. Therefore, students should learn speaking skills, and students should also have good English speaking skills.

Students can learn speaking skills in some classroom activities such as roleplay, speech, and discussion. Training (2021) stated that innovative methods for training students' cooperative skills to share tasks, respect peers, encourage asking

inquiries, and encourage friends to actively ask and answer questions can be adopted in the classroom. However, it can also be integrated into other language skills. In writing class, students can still learn to speak by retelling what they have written. Listening class can also help students practice speaking by retelling what they hear, and in reading class, students can also improve their speaking skills by reading aloud. Currently, this speaking lesson lacks opportunities for students to practice their speaking skills, and we call this student talking time.

Student talking time is student talk time more than teacher talk time. Student talking time is very important to help teachers and students in the process of learning a new language. If students are given more opportunities to speak, they will get used to speaking impulsively. Thus, student talking time stimulates students' interest in learning English. However, we discover that Teacher Talking Time (TTT) remains high while Student Talking Time (STT) remains low. This is due to teachers who do not realize the importance of student talking time to improve students' speaking ability. Students also do not try to practice talking time in class. Speaking activities are rarely done to maximize students' speaking time in class. Another challenge is figuring out how to design engaging activities where all students actively participate in a fun environment while still learning well. For this reason, this research needs to find the strategies and challenges of teachers of students talking time in class.

Ma'rufah (2018) conducted research on Student Talking Time (STT), focusing on teachers' methods for maximizing student talking time. The study explains the significance of maximizing STT (Student Talking Time).

Furthermore, researchers describe several ways to maximize STT, including managing the class talk center, making the class interactive, and using pair work.

The impact of raising STT in the EFL class was the subject of Zebari & Othman's second study (2020). According to the study, more students will have the chance to successfully learn and practice a second language in classes that are more participatory. According to this study, student talking time has an impact, so there needs to be a balance in the classroom between increasing student talking time and reducing teacher talk time (TTT). because it may have an impact on how students are taught if the quantity of student talking time is decreased. This study also offers eight methods that instructors might employ to promote STT in EFL classes.

While several studies have examined student talking time and teacher talking time, no previous research has investigated how teachers can strengthen the development of student talking time in EFL classes. mostly focused on teacher talking time (TTT), which had an unfavorable impact on the development of student talking time in the EFL class. In this study, researchers focused on English teachers in Yogyakarta to develop student talking time in EFL class.

Therefore, the researcher conducted a study entitled "Teachers' Strategies to Develop Student Talking Time in EFL Class in Yogyakarta".

## **Identification of the Problem**

Speaking skills are taught in senior high school in Sumenep, East Java. Speaking skills that are thought to involve various skills, such as pronouncing words correctly, forming the right sentences, and creating logical sentences, should be practiced. The activities related to speaking learning are role play, speech, and small group discussion. Role-playing is an activity that can encourage students to speak in class as students play a drama and they have to perform it in front of the class. Pinatih (2021) said that roleplay is an instructional method in which students are assigned certain roles and must communicate and conduct in accordance with those roles. Roleplay can increase students' interest in learning, give students the opportunity to practice language, and improve students' speaking skills. Speech activities can help students improve their speaking skills, such as students speaking in front of the class with specific topics related to the teacher. English speech is an interesting activity that may enhance the self-confidence of learners (Syarif et al., 2017). Discussion is one of the learning approaches that involves multiple students working in small groups to participate in various activities that help students develop their thinking or finish a practical goal. Students are encouraged to be more open, engaged, and confident in expressing their thoughts in the learning process through discussion while utilizing this strategy. Small Group Discussion is a technique that encourages students to be active in their learning (Lestari, 2019).

Researcher conducted observations of the speaking class and found that the student's speaking skills were low. Many students were reluctant to

communicate using English in class. Rihardini et al. (2021) stated that English teachers are often faced with students who do not want to use English because this causes unproductive language relationships and production. Some other factors are that students feel afraid to speak or anxious to speak. Learners' anxiety makes it difficult for them to truly maximize their speaking ability (Pale & Wisrance, 2021). This is because many students are afraid to try because they have anxiety and also feel not confident. Therefore, when the teacher asks students to speak in English, students are immediately afraid of mispronunciation and not being able to speak English. As a result, students' opportunities to speak are low. Speaking ability will be greatly improved if students have many opportunities to speak. With the lack of speaking time, students will be slow in improving their speaking time. One of the main factors that causes the students to have low speaking skills is that they have limited student talking time.

Student talking time can help students to improve their speaking skills. Student talking time is a real answer, and the students have enough opportunity to practice their speaking. By having more practice of speaking, the student will develop their speaking skill well. Limited student talking time results in students being slow to acquire good speaking. Hence, the researcher is investigating the teachers' strategies to develop student talking time in the EFL class. It aims to find out the teachers' ways to enhance the student's opportunities in their talking time.

## **Delimitation of the Research**

To make this research better, the researcher needs to focus on the research topic, the researcher focuses on the strategy used by teachers to develop student talking time in speaking class. It does not involve any student talking time used in other classes, i.e., reading class, listening class, and writing class. The researcher focuses on observing the teachers' challenges of student talking time in Yogyakarta and conduct use qualitative approach. This research will be conducted in a private high school in Yogyakarta, Indonesia. This geographical and institutional focus was chosen to provide strategies that teachers can use to increase student talking time. The research will be carried out over two months, from March and April 2024. This timeframe is sufficient to conduct in-depth interviews, analyze the data, and draw meaningful conclusions about teachers' strategies to develop student talking time.

## **Research Question**

Based on the background above, the researcher formulates two research question of strengthening the development of student talking time in the EFL class:

1. What are the teachers' strategies to develop student talking time in the English class?
2. What are the challenges to develop student talking time in the English class?

## **The Objective of the Research**

Based on the research question above, this research is purposed as follow:

1. To investigate teachers' strategies to develop student talking time in the English class.
2. To find out the challenges to develop student talking time in the English class.

## **The Significance of the Research**

The research carried out is expected to provide more benefits and knowledge for students, teachers, and future researchers.

### ***Students***

This research will be used to find out teachers' strategies to develop student talking time in the EFL class. Students can use this research as a solution to develop students' talk time in EFL classes and students can help the teachers.

### ***Teacher***

Teachers can use this research as a reference so that teachers can find out what teachers need to do to develop student talking time in EFL classes and what challenges exist during learning. For other teachers, teachers can implement strategies and teachers have idea to handle challenges.

### ***Future Researchers***

The findings of this study can be used by other scholars who are interested in researching the same topic. The findings of this study are also expected to serve as a reference from a different perspective for individuals conducting research in the same field.

### **Organization of the Chapters**

This research consists of five chapters. The first chapter explains the background of the research, identification of the research, problem boundaries, research questions, research objectives, and research significance.

The second chapter is about the literature review. It provides the definition of student talking time, an understanding of the teacher's strategy to develop student talking time in the EFL class, and obstacles to developing student talking time in the EFL class. This chapter talks about the general theory behind how much time students spend talking while learning in an EFL class.

The third chapter is about methodology. This chapter outlines the researcher's plan for carrying out the research. The methodology, tools, participants, settings, and data collection procedures are covered in this chapter. The researcher also describes how to conduct data analysis in this chapter.

The fourth chapter provides findings and discussion. This chapter includes the outcomes of data analysis, data interpretation, and a discussion of findings.



The fifth chapter contains conclusions and suggestions. This chapter gives broad answers to research inquiries as well as researcher advice. Teachers, students, and other researchers are offered recommendations.