

IMPACT OF TEACHER'S TALK TIME ON STUDENT MOTIVATION

Abstract

Teacher's Talk is often discussed in educational setting especially in teaching and learning process. This study's aim is to find out the impacts of teacher's talk time on student motivation to practice speaking in the classroom. This research involves student at English Education Department of UMY (EED UMY) who attended Listening and Speaking for Academic Purpose Class. They shared their individual opinion concerning on Teacher's Talk Time in the classroom. This study uses qualitative research design and provides descriptive qualitative research. The researcher used interview in collecting the data. There were four participants in this research and they were all student of 2015. The researcher used random sampling to choose participant in every classes. To analyze participants' answer the researcher used three steps in qualitative research namely open coding, axial coding and selective coding.

Research showed that EED UMY student perceived that they belonged to intermediate level. Teacher's proportion talk time was around 50-60 % and student talk time was around 25-40%. This research also revealed that Teacher's Talk offered some advantages and disadvantages which had influenced student motivation in learning. These advantages were student had many inputs, student had a model and student had a better comprehension of material. This study presented some disadvantages about the effect of teacher talk in the classroom. These were student felt bored, lack of concentration, lack of motivation, lack of opportunity to speak, lack of self-confidence, and lack of student independence. Based on the research findings, some recommendations were finally presented.

Keywords: teacher's talk time, student motivation