

Chapter One

Introduction

This chapter presents the problems and reasons of conducting the study. This chapter is arranged as follows: background of the study, identification and limitation of the problem, formulation of the study, purposes of the study, the significance of the study and the outline of study.

Background of the study

Teacher's Talk (TT) is one of interesting issues to be discussed in educational setting. It is one of teaching instruction which is used by teacher in teaching and learning process. According to Yan, (2006, p.6) Teacher's Talk is defined as "the kind of language used by the teacher for instruction in the classroom". Teacher's Talk is useful for the learner since it helped the learners to understand the material that explain by the teacher. The students acquire foreign language by Teacher's Talk in the classroom. Teacher considers their kinds of language to talk with target language such as to talk with beginner, advance and intermediate students. However, the kind of language used by the teacher is able to influence target language to accomplish their goal (Brown, 2000). It means that, when the teacher taught advance level, the teacher need to consider the language used. The teacher uses kind of language that is able to accomplish their goal in order to increase students' capability.

The important thing in the language learning process is students practice the target language in the classroom. It is supported by Tsegaye and Davidson (2014, p.2) who stated that "in communicative EFL classes students need much

opportunity to practice the target language so that the teacher should reduce the amount of their talk to 20% to 30% of the class time, and students' talk time should be around 70% to 80% during the lesson time". Language learner need more time to acquire and absorb the material in their course. The advantages of teacher's talk were based on the balancing percentage that it is used between teacher and students. If the teacher reduce the percentage of his/her talks time in the classroom, it enhanced the students' capability in speaking. There was an argument that too much teacher's talk time can even decrease student motivation in speaking (Setiawati, 2012).

Motivation plays an important role in improving speaking skill. Harmer (2011, p.51) defines that "motivation is some kind of internal drive which pushes someone to do things in order to achieve something". When students need something and have desire in order to do things, then the motivation followed their willingness to reach their goal. For example, the student practices speaking in the classroom well so student motivation appears, then they achieve their goal. However, when the motivation does not appear, the students do not want to practice. It is because their goal does not clear enough.

In addition, the role of motivation does not only talk about the students and their peers but also the students with the teacher. Teacher's contribution in the learning process is to make the students speak up in the classroom and make a positive learning classroom environment. Positive learning appears when the students interact with the teacher in the classroom so the students were motivated to improve their speaking skill unconsciously (Vargaz & Duenz, 2013). This is the

reason why the teacher plays important role in motivating students and creating positive learning environment.

The challenge of student motivation is affected by two factors. These factors were known as extrinsic and intrinsic motivation. Brown (2000, p.59) investigated that “the most powerful rewards are those that are intrinsically motivated within the learner. Because the behavior stems from need, wants or desire within oneself, the behavior itself is self-rewarding; therefore, no externally administered rewards is necessary”. Actually, when the students think that speaking was not important for them, the students’ desire could not appear because speaking was not their necessity. Extrinsic motivations come from outside such as teacher’s explanation, rewards, possibility future travel or teacher’s feedback (Harmer, 2011). It shows when the students express their opinion without teacher’s reward or teacher’s feedback. It makes student motivation does not appear in the learning process.

There are several reasons why students do not want to practice speaking. The reasons as follow; students worry if they make a mistake. The mistake usually come from their pronunciation, vocabulary limitation and also lack of concentration to the material in the classroom. Harmer (2011) has reasons why the students did not practice speaking in the classroom. First, the students do not understand what the teacher said. Second, the students have different opinion with the teacher. Hence, the students and the teacher have known the reasons why the students do not want to speak in the classroom. The students do not feel excited to speak in the class because there are no reward and positive feedback from the

teacher (Vargaz and Duenz, 2013). It means that teacher should give something which can build student motivation in speaking skill.

Based on the researcher's experience, this condition also happened at English Education Department of University Muhammadiyah Yogyakarta (EED UMY). In the English Education Department there were many students who did not want to speak up in the classroom. It was influenced by many reasons. First, the students were not confident with their knowledge. The students thought that their knowledge was in low level. Second, the students were not confident how they pronounce the word. The students were worried when the students make misunderstanding in their classroom by their false pronunciation. Third, students did not want to speak up in the classroom because the lesson did not interest them. Fourth, the teacher always talked more during learning process. The teacher did not talk about the material anymore but also an important thing like teacher's family which did not become an interest topic for the students.

Those are the problems encountered by the students in practice speaking which is one part of learning English. The problems came from both teacher and students. Actually, there were three major problems faced by students in the classroom such as students' problem with the teacher, students' problem with the other students and students' problem with their own self (Moore, 1990). However, these problems are always related to each other.

This research focuses on discussing students' problem in relation to the teacher. When the teacher talked more in the classroom, it could affect student motivation to learn in the classroom. Teacher's Talk could decrease student motivation in speaking in the classroom. The students had no time to speak up and

being active in the classroom because the teacher spend more time to talk in the classroom. The teacher and the students should have balance talk turn in the classroom. If one of them talked more it can decrease student motivation in learning. More specifically, this research focused on how teacher's talk time affects student motivation to practice speaking in the classroom.

Identification of the Problem

There were areas that teacher and students relation in the classroom such as communication, reward and punishment, and misbehavior which is able to be researched. However, the researcher only focused on the Teacher's Talk Time which is in line with student motivation in their learning. Teacher's Talk is teacher instruction which is important in teaching and learning process in the classroom. Teacher's Talk is important for the teacher in delivering the material. However, if the teacher talks more than the students, it will decrease student motivation to learn in the classroom. The student does not have opportunity to speak up in the classroom.

Successful teaching and learning process in the classroom is influenced by both teacher and students role in speaking. If the students' and Teacher's Talk balanced, it relates to the effective teaching and learning process. The teacher and the students knew the goal of learning in the classroom. If they really know their goal, students and teacher get effective teaching and learning process. Afterwards, the students and the teacher are able to have motivation in order to reach their goal especially for the students during teaching and learning process conducted.

Motivation is crucial in the learning process. Motivation helps students to learn effectively in the classroom. The effectiveness of students learn in the

classroom is able to motivate the students practice speaking in the classroom. Motivation always helps the students to be responsible with their own achievement. Student motivation will increase if the Teacher's Talk time in the classroom decreased. For example, the students do not want to practice speaking in the classroom because the teacher talked more. The students had no desire to speak up in the classroom. Hence, the researcher is interested in to investigate how Teacher's Talk time is able to influence student motivation.

Formulation of the Problem

The researcher formulates the research question as follow:

What are the impacts of Teacher's Talk Time on student motivation to practice speaking in the classroom?

Purpose of the Study

This research is intended to find out:

The impact of Teacher's Talk Time on student motivation to practice speaking in the classroom.

The Significance of the Study:

This study is expected to give valuable contribution to the teacher, the students, the researcher and next researchers about the impact of Teacher's Talk Time.

Teacher. This study is useful for the teacher in the following ways.

First, the study give contribution to the EED lecturers in UMY, in considering their Talk Time in the classroom activity. Second, this study is useful for English lecturers in getting information about how to motivate their students in practice speaking in the classroom activity. Third, this research reminded the lectures that Teacher Talk Time is able to be useful in the class but classroom environment and students' characteristics should be considered.

Students. The results of this study have several advantages for the students. It can be used for the students to acquire teacher explanation by his talk time. Students had a role model that motivates them in practicing the language in the classroom. Furthermore, students get better comprehension of the material by the teacher talk in the classroom.

The researcher. This study is useful for the researcher in the following ways. First, this study gives useful information about using "Teacher's Talk" and motivating the students to practice speaking in the classroom. Second, because the researcher will become a future teacher so that the researcher have to consider her Talk Time in the classroom. The last, the study is the real the researcher creation so it would give stronger confidence to the researcher to carry out other researches in the future.

Other researchers. This study is useful for other researchers in the following ways. First, these researchers give more valuable information about the impact of teacher's talk time. Second, this study might become a resource for the others to complete researchers' creation.

Outline of the Study

This research consists of five chapters. Chapter one talks about introduction. Introduction has five parts namely background of the study, identification and limitation of the problem, formulation of the study, purposes of the study, significance of the study and outline of the study.

Chapter two discusses some academic literatures, conceptual framework and previous studies. Furthermore, there are sub topics in the theories such as teacher's instruction in the classroom, definition of Teacher's Talk, the advantages and the disadvantages of Teacher's Talk, teaching across proficiency level, definition of motivation, types of motivation, definition of speaking, classroom speaking activity and listening and speaking for academic purpose.

Chapter three explains the way the researcher conduct the data such as the design of the study, research setting, research participant, instruments of the study, data collection method and data analysis.

Chapter four reports the finding and discussion. In this chapter, the researcher found out six parts. First finding talks about students' individual perception on their proficiency level. Second, talks about teacher's and students' proportion talk's time in the classroom. Third finding discusses about the advantages of teacher's talk time in the classroom. Fourth, this chapter provided the disadvantages of teacher students' talk, teacher talk time. Fifth finding talks about teacher talk and student motivation in the classroom. Sixth finding talks about students' effort in their learning.

Chapter five explains about conclusion and recommendation. The researcher provides advantages and disadvantages of teacher's talk time in the

classroom. Beside that, the researcher presents some suggestions about the impact of teacher's talk time on student motivation to practice speaking. Therefore, it uses to the teacher in considering their talk time in the classroom.