

## Chapter Four

### Finding and Discussion

This chapter reports the findings which answer the research question in this study based on the data interview. This chapter also provides further discussion that relate to some references which have been reviewed in chapter two. There were six findings from this study, such as students' individual perception on their proficiency level, teacher's and students' proportion of talk time in the classroom, advantages and disadvantages of teacher' talk, the relation of teacher's talk time and student motivation in the classroom, and students' effort in their learning.

The researcher provide comprehension picture on the whole of the setting of the research, there are some points from the interview that should be presented such as students' proficiency level and teacher and students' proportions talk time. These findings are not the major of the discussion but these findings are to support the reader's understanding

#### **Students' individual perception towards their proficiency level in Listening and Speaking for Academic Purpose at EED UMY**

The researcher began the interview by asking the participant about their proficiency level. This question was given to the students who attended in Listening and Speaking for Academic Purpose batch 2015 at EED UMY. This beginning question was to know the students capability in the classroom.

**Finding: Students proficiency level was in intermediate level.** There were three proficiency levels that literature provided, such as beginner, intermediate and advance level. However, all participants claimed that they belonged to the intermediate level. Brown (2000, p.98) stated that “since students at this level have little or no prior knowledge of the target language, the teacher’s (and accompanying techniques and materials) becomes a central determiner in whether students accomplish their goal.” This means that, teacher was needed to be dominant in this level. Although the teacher’s was needed to be dominant in this level, the teacher also gave students opportunity to practice speaking in the classroom. Furthermore, students of intermediate level could accept many inputs by listening to the teacher’s talks and reading the material that was explained by the teacher in the classroom. All participants in this research reported that they could learn individually but they still needed teacher’s role in supporting them to accept the material in the classroom. Leopold (2011, p.4) stated that “the teacher can play a key role in creating an encouraging environment” The researcher concluded that EED UMY students belonged to intermediate level that still needed teacher’s talk and did practice the language in order to make optimal learning.

### **Teacher’s and Students’ Talk Proportion in the Classroom Activity**

After the researcher found students proficiency level, the researcher asked participants opinion about students and teacher’s talk’s proportion in the classroom. Furthermore, it would be able to help them in teaching and learning activity. By knowing teacher’s talk’s proportion in the classroom, the teacher

could motivate students in improving their skill. Besides, students also needed to be aware of how much they needed to practice speaking.

**Finding: The proportion of Teacher’s Talk Time was bigger than Students’ Talk Time.** One way to make teaching and learning process successful is by knowing teacher’s and students’ talk proportion in the classroom. This finding talked about participants’ opinion toward students and teacher’s talk proportion in the classroom. Based on the interview, most of participants reported that teacher’s and students’ talk proportion time happened when students have time to speak and teacher only gave minimum talk time in the classroom.

Participant one stated that “in my opinion, we are students, so that we have to have more time or being active to talk and the teacher should have less talk turn in the classroom activity”. EED students needed more time to deliver their opinion in front of the classroom especially in Listening and Speaking for Academic Class. Participant one also explained that “the teacher has applied that the teacher need a little talk to explain the material”. It was supported by the previous finding from Davies (2011, p.1), a good language teacher should be able to get students to do more work in the classroom”. EED teacher’s tried to talks as minimum as possible and it was useful for students. The teacher was aware about the proportion of talking in explaining the material at Listening and Speaking for Academic Class.

Another participant informed the similar opinion:

I think the ideal proportion between teachers and students’ talk is when students respond to the teacher’s explanation. If the teacher explains the

material in a little time students can respond and have turn to talk easily.

(P2.21)

Students need to speak in the classroom in order to habituate them to have a good speaking skill. Statement above was supported by Nunan (1999, p.216) who stated that to talk or to speak in the classroom, the learner not only know how they talk and consider the way consider linguistic competence but also they know well when, why, and what ways produce the language (as cited in Emma, 2015, p.25).

Some participants informed that teacher's and students' talk estimation time in the classroom activity. It was shown by participant two "maybe the teacher's talks for around 30 minutes in the class then students respond his/her explanation about 15 minutes in every meeting". EED teacher had managed his talk to explain the material in front of the class but students talk opportunity still less than the teacher's talks proportion. This finding was in line with Waren (2003), who stated that teacher's ideal proportion was around 20-40% of the whole learning hour in the classroom.

Another participant added similar information

If I can say the ratio between teacher and students' talk in one hour, the teacher's talks around 35 minutes then 25 minutes for students to talk everything, include ask question to the teacher's. (P3.25)

Two participants stated that Teacher's Talk in Listening and Speaking for Academic Purpose was around 50-60 % and students' proportion was around 25-

40% in every meeting. Students needed more time to talk because students need to practice the language. Tsegaye and Davidson (2014, p.2) 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.” It means that, students agreed if in Listening and Speaking for Academic Purpose class, students needed more time to practice speaking than the teacher’s.

### **Students’ Perception on the advantages about Teacher’s Talks Time in the classroom**

This study also tried to provide students’ perception about advantages and disadvantages of Teacher’s and Students’ Talk Time in the classroom. In this part, the researcher reported the advantages of teacher’s talk time in the classroom. Based on the interview, the researcher found some advantages such as, students had many inputs, had a model and had better comprehension of material.

**Finding 1: The students had many inputs.** Students can accept many inputs from teacher’s talk. All participants claimed that they had many inputs by the teacher who talked more in the classroom. Participant one reported that “the advantages that I feel when the teacher talks more in the classroom, I have many input knowledge”. Second participant added similar opinion “the advantage is I can acquire new vocabulary by teacher’s talk”. It showed that EED teacher’s gave many inputs such as knowledge and vocabulary by his talk. These statements were in line with English Teaching Journal (2007) that one of the advantages of

teacher's talk time is students have many inputs, like students can improve their second language by acquiring the material. It was in line with theory of Nunan (1991) who stated that teacher's talk is a crucial of importance, not only for the organization of the classroom but also for the process of acquisition.

Students of EED felt satisfied when the teacher explained more about the material in the classroom Students were satisfied because teacher's who talked more gave clear information about the material and they understood and acquired the material well.

**Finding 2 : Students had a model.** The researcher found that some students could have many inputs from the teacher who talked more. Beside that, Teacher's Talk could also improve students' skill. Participant two informed that "when the teacher's talk in front of the class using his/her own style it can also improve my speaking skill because I try to imitate the teacher's did". The teacher could made students improve their skill because students imitated teacher's speaking style by his talk.

Every teacher has his or her own style to teach students in the classroom. Teacher's style could affect student motivation in class. Mahmood and Syeikh (2014) pointed out that teacher's teaching style become important things that help students to have good motivation in the classroom. The researcher found one participant who agreed with that model. The participant informed that "by looking at the teacher when she talks it is able to motivate me in the classroom. When the teacher who talks an interesting thing and speaks English well."

Rosenshine (2012) stated that cognitive support is defined as an instruction which focuses on somebody being a model to help the students learn effectively and support the students to think aloud. Hong (2008) also stated that teacher's takes role of model or being facilitator to students learning in the classroom.

**Finding 3: Students had better comprehension of material.** Better comprehension might facilitate students in joining classroom activities.

Participant three informed that:

For the students, it can make them got clear information about the material that has explained by the teacher's. So that I do not need to ask my friend because the material was clear enough, certainly I understand. (P3.27)

Another participant showed similar information

For the advantages, maybe we get better comprehension and also we can absorb the knowledge from the teacher's talk in the classroom. (P4.31)

From those findings, the researcher concluded that Teacher's Talk Time in EED gave motivation and brought some benefits for students. It was shown from those findings that teacher's talk could be useful since the learner got many inputs from the teacher's, got model and got better comprehension about the material Those inputs were such as, students input about their skill, knowledge input, and input about new vocabularies.

## **Students' perception on the disadvantages of Teacher's Talk Time in the Classroom**

The previous finding reported the advantages about teacher's talk time in the classroom. In contrast, some students also had different view about teacher's who talked more in the classroom. Those disadvantages were that students felt bored, lacked of concentration, lacked of motivation, lacked of opportunity to speak, lacked of self-confidence, and lacked of students independence.

**Finding 1: Students felt bored in the classroom.** Based on the interview, feeling bored becomes the first thing that the researcher is going to discuss. Two out of six stated that teacher who talked more could made students bored in that class. Participant one reported "actually, there are a lot of disadvantages about teacher's who talked more in the classroom but what I dislike most is I felt bored, absolutely bored". Dan (2007) stated that teacher's who talked more in the classroom is able to make students bored (as cited in Davidson, 2014). EED students indicated that they were bored because they had to wait the teacher to give opportunity to speak up and it made them bored while waiting for teacher's instruction. That statement was supported by participant two:

The disadvantage is I have to wait teacher give opportunity to speak up. While waiting the teacher gives us opportunity to speak up, it made me bored to wait that time. (P2.31)

When students felt bored that it might be students felt sleepy and did not accept the material well. One out of four participants felt if teacher's talked more, it could make her sleepy at the classroom.



**Finding 2: Students were lack of concentration.** The researcher found that students' lacking of concentration also become one of disadvantages of teacher's talk time in the classroom. One out of four participants claimed that teacher's talk time could decrease students' concentration and not focused in accepting the material. Here was participant one's statement "then, I do confuse with the teacher's explanation who talk more". Participant one also repeated his statement below:

... it showed when the teacher's talk more so that the material is not focuses then it make me does not understand. The main point is I am not enjoyed and it decreases my concentration.

According to Davies (2011) teacher's can interrupt students' concentration because of his talk. The researcher found that participants felt confused in receiving teacher's material because the teacher's talked more and it made students' concentration decreased. Students did not understand what the teacher explained, because the teacher explained more about the material in the classroom.

**Finding 3: Students were lack of motivation.** Another disadvantages faced by students in the classroom was students' lack of motivation. Ellis (1994) stated that motivation is the key factor when learning a language (as cited in Carpio, 2013, p.13). However, teacher might decrease student motivation by his talk in classroom activity. Participant three informed that "then, when the teacher's talked more so it will able to decrease my motivation to learn more about that material". This finding was in line with Setiawati (2012) who stated

that there is an argument that teacher talked more can even decrease student motivation in speaking. The students did not want to focus in listening teacher's talk in the classroom, because their motivation did not appear from themselves. Participant two also informed that "if the teacher talks more, I don't have motivation and I feel not focus in asking or listening".

**Finding 4: Students were lack of speaking opportunity in the classroom.** Lack of speaking opportunity became crucial thing in the Listening and Speaking for Academic Purpose Class. In that class, students have to practice speaking. Three out of four participants claimed that teacher who talked more was able to decrease students speaking turn in the classroom. Participant two claimed that "the disadvantage is I have a little time to practice speaking". Participant three informed that "students have less speaking skill and certainly we have little time to practice speaking or asking question". The researcher found that EED students had no opportunity to ask question and they had little opportunity to speak in the classroom. That statement was supported by participant one:

I have a little opportunity to practice speaking in the classroom. So that, I just got the material and there is no practice. For me, understand the material but there is no practice is nothing. (P1.27)

Students could not be active in responding or deliver their opinion in classroom activity. That statement came from Dan (2007) pointed out that Teacher's Talk can decrease students' opportunity in speaking (as cited in Davidson, 2014). Further, the researcher also found out that participant got nothing about the material in the classroom activity. Paul (2003) stated that "at the

less the students get to practice L2 in a classroom and therefore, the less the effectiveness of the lesson (as cited in Davies, 2011, p.1)". It was supported participant one statement "the disadvantages when the teacher's talk more is students cannot practice our speaking skill"

**Finding 5: Students were lack of self-confidence.** The teacher and students needed to work together. It means that the teacher need to habituate students to train theirs speaking skill. If there was teacher's who talked more, students would not habituate themselves in practicing the language. It could decrease students' skill in their performance. EED students had less confidence to speak in the classroom if the teacher did not habituate them in practicing. The researcher found that teacher's talk can make students decrease their confidence. Participant one claimed that "when the teacher's talks too much, then we only listen his talk and it makes our confidence decrease. Furthermore, we can also lose our skills". That statement was in line with Davies (2011) who claimed that Teacher's Talk can reduce students' occasion to practice L2 in a classroom also students' confidence.

**Finding 6: Students' dependency on the teacher's talk.** Being dependent is inflicting students in their learning. Based on the data obtained from interview, the researcher found that teacher's talk time also made students depend on his/her talk in explaining the material. Participant three reported that "I am also being dependent, because the teacher's always gives much material by his/her talk more in the classroom and I just accept the material". The weakness of students' dependency could made students did not trust with themselves. Teacher who

talked more could make students dependent and it made students in trouble trusting their selves (Shore, 2016). EED students had accepted teacher's explanation in the classroom and did not have their own opinion or decision about the material. EED students accepted the material instantly by teacher who talked more in explaining the material. It made big problem in Listening and Speaking for Academic Purpose Class. Kareema (2004) pointed out that EFL teacher need to consider their talk in every subject which was taught in the classroom in order not to accustomed students' dependency on their talk time.

The researcher concluded that there were six points about the disadvantages of Teacher's Talk Time. It was supported by Dan (2007), who pointed out that there were five points of it such as Teacher's Talk be able to minimize students' talk time in the classroom, decreasing students' concentration, the students will become passive and dimmed interaction in the classroom, the students are getting bored in the classroom, and detract students autonomous learner in the classroom (as cited in Davidson, 2014)

Davies (2011) claimed that there were four disadvantages related to Teacher's Talk Time, such as Teacher's Talk time could not work effectively in the classroom, decrease students' listening comprehension and communication skills, reduce students' occasion to practice L2 in a classroom and decrease students' concentration

### **Teacher's Talk Time and Student motivation**

Another finding revealed in this study was that at EED teacher also used the Talk Time as a strategy to motivate students to be active in the class. Based on

the interview, there were four ways teacher can motivate students in the classroom. The ways included rewards for students who practiced speaking, teacher's motivational words, opportunity for students to speak in the classroom, teacher's story and experiences.

**Finding 1: Rewards for students who practiced speaking.** A reward was one example of extrinsic motivation that influences students' achievement. This statement was in line with Harmer (2011 ) who stated that extrinsic motivation comes from outside factor that influenced by many factors such as teacher's explanation, rewards, possibility future travel or teacher's feedback . Some participants claimed that some ways that can motivate students being active in the classroom was by having rewards. Two out of four participants agreed with that statement. EED teacher motivated students by giving rewards to students.

Teacher's role in motivating me is I think when the teacher gives me good score in practice speaking. For the example, if I'm not able to being active, so the teacher did not give me a score. For me, it big point to motivate me, the teacher should give rewards in every single activity in the classroom.

(P1.36)

Another participant reported similar opinion:

In the other hand, I do motivate if the teacher give me rewards such as when she talks "If you want to share your experience in front of the class, then I 'm going to give you addition score. (P4.39)

This finding was in line with Vargaz and Duenz (2013) who stated that students do not feel excited to speak in the class because there is no reward and positive feedback from the teacher's. EED teacher gave rewards in order to influence students being active and learn effective in the classroom.

Avenue (2003) claimed that there were two examples of rewards in the classroom namely cash rewards and non-cash rewards. The researcher claimed that participants were motivated if there are non-cash rewards from the teacher. Non – cash rewards comprise giving assessment scores, attendance, or homework achievement, coupons to students who make good grades, or giving certificate to students who has privileged.

**Finding 2: Teacher's motivational words.** Teacher also uses his/her Talk Time to give motivational words. Teacher give motivation a word is used to encourage students develops their positive affect in their learning, especially in foreign language learning (Yan, 2006). This finding was also crucial for teacher and students need to consider in order to support successful teaching in the classroom. It can be seen from the result of the interview, as explained by participants below:

For the first, I am not motivated being active in the class. When my teacher's gives me motivation words so that I realize I have to active and practice speaking in the classroom. (P1.37)

Another participant reported similar information:

The teacher always motivates me with wise words in the real life. My teacher said that, “you will live in the real social life, so are not always alone in the world. So that in this occasion, I am going to habituate you to speak in front of your friends, so if you want to speak up in the real life, you have to be ready and never feel embarrassed anymore. (P3.39)

Teacher’s words could motivate EED students at Listening and Speaking for Academic Purpose. It can be seen at these findings above. The teacher gave expression words to encourage students to be active in the classroom. Teacher’s words did not always talk about little words such as excellent, you are good and that was better but also a teacher’s word which is connected with students’ real life (Yan, 2006).

**Finding 3: Opportunity for students to speak.** Somebody would be motivated to do something when somebody else gave opportunity to express their feeling. In EED, students needed opportunity to practice speaking by the teacher who gave chance to talk in the classroom. There were two out of four participants stated that another way the teacher used to motivate students was by giving opportunity for being active and speaking to students in the classroom. Pointing out students was the way teacher to give students’ opportunity to have motivation in speaking at Listening and Speaking for Academic Class. It was supported by participant one “sometimes, I was also motivated when the teacher point out me to answer question that the teacher’s has given”. It was proved by students at Listening and Speaking for Academic Purpose. Teacher who gave students

opportunity can motivate them in their learning process. Participant two informed as follow:

The way the teacher motivate students in the learning process is very helpful for me myself. For the example, the teacher's gives me opportunity to train me in speaking skill. (P2.43)

Participant two added similar opinion:

Sometimes, when the teacher gives me question spontaneously, it makes me respond spontaneously. It is useful to me, by speaking up spontaneously. It will be able to habituate myself to always speaking in the classroom. (P2.44)

Based on those statements, EED students were motivated to practice speaking when the teacher gave them opportunity time to speak up like answer teacher's question. Pointing out students to answer his question was the way teacher gave opportunity to students. Palmer as cited in Williams (2010) argued that the teacher ask question and students become volunteer to answer helps students to get motivated. EED students had opportunity become volunteer in answering the teacher's question. Furthermore, students could also become volunteer if they practice their speaking skill in front of the classroom by teacher pointed out them.

**Finding 4: Teacher's story and experiences.** Teacher's story and experience in their life become one way that help students motivated in their learning. It was supported by EED students at Listening and Speaking for



Academic Purpose. The participant was being motivated because the teacher explained his story and experiences in the classroom. Participant four stated “I was also motivated when the teacher told her story and amazing experiences that she has passed over”. William (2010) pointed out that teacher’s story was always important part in teaching. It can motivate students in their learning, and help students understand their life.

### **Students’ efforts to improve their learning in the classroom**

The students at EED needed to do some efforts in order to reach their goal in learning. Madrid (2002) pointed out that one component of real motivation is students’ effort. Based on the interview all participants realized that to be one step higher than their level, they needed a lot of efforts to improve their capability especially in Listening and Speaking for Academic Purpose Class. All participants reported various opinions about their efforts. Participants’ opinions were categorized by three parts such as, participants effort in the classroom were listening the teacher’s talks, practice speaking with their friends or lecturer and also to increase many vocabularies.

**Finding 1: Listening to understand teacher’s explanation.** Listening is one of example of receptive skills that EED students did to improve their learning process. The researcher found that students’ effort in their learning was listening to the teacher’s explanation. Participant three pointed out that “I do listen to the teacher’s explanation well, by his talk”. That statement was in line with English Teaching Journal (2007) that stated “students feel encouraged to listen to teacher’s talk if the teacher’s talks in front of the class about actual issues than listening to

or reading about". By listening to the actual issue, students could comprehend the material better than listening from a recorder. This is the strategy which was conducted by students. EED students needed the teacher's to support their efforts, so that Teacher's Talk could improve students understanding about a certain material.

**Finding 2 : Asking and practice speaking with the other friends.** EED students at Listening and Speaking Class needed to habituate their skill by practicing asking and speaking in the classroom activity. The researcher found three out of four participants who stated that asking and practice is also one effort that students did in the classroom. This finding was indicated by participant two in the following quotation:

Sometimes, I do respond teacher's explanation. To add my understanding, usually I do practice speaking with my peers using English so that it helps me to add my listening and speaking skill in this class activity. (P2.4)

Another participant explained similar opinion:

When the teacher has explained the material to me and I still did not know because he explained unclearly. Then I ask my friends to make me understand about the teacher's explanation, after that my friend explains me until I understand with that material. (P3.6)

These efforts were in line with Harmer (1998, p.52) who said there are four things that students need to do with new language: be exposed to it,

understand its meaning, understand its form (how it is constructed) and practice it (as cited in Emma, 2015, p.3). Students of EED showed the effort to understand the meaning by speaking with peers, lecturer and also ask to their friend. Moore (2008) stated that “a student who is talking with his/her peers can exchange the information about their experience, their hobbies, and many more (as cited in Mulyati, 2013, p.6). The participants felt more motivated and made big efforts when teacher gave students material that talk about their hobby, family or something that they like. It was supported by participant two:

One effort that makes me motivated to practice speaking is when the teacher's gave main topic about things that I like some interesting topic in my life or hobby maybe. It used to me easy to remember what should I speak in front of the class, and it make me motivate to come forward.  
(P2.14)

Leopold (2011) also investigated that “many adolescents are highly influenced by their peers, and this could be a key factor to why a student may or may not choose to continue with a foreign language (p.5)”. These statements above were same with EED students' Listening and Speaking for Academic Class. They demonstrated efforts like asking and practice speaking in the classroom activity. Besides, students could enhance positive relationship by asking and practicing the language in the classroom with peer. It was supported by participant four “when I have friends that master in English, I just try to practice and interact with them. It did not mean that I was showing off”. EED students did positive relationship with their peers in the classroom activity. The researcher concluded

that asking and practicing with peers was large source effort to encourage students in their learning activity (N, Yahaya and A, Yahaya et al, 2010).

**Finding 3 : Enhancing and acquiring new vocabulary.** Acquiring vocabularies especially in second language is important for students to facilitate them in joining classroom activity. The next finding was students had to acquire new vocabularies by learning in the class or out of the class. For the example, it came from participant two who stated that “I also can learn a lot of vocabulary by teacher’s talks. I wrote it down in case I am not familiar with these words”. Similar opinion came from participant three who said that “by listening to the teacher’s talks, I can acquire the new vocabulary that I listened before. I try to remember the words then I applied the words in the daily activity”

Three out of four participants agreed with that finding. Enhancing vocabularies was helpful way to students in practicing speaking in the classroom. Vocabularies were foundation to EFL in improving speaking skill (Rodriguez, 2011). Without acquiring vocabularies, students had little words to express their opinion in the classroom. Enhancing vocabularies could help students to improve another EFL skill, such as reading and writing (Cubukcu, 2008). EED students’ efforts at Listening and Speaking for Academic Purpose were enhancing and acquiring new vocabularies. They had many ways to enhance vocabularies such as listening the teacher’s explanation or they acquire from website. The one example way to improve students’ vocabulary was by listening to teacher’s talk in explaining the material in the classroom. It was supported by Nunan (1991) who

stated that “Teacher’s Talk is not only important for managing classroom but also in the process of acquisition (as quoted by Zue and Liu, 2012, p.5)”.

However, the researcher also obtained the data that enhancing vocabulary did not always come from teacher’s talks but also comes from website. It showed from participant four who stated that “I also follow somebody blog in the website. It is used to make me learn about English and also acquire many vocabularies detail”. In the website, EED students could improve their skill. Websites provides many ways to help learners in expand their skill such us reading text or listening to the video, these helped learners to acquire vocabularies simply. It could be seen by the finding from Saitkham (2012), acquiring new vocabularies also are able following somebody website. It was valuable strategy to students’ learning. It could also expand many skills such as pronunciation, speaking, reading and vocabulary learning.