**Student Talking Time (STT) Strategy to Improve Speaking Skill of Senior High School Students**

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# ABSTRACT

This research is aimed at knowing whether students’ speaking ability can be improved by using student talking time of second year students of SMAN 7 Pinrang academic year 2019/2020.

This research used Classroom Action Research (CAR). The Classroom Action Research that is used in this research adapts the Kurt Lewin’s design; it consists of 2 cycles. Every cycle consists of four phases they are: planning,acting, observing, and refelcting. The subject of this research is students in XI A class of SMAN 1 Pinrang. In collecting the data, this research used observation, questionnaire, and test.

Based on the research findings, it can be concluded that using student talking time strategy in teaching speaking is effective since the criteria of success were achieved. The criterion of action success is 75% of students could achieve the target score of the minimal mastery level criteria or KKM of English lesson was 70 (seventy). The findings of the study are: first, related to the test result, they were 2 students or 12.5% of students in the class who achieved the minimal mastery level criterion or KKM in diagnostic test. Next, in the result of post test in cycle 1, there were 7 or 43.75% students who achieved the minimal mastery level of criterion or KKM. Next, in the result of post test in cycle 2, there were 12 students or 75% students in the class who achieved the minimal mastery level criterion or KKM. Second, related to the observation result showed that the students were braver and more confident in speaking. It can be seen from their participation in the class, in the conversation, and their performance. Thrid, related to the questionnaire result, it is proved that the response of the students toward their interest in learning speaking using student talking time strategy is 69.68%. It means that it falls into high interest category. It can be concluded that most students love student talking time strategy. In addition, they admitted their speaking ability is improved.

Key words: Student Talking Time Strategy, Teaching Speaking

# INTRODUCTION

Speaking plays an important role in daily communication and educational purposes. According to Nassiri and Pourhosein Gilakjani (2016), human communication is a complex process. People need communication when they want to say something and transmit information. Speakers use communication when they are going to inform someone about something. Speakers apply language according to their own goals. He expressed that speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use language in real communication and ask them to do the same process.

Unfortunately, despite the fact that speaking is importance, speaking skill receives inadequate emphasis in language learning. Thus, it is important to prepare students for effective speaking by implementing authentic speaking materials in English as a foreign language (EFL) classes. Alsobhi & Preece (2018) contended that of the four English language skills, speaking enjoys a superior status. Accordingly, it should be given a high priority while in classroom setting. In spite of its importance, teaching English speaking skill to Bahasa EFL learners has always been an exacting task for Bahasa teachers of English because it is considered a foreign language, i.e. not widely spoken or used in everyday interactions. For such a reason, teachers are required to persistently implement new teaching strategies to tackle the problems regarding speaking activity in the classroom.

According to Tuan& Mai, (2015), there are some problems for speaking skill that teachers can come across in helping students to speak in the classroom. These are performance conditions, affective factors, listening skill, feedback during speaking tasks, inhibition, lack of topical knowledge, low participation, and mother-tongue use. The last problem related to the speaking ability is that when some learners share the same mother-tongue, they try to use it in the speaking class because it is very easy for them. Alharbi (2015) stated that learners have low oral skills due to the absence of authentic language learning situations outside and inside the classroom. Additionally, he explains that there are several factors that influence the learning of speaking skills. For instance, the use of mother tongue outside and inside classroom environment, low status of English in a country, learners’ negative attitude towards English language, use of mother tongue by teachers to explain difficult concept, use of teacher-centered methodology and passiveness of learners in classroom.

From researcher’s observation and interview with the English teacher and the eleventh grade students of SMAN 7 Pinrang, Pinrang regency, the researcher found that the students’ level of speaking skill ability was still poor. This observation was proven by the mean score of the students’ English score which was 45 from 70 as the total standard curriculum score. The students’ English score was classified poor. The English score result means that the students still face some or still many difficulties to understand the English use. The teachers also still use a conventional method in teaching speaking. From the researcher observation, it was proved that during the class activity, majority of student activity dominated by teacher. Very mostly, the difficulties lie on the lack of English speaking which leads to misunderstanding of the fluency, comprehensibility based on context, and incapability in producing English words in conversations, and the lack of understanding of the English grammar which leads to the disorganized construction of the English sentences. Besides these students’ difficulties, the result of English score was also meant to the teachers’ difficulty in presenting the English material. Though, the teachers have supposedly attempted of applying various teaching methodology. Consequently, the teachers as the teaching planner and designer are still in deep demand in figuring out their most effective and conducive teaching methodology.

Many teachers in rural areas particularly in SMAN 7 Pinrang still use conventional ways of teaching methodology. It is conventional because the teaching procedure is still textual and the focus is more to the English structure without considering communication in English. The teachers tend to follow the instructions in the book without figuring out the kinds of active and engaging activities that may invite students’ full participation. Teachers do not allocate much time for the students to practice the use of English in communication. As a result, the students tend to wait for the teachers’ instructions to undertake the learning activity. This situation is not motivating yet enjoyable. Hence, to the concern of this present study, it is assumed that the study of English should be stimulating, active, and engaging in a way that the students can study themselves.

Based on the problems above, it needs some effective learning strategies, especially in terms of speaking. There are some strategies usually used by English teacher to develop speaking skills of students. Based on the argument above, the strategies usually used by English teacher in teaching speaking class are role-playing, song, and discussion. Role-playing technique used theory proposed by Barrows and Zorn (1990) which state that role-playing gives a way to involve the whole class, encouraging the students to speak up without worrying about set patterns, getting them to use their imaginations, and creating an amusing atmosphere that would make them forget that they are in the classroom. According to Wiryaman (2000:1-27), he argues that role-playing technique is a teaching technique by showing the students about problems, how to show it to 13 students the problem of guiding social relations is dramaticized by students under the leadership of the teacher.

However, role-playing strategy according to Djamarah (1996: 101), it has some weaknesses like most of the students who don’t play their drama become less creative, a lot of time consuming both of the preparation time in the context of understanding the contents of the lesson material and the performance, requires a fairly large place if the playing space becomes less free, usually other classes are interrupted by the voices of the players and the audience who sometimes clap and so on. This method requires perseverance, accuracy, and a lot of time. Teachers who are less creative usually have a hard role in imitating social situations or behavior which also means that this method is very ineffective for the students.

Other technique is song technique. The theory was proposed by Gasser and Waldman (1990). This strategy has a target like to ensure the pedagogical value of the song, the EFL teacher should be able to use it to teach grammar, pronounciation, vocabulary, and culture. The tune should be simple and easy to learn. It helps if the lyrics are representative. If they are not, it helps if the song has a chorus which is easy to learn. In this way even the slowest students can master at least part of the song relatively quickly. The lyrics should be as 6 representative as possible of standard, spoken English. Even so, these techniques have several weakness including difficulty when used in large classes, the result will be less effective in children who are quiet or do not like singing and due to the crowded class atmosphere, it can disturb other classes (Sarifah, 2014).

The last strategy or technique that the writer found is discussion technique. It uses theory that is proposed by Harmer (2001: 16) stating, the problem in conducting the discussion is the students’ reluctant to give opinion in front of their friends.Trianto (2010), defines that the discussion method/technique is a teaching method that is very closely related to problem solving or this method is also commonly referred to group discussion and socialized recitation. However, this strategy has some weaknesses like this strategy can not be used in large groups, participants in the discussion received limited information, can be mastered by people who like to talk, and usually people want more formal approach (Trianto, 2010).

Based on the explanation of some strategies above, it can be seen that the strategy has not been able to have a significant impact in terms of improving students’ speaking abilities due to the situation of the class or teachers performance. On this research, the writer will offer and apply Student Talking Time strategy to improve their ability in speaking. Barker (2012) defined that Student Talking Time (STT) is the time learners spend talking rather than the teacher in the class. STT will be considered strictly as the talking time in the target language (L2). In an English-as-a-foreign-language context, the consideration of STT can carry several benefits, especially as far as self-reflection about the teaching approaches are concerned.

In connection with that argument, this strategy has advantages, especially in terms of performance of students’ speaking ability. Its focus to how the students get more time to express their ideas and argument. Additionally, this technique  especially in a language class, it is needed by students to be the center of attention, not the teacher. They all know that the banking model of education has been traded in for the new and improved student-centered model, and with this new model, teacher need the students to do most of the talking. It seems completely counterintuitive to run a language course where the teacher does all the work. If they want the students to become better speakers, there is only one way to accomplish that students actually need more speaking practice.

Student talk time is divided into four main exchanges: asking questions, creating talk exchanges, repeating, and answering teacher’s or peers’ question. By asking questions, the students will not only get the answer of the questions, but also learn how to construct the meaning. Suherdi (2009) investigates that asking for repetition occurred because they request their peers to repeat the words. Meanwhile, regarding to the second exchange, creating student talk has a good advantage. The advantage is by creating talk between students, they can acquire the knowledge and exchange the information through interaction. For example, a student who is talking with his or her peers can exchange the information about their experience, their hobbies, and many more (Moore, 2008). Another exchange of student talk is repeating teacher talk or peers talk. Repetition that mostly occurred in the observation is drilling. This occurred since this strategy allowed students to process the information and follow teacher’s model (Suherdi, 2009:68). The last exchange of student talk is answering questions. Answering questions can help students to construct and develop their understanding of a topic.

Why does student talking time strategy is really important for the ability of student’s speaking skill?. Its because some reasons. STT provides a number of possibilities in a language classroom; as Jim Scrivenger (1994) suggests, “students can learn to speak by speaking” so the students has important role in this situation. It is really different to other technique because more than 50% teacher take the class and make the student not to be too active in class. According to Cotter (2009) stated that the urgency of this strategy is the students get to speak more. When students speak more, they will have increased opportunities to become familiar with the new materials. Students have more chances to experiment with and personalize the language. They can mix previous vocabulary and grammar structures with the target language of the lesson, as well as steer conversations towards their individual interests. As students speak more, they must also rely on their skills. For example, if two students fail to understand one another, they must work together to repair the miscomprehension. This better prepares the class for the real world, where they can not rely on the teacher for help. As the teacher speaks less, students have added opportunity for interest and challenge. With those explenations and reasons, the writer believes that the strategy is highly recommended to be applied in learning English specially speaking class.

Based on the illustration above, this present study will investigate the implementation of student talking time strategy to improve the students’ speaking ability as well as will affirm the implementation of that strategy by confirming the students’ interest. the researcher is interested to conduct a study entitled **Student Talking Time (STT) strategy to improve speaking skill of senior high school students**. Therefore, the aforementioned problem statement generates the following research questions:

1. Can the use of Student Talking Time (STT) strategy improve the speaking skill of the second grade students in the SMAN 7 Pinrang?
2. Are the students interested in the use of Student Talking Time (STT) strategy in speaking English?

# REVIEW OF RELATED LITERATURE

There are some previous findings that related with this research. Kay Bentley (2007) conducted a research about **STT: Student Talking Time. How can Teachers Develop Learners’ Communication Skills in a Secondary School CLIL Programme?”** He found that his paper ideas will be presented tomaximise student talking time (STT) within subject lessons. Bisera Kostadinovska (2019), in her paper entitled **Teacher Talking Time vs Student Talking Time: Moving from Teacher-Centered Classroom to Learner-Centered Classroom explain about the result of STT** show whether this percentage is true and achievable and whether this percentage is applicable for both literature and linguistic content. Ami Fatimah Mulyati (2013) in her paper entitled **A Study of Teacher Talk and Student Talk in Verbal Classroom Interaction to Develop Speaking Skill for Young Learners** discussed about the realization of verbal classroom interaction and the categories that are mostly used by the teacher. And Kareema, F. (2014) in her thesis entitled **Increasing Student Talk Time in the ESL Classroom: An Investigation of Teacher talk Time and Student Talk Time** describe that 98% of the students like to talk. It shows a very positive attitude of the students towards STT.

1. **Speaking Skill**

The definition of speaking is something used for talking and communicating. Brown (1994) stated that speaking is marked by exchange with another person or several person in which few sentences spoken by one participant followed and built upon by sentences spoken by another. He also explained that speaking is an interactive process of constructive meaning that involves producing, receiving and processing information.

In Webster New World Dictionary (2003), Speaking is to utter words orally, talk, to communicate as by talking, to make a request, to make a speech. Different with two definitions above, Nunan (2003) defined that speaking is an act that consits of producing systematic verbal utterance to convey meaning. He also said that speaking means oral communication in expressing ideas, information and feeling to others. It is the best way in which the speaker can express themselves through language.

Based on several explanations regarding the definition of speaking then the writers provide conclusions about the meaning ofspeaking in writer’s view. Speaking is form of delivering a message through a word, sentence or other utterance. Someone can be said to speak when he is able to understand and produce the message that is conveyed.

# Interest

Interest is someone’s like or dislike something or situation that refflect from their attitude or expresion. There are numerous and great activity definitions have been developed about the defenition of interest. Robert in Sasmedi (2004) stated that interest is a response of liking or disliking. It is present when we aware of our disposition towards the object we like. Wijaya (2014) explain that interest is a feeling expression in responding of like or dislike something. This situation can make someone become determination of something if he/she like or interest but in other side, it can be someone’s disliking.

While Slameto in Rahman (2015) stated that interest is related activities that are freely choosen by the individual. A huge in the activities influence on student’s attitude in learning. Students who love will be able to obtain a wide range of knowledge and technology. Thus, insights will be expanded so that it will greatly affect the improvement of student’s learning achievment. In this thesis, the writer formulated a research question and made a questionnaire to recognize the syudents’ interest.

1. **Student Talking Time (STT) Strategy**

STT means Student Talking Time. It is the time learners spend talking rather than the teacher (British Council, 2019). It can be compared with Teacher Talking Time (TTT). It can be a useful category for observation of teaching, or for self-reflection about teaching. For Example, Group work with the teacher monitoring, rather than an open class, is a way to increase the STT in an activity.

Different with British Council, Barker (2012) defined that Student Talking Time (STT) is the time learners spend talking rather than the teacher in the class. STT will be considered strictly as the talking time in the target language (L2). In an English-as-a-foreign-language context, the consideration of STT can carry several benefits, especially as far as self-reflection about the teaching approaches are concerned. Regardless of the numerous, hard-wired theories that place Teacher Talking Time as the most important factor within the EFL classroom, several contemporary authors have started to give STT a considerably greater role, many times regarding it as an essential factor for the acquisition of a new language. Next, some of these authors’ contributions will be exposed in order to discuss about the importance of STT.

Jeremy Harmer (2001) puts emphasis on the importance of STT claiming that, “getting students to speak – to use the language they are learning – is a vital part of a teacher’s job”. He continues by adding that students are the ones who indeed need practice in the L2, not the teacher. EFL Teachers should make sure that TTT is not overly used, leaving enough room for STT to take place. Besides, Leo Van Lier (2001) claims that an effective learner-centered L2 classroom should provide an environment in which students can contribute to learning activities and maximize their use of the language.

# METHOD AND DATA COLLECTION

This research employed the Class Action Research (CAR). method which is derivied from the root an action research. Because it occurs in the classroom frame, it is called CAR. Qualitative data are usually collected by observation, questionnaire, and Speaking Assessment Test by Heaton.

This research was conducted in second grade students of class A SMAN 7 Pinrang. The researcher gathered data from students that use Bilingual (English – Indonesia) in learning English in academic year 2019/2020. The researcher used cluster random sampling technique which one class of the population have been choosen as the sample and class XI A consisted 16 students.

# FINDINGS AND DISCUSSION

1. **The Result of Diagnostic Test, Post-Test Cycle and Post-Test Cycle 2**
   1. Diagnostic Test

The diagnostic test had done before the classroom before Classroom Action Research. The observer conducted it on Thursday november , 2020. It started at 09:00 A.M. until 10:00 A.M (Sixty minutes of meeting). The diagnostic test was in interview form. Then, the scores were taken in five criteria as stated by Heaton, which are the scores of Accuracy, Fluency, and Comprehensibility.

Based on the result of diagnostic test, the data showed that the mean score of diagnostic test was 62.12. It means that the students’ speaking mean score before using Student Talking Time or before implementing CAR is 62.12 There were two students who pas the KKM and there were 14 students were still below the KKM. From the diagnostic test result, it could be seen that student’s speaking ability was still very low.

* 1. Post-Test Cycle 1

The action of the cycle 1 was done on November and . In acting phase, the teacher implemented lesson plan that had been made before. Here, the teacher conducted STT by using ‘Discussion group system’ which the class will be divided into two groups. Every group will discuss about the topic that researcher provide. First, teacher introduced the material by giving topic about the tourist attraction in your region. Thus, the researcher give two locations in Maros regency that become the destiny from tourist when they do holiday there. There are ‘Rammang-Rammang and Grand Mall Maros’. Second, the teacher explained to the students about the situation and condition when using expression of asking and giving opinions.

Third, the researcher wrote some examples and demonstrated how to pronounce it. Fourth, the teacher divided students into group of two and gave them topics which one the topics they were choosen. Next, students need to discuss about the description or the point about those places (The interesting fact, description, the location, etc) then they should explain in front of the class. For another group, they opened to ask, give some critics, or suggestion. This learning use 60 minutes in the class. Then, researcher gave general conclusion that is about material that has been done by students in their discussion time using Student Talking Time strategy.

In the second and third meeting, the researcher gave the posttest 1 in the end of the cycle 1. It was in dicussion form and conducted in group. The students created the ideas or description about the location or place they choose and then each group perform in front of class and other group will give some suggestions or critics. The pottest 1 is carried tomeasure how well student’s achievment in speaking improved.

* 1. Post-Test Cycle 2

The action of the cycle two was done on November and 2020. In this meeting, the researcher asked about the difficulty in using Student Talking Time in using discussion technique. The researcher try to review what the sugestion or critic from student about our previous class. Here, the researcher made some modification in conducted Student Talking Time. The researcher brought some pictures (related to the material given) that was “asking, giving, and declining an opinion” such as pictures of animals. Each student will count 1-4 and each number will have the same with the card or picture that researcher provided. They are four cards and four different pictures of animal.

They will be describe about the characteristic, the habit, the features, etc about those animals. Thus, each of them will speak about what they get from the description they made. Then, the researcher will asked each group one by one about their argument. When in the cycle 1 the researcher conducted Student Talking Time through discussion technique, whereas in the cycle 2 the researcher conducted Student Talking Time through describing picture and information in order to simulate students to be more active and creative in the class of speaking. After the researcher divided the cards or picture to each group, students created a text description or point about the animal picture that they were recieved and each of the group explain what they got in front of the class. After finishing the performance, each student has been given feed back. In the second meeting, the researcher gave the posttest 2. It was in Student Talking Time form and conducted in four groups. The students describe the picture based on the card then explain in the front of the class.

1. **Interpretation of The Questionnaire, Observation Checklist, and the Test Result**
   1. **The interpretation of Questionnaire**

The questionnaire dsitributed to the students of class XI A SMAN 7 Pinrang was to know whether they are interested or not in learning speaking by using student talking time strategy. The questionnaire was answered individually based on the students’ opinion after having the treatment. Based on the analysis of the questionnaire items, the mean score of the questionnaire was 69.68 classified as high interest. It means that the students were high interest in learning speaking by using Student Talking Time strategy through discussion, describing picture, and information technique. Its shows that there were 2 students (12.5%) classified as Very High Interest, 5 students (31.25%) were classified as High Interest and 9 students or (56.25%) were classified as Moderate. The result shows that the most students were classified as moderate but in mean score 69.68, it is classified as High Interest and had positive statement in the use of Student Talking Time strategy in learning speaking.

**2. The Interpretation of the Observation Checklist**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skills** | **Pre-Observation** | **Cycle 1** | **Cycle 2** | **Improvement** |
| Participation in class | 25% | 62.5% | 87.5% | 62.5% |
| Participation in conversations | 25% | 68.75% | 87.5% | 62.5% |
| Participation in discussions | 31.25% | 68.75% | 93.75% | 62.5% |
| Giving presentations (perform) | 18.75% | 50% | 68.75% | 50% |
| Pronouncation | 18.75% | 31.25% | 68.75% | 50% |
| Fluency | 12.5% | 31.25% | 62.5% | 61% |
| Feeling confident about speaking | 25% | 68.75% | 87.5% | 62.5% |

Based on the result of the students’ participation in speaking class through observation checklist, it was indicates the students’ participation gradually increase from the pre observation into the second cycle the students’ participation improvement in speaking class can be seen in the following table:

The explanation of the table above are as follow: first, the improvement of the students’ participation during CAR is 62.5%. second, the improvement of the students’ participation in conversation during CAR is 62.5%. third, the improvement of the students in class discussion during CAR is 62.5%. fourth, the improvement of the students’ performance during CAR is 50%. fifth, the improvement of the students’ pronounciation is 50%. Next, the improvement of the students’ fluency is 61%. at last, the improvement of the students’ confidence to speak in the front of class during CAR is 62.5%. The improvement of the students’ skill above means that the implementation of Student Talking Time in speaking class has successfully improve the students participation in speaking class.

**3. The Interpretation of the Verbal Transcript.**

The writer interpretate 3 aspects of speaking skill if students class A SMAN 7 Pinrang, Pinrang regency. Heaton (1988) stated that there are three elements that are used in assessing speaking skill, accuracy, fluency, and comprehensibility. Accuracy is achieved to some extent by allowing students to focus on elements of phonology, grammar, and discourse in their spoken output. In other word accuracy is the quality of being accurate, exactness, or correctness in pronouncation, vocabulary and grammar.

Fluency is the property of a person or of a system that delivers information quickly and with expertise. Simon adn Schuster (1979) defined fluency as the quality of flowing. Freedom, expressively, readiness or smoothness of speech. Comprehensibility is the ability to understand the written and interpret the spoken language or comprehensibility of the utterances sent by the speaker done by listener. The listener can understand what does their understand of the intention of the speakers.

Here is one of conversation from students in the diagnostic test:

Researcher : “What is your name?”

Student : “My name is Muh. Fadly Ramadhan”

Researcher : “What is your hobby?”

Student : “emmmm, My hobby playing game”

Researcher : “Playing game. And?”

Student : “I from Bosowa”

Researcher : “Bosowa. And your ambition is?”

Student :”...(Silent)......”

Researcher : “Your ambition is? To become a police?”

Student : “ehhh yeeahhh”

Researcher : “So, Why you want to be a police?”

Student : “*Tertarik kak.....”*

Researcher : “Oh, Interest. *Tertarik* and?”

Student : “I was Sixteen years old..”

Researcher : “Ok, Thank you Fadly..”

From the diagnostic test its showed how the students ability specially in fluency, they are lacking of words and still use their mother language to speak. From the conversation above, we’ve seen how this student didnt has many words to express his ideas. His fluency on level 2 because he has a long pauses while the student searchers for the desired meaning, he also more silent when researcher asking to him. He almost gives up making the effort at times and he has limited range of expression. From his accuracyhis pronouncation is seriously influenced by the mother-tongue errors causing a breakdown in communication. Many ‘basic grammatical and lexical errors like *“Tertarik kak.....”* and *“I from Bosowa”.*

From his comprehensibility, he is hardly to be understood especially in anything what he is said. Even when the listener makes a great effort or interupts, the speaker is unable to clarify anything that the speaker to have said. Again he is still influenced by his mother language. He was given two minutes to speak then he produce 18 words and he is mostly silent than response the researcher.

After a few meetings the researcher record again the conversation from the classroom meeting. Here is a conversation of Post-test cycle one from the student of this meeting:

Researcher : “So, according to Ratna, Rammang-rammang is the largest limestone mounstain in Sulawesi besides in China and Vietnam, Ha long Bay. Good information from Ratna.. Give some applause. Group B, please give some responses from Group A information.”

Student :”*Pertanyaan?”*

Researcher : “*Tanggapannya dek*..What do you think about the information?”

Student : “Thank you and your information..(students laughing and clapping)”

Researcher : “*ok, mungkin ada lagi*? Please, Group B give some informations to Group A about grand mall”

Student : “My name is rahmatia. Ok, how do you think about the best attraction from grand Maros?”

Student : “...hmmm, The best *apa kak*? dari grand maros is the fasilitas and the playing zone. thank you..”

Researcher : “Any information?..”

Student : “ I think grand mall is a big mall and largest mall in maros”

Researcher : “so, you’ve ever visit there?”

Student :”yeah, i’ve ever sir with my family”

Researcher : Thank you rahmatia

From the post-test cycle 1, its showed how the students ability specially in fluency, has to make an effort for much of the time. Her fluency on level 3 because she often to search the meaning eventhough she is quite good in delivery the message to the listener. She is answer in common words but she is not in long pause. Her accuracy still in average. Her pronounciation is still influenced by the mother-tongue but only a few serious phonological errors. She also still using Bahasa in speaking English like *“...hmmm, the best apa kak? dari grand maros is the fasilitas and the playing zone. thank you..”*.

From her comprehensibility, the listener can understand a lot of what is said. But the listener must constantly seek clarification to what she is actually mean. Its also cannot understand many of the speaker’s more complex or longer sentences. She was given two minutes to speak she just produce 49 words. After a few meetings the researcher record again the conversation from the classroom meeting. Here is a conversation of Post-test cycle two from the student of this meeting:

Researcher : “What did you get from Lion’s description?”

Student : “Lion is a carnivor and called king of the jungle. .”

Researcher :”Why you said king of the jungle”

Student :”Because they are top predator in the jungle and i think sir a lion is very dominating in the jungle”

Researcher :”Why lion has scary voice?’

Student :”To make their prey scare. He is also have a sharp teeth that can really easly to tearing the flash from their prey..”

Researcher :”Have you ever meet them in real life?”

Student :”No, sir. I just watch them in television or in video. But im quite scare when i meet them in real life like in the zoo”

Researcher : “so, how many point of description do you get from lion?”

Student : “there are four points”

Researcher :” can you mention it in front of the class?”

Student :” *saya* sir, or Safah and Wahyu”

Researcher :” No, you are Afifah..”

Student :”oww ok sir”

Researcher :”Dont read, just speak okay?

Student :”Yes sir,.. emmm so i got 3 points about lion. They are Lion or also often called the king of the jungle, lion is carnivors, *dan terakhir*.. i mean and the last the lion has a big and scary voice..”

Researcher :”Ok, Thank you group one and give them applause”

Student :”Yes, sir”

From the post test cycle 2, its showed how the students ability especially in fluency, she speaks without too great an effort with a fairly wide range of expression. Her fluency on level 6 because she search for words occasionally but only one or two unnatural pauses. She is response the researcher really good and give an excellent answer. Her accuracy still in average. Her pronounciation is only very slightly influenced by the mother-tongue eventhough she still make two or three grammatical and lexical erros like *” saya sir, or Safah and Wahyu”* and *“... dan terakhir... i mean and the last the lion has a big and scary voice...”*.

From her comprehensibility, the listener can understand a lot of what is said. But the listener must constantly seek clarification to what she is actually mean. Its also cannot understand many of the speaker’s more complex or longer sentences. She gives two minutes to speak she just produce 49 words.

From her comprehensibility, when she is spean its easy for the lsitener to understand the speaker’s intention and general meaning. She is also has very few interruptions or clarification required. She was given two minutes to speak then she produced 97 words. From the interpretation of three aspects of speaking skill, the researcher found that there is a significant improvement from diagnostic test to post-test cycle 1 until post-test cycle 2. Its mean that this strategy works really good to improve the students’ ability in speaking English.

# CONCLUSION

Based on the research conducted in XI A class of SMAN 7 Pinrang, the writer concluded that Student Talking Time activity can improve students’ speaking ability showed by the score they get. Furthermore, from the students’ response toward learning activity during CAR, it is proved that the response of the students toward teaching strategy and the students’ interest in learning speaking using Student Talking Time strategy is 69.68 that means it falls into Very High Interest category. It can be concluded that the students like Student Talking Time strategy. Moreover, the observation checklist showed that the students seemed bravery and more confident in speaking. It proven by their participation in class conversations, discussions, perform in the front of class, pronouncation, fluency and feeling confident about speaking.

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