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# PROCEEDING

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## Using Project-Based Learning to Minimize Teacher Talking Time

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### ABSTRACT

Project-Based Learning (PBL) is a student-centered approach aimed at promoting active and deep learning by involving students in learning real-world issues in a collaborative environment. This paper considers a strategy to minimize Teacher Talk Time (TTT) and maximize Student Talk Time (STT) by implementing Project-Based Learning (PBL) in a language class. The purpose of this study is to investigate the proportion of TTT and STT in a junior high school context. To study effective classroom interaction, types of questions posed by the teacher were also identified in terms of referential or display questions. The data were collected from a 90-minute English class in one private junior high school in Bandung, which consists of one male teacher and 30 students (male and female, IX grade, 14-15 years old). The classroom discourse was recorded, transcribed, and analyzed using Berry's framework of classroom discourse analysis. The result has shown that the implementation of PBL can minimize TTT and maximize STT by giving more opportunity for students' interaction and language use during the project.

*Keywords:* Teacher Talk Time, Student Talk Time, Project-Based Learning

### A. Introduction

In language classes, effective interaction between teachers and students is important. Therefore, the amount between Teacher Talk Time (TTT) and Student Talk Time (STT) should be balanced. In the past, a great amount of TTT was encouraged because the teacher was dominating authority in class and was expected to transmit the knowledge to students (Scrivener, 2005). That was due to the reason that the focus was the language itself, rather than on the way it is used. Nevertheless, with the shift from traditional teaching methods such as Grammar Translation Method (GTM) and Audiolingual Method (ALM) to recent teaching methods such as Communicative Language Teaching (CLT), student-centered learning is encouraged in order that learners can acquire the language as means of communication, interaction and negotiation of meaning (Lightbrown & Spada, 1999). The aim of this research is to elaborate the use of project-based learning, which highlights the value of activities, which can maximize student talking time as well as minimize teacher talk time. In doing so, it suggests that such activities by minimizing teacher talk time and interaction are useful in creating the optimum condition for effective language classes.

#### a. Teacher Talk Time (TTT)

"Teacher Talk Time" (TTT) is one aspect of a classroom discourse. Teachers usually simplify their talk in order to effectively communicate to their learners (Richards, 1992, p.471). Ellis (1985) also identifies "Teacher Talk" as special talk, which teachers use in the

classroom when teaching second language (L2) learners in the classroom. In *Longman Dictionary of Language Teaching and Applied Linguistics*, the word "Teacher Talk" is defined as variety of language, which are used by teachers when they are teaching language. From the definitions above, Teacher Talk Time (TTT) can be defined as the amount of time, which is used by teachers in giving instructions in the classroom. Moreover, Nunan (1993) also claimed that the amount of TTT should be balanced so students can have the opportunity to practice the language they have learned. In many classes, the amount of TTT is bigger than STT (Harmer, 1998). The balance between the amount of TTT and STT is crucial in EFL classes, so that students can have more opportunities to comprehend the concepts of the lesson they have learned and apply them into practice.

Another the influential aspect in creating effective classroom interaction is the types of the questions asked by the teachers. Brown (2001) differs two different questions for making interactive and meaningful negotiation: display question and referential question. Display questions can be defined as questions, which need a short answer, and actually, teachers have already known the answers. On the other hand, referential questions need further thinking and the answers are usually in long responses. Related to this point, Talebinezhad (1999) proposes that referential questions should be used more in the classroom than the display questions. Referential questions are usually meaning-based, and real communications involve all interlocutors to communicate in order to create meaningful messages.

#### **b. Project-Based Learning (PBL)**

Project Based Learning (PBL) is a kind of student-centered learning strategy. In this paradigm, students work together in certain period of time to learn, to solve problems, and to answer questions given by teachers. It is expected that through this learning strategy, students can gain skills and knowledge needed for further learning. Regarding this point, Markham (2011) describes PBL as a method of teaching which integrates knowing and doing. In PBL paradigm, students not only learn the lesson stated in the syllabus but also they can apply what they have already studied. In many PBL settings, technology is used to produce high quality of learner's output. Character building, such as passion for learning and students' creativity is the other outcome of learning.

Blumenfeld et al (1991) specifically describe the PBL as a new perspective in teaching where students are challenged to be involved in all learning process. By using this

paradigm, several social skills can be learned, such as discussing, making prediction, planning, gathering and analyzing data, making conclusion, and presenting their ideas to others.

Eight essential elements of PBL are elaborated by Blumenfeld et al (1991):

- **Significant Content** - The project is aimed at gaining students' knowledge and social skills.
- **21st Century Competencies** - Several skills for today's world for example problem solving, critical thinking, collaboration, communication, and creativity are taught and implemented in the classroom.
- **In-Depth Inquiry** – All students are involved in doing the project, such as discussion, brainstorming, making questions, and finding answers to the questions.
- **Driving Question** – The project is guided by several open-ended questions, which can challenge students' curiosity in finding the answers.
- **Need to Know** – Learners are stimulated to see the importance of knowledge, comprehend the concept and implement the social skills.
- **Voice and Choice** – Students are given choices of what they are going to create for the project, how they would like to work and design project which are relevant to their ages and levels of proficiencies.
- **Critique and Revision** – After doing the project, they will receive feedback from their teachers and peers.
- **Public Audience** – Learners present their project to the class.

## B. Research Method

**Research Question.** The major purposes of this study is to investigate the implementation of PBL in a language class, whether it can minimize the amount of TTT so the classroom interaction becomes appropriate and students can have the opportunity to practice what they have learned. To see the effective interaction in the classroom discourse, kinds of questions posed by the teacher in the class are also identified. There are two research questions in this research: 1) Can the implementation of project-based learning minimize the amount of teacher talk time? 2) And in terms of effective interaction of classroom discourse, what kinds of questions are mostly posed by the teacher, referential question or display question?

**Participant.** This research involved a language class, which consists of one English teacher and 30 students (male and female students) in one private junior high school in

Bandung. The students are 9<sup>th</sup> grade students who have experience in learning English for about 2 years in junior high school level and 2 years in elementary school level. Most of students are at similar ages (14-15 years old). The English teacher has several years of experience in teaching English as foreign language in that school.

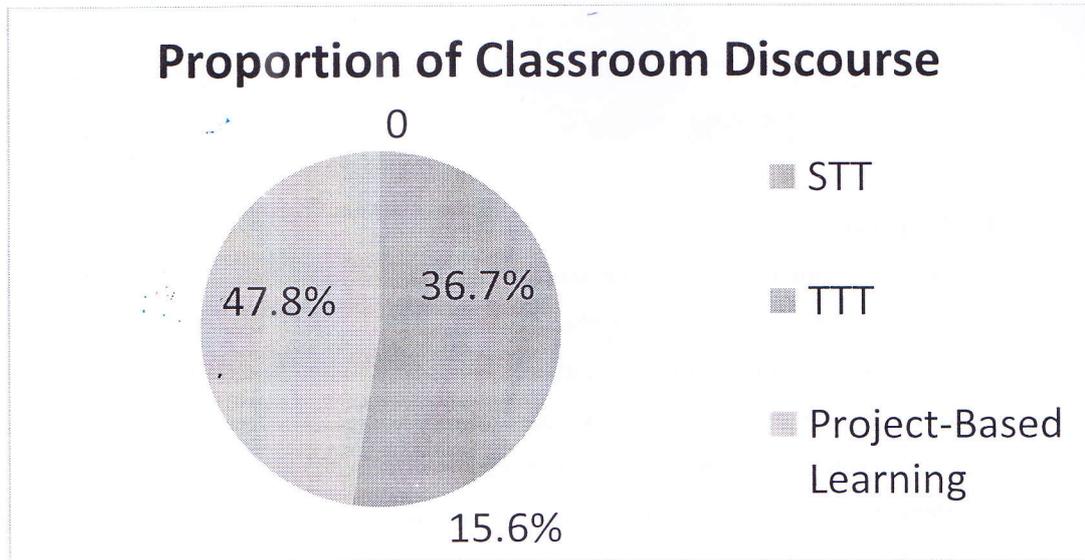
**Procedure.** The data were collected from a 90-minute English class in one private junior high school in Bandung. The classroom discourse was recorded using video recorder. Then the data were transcribed and analyzed using Berry's framework analysis of classroom discourse. She proposed an approach that takes into account three layers: interpersonal, textual and ideational (Suherdi, 2009). In using this framework of classroom discourse analysis, two major parties are identified: teacher as the primary knower (someone who already knows the information) and students as secondary knower (someone to whom the information is imported). Thus, several codes were used, namely: K1, K2, DK1 and K2f. K1 is used for the admission of knowledge of the information by the primary knower and the consequent stamping of the information with primary's knower authority. K2 is used for the secondary knower's indication of the state of his own knowledge in relation to the information. DK1 is used for delaying K1 and K2f is used for following up K2. All the classroom discourse were divided into several exchanges and counted in terms of teacher talk time (TTT) and student talk time (STT). Finally, questions posed by teacher were analyzed, and then grouped into display or referential questions.

### C. Result and Discussion

In the context of the class that the writer has analyzed, the teacher has implemented PBL in his class. At the end of the lesson, students are expected to be able to understand and express their meanings in certain kinds of functional texts. Specifically, the objectives of the lesson are: 1) Identifying types of advertisements (posters), 2) Identifying the aim of making posters, and 3) Making posters. From the result of Classroom Discourse Analysis (CDA) of a 90 minute-English class (grade X) in one junior high school in Bandung, it is found that the amount of teacher talk time is less than that of student talk time. It means that teacher talk did not dominate the classroom discourse. However, the biggest portion of the classroom discourse was on the time for doing project in the classroom, where students interact and communicate each other to finish the project. The table below shows the percentages and the real amount of teacher talk, student talk, as well as project-based learning in the whole class time:

Teacher Talk Time (TTT)	Proportion	Student Talk Time (STT)	Proportion	Project-Based Learning	Proportion	Total Time
14 minute	15,6%	33 minute	36,7%	43 minute	47,8%	90 minute

Amount of Teacher Talk

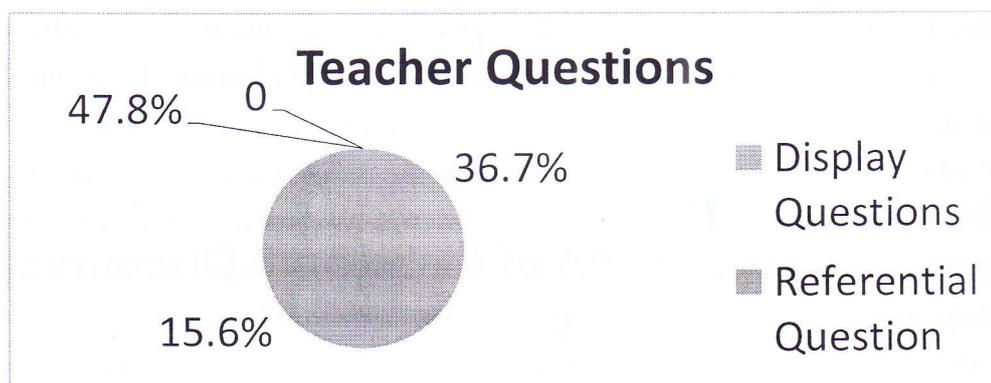


Proportion of Classroom Discourse

The result was in line with what Nunan (1993) says the amount of TTT should be balanced so students can have the opportunity to practice the language they have learned. In student-centered learning, teacher talk and student talk should be appropriate so that students can have more opportunities to comprehend the concepts of the lesson they have learned and apply them into practice. Since the method used in the class is project-based learning (students work in groups to make posters), time used to do the projects can greatly minimize TTT and maximize STT among their groups.

Regarding to teacher-student interaction, teacher used more referential questions (27 questions) rather than display questions (13 questions). Brown (2001) differs two different questions for making interactive and meaningful negotiation: display question and referential question. Display questions can be defined as questions, which need a short answer, and actually, teachers have already known the answers. On the opposite, referential questions need further thinking and the answers are usually in long responses. In other words, referential questions are truly information-seeking (Ellis, 1994). To conclude, display questions are usually used to check students about the knowledge they have learned, while referential questions are usually used to let students practice more English

and have more chance to participate in classroom interaction. The result is shown in the graph below:



#### D. Conclusion

With the shift from traditional teaching approaches to modern teaching approach such as Communicative Language Teaching (CLT), teachers are recommended to minimize their Teacher Talk Time (TTT) and maximize Student Talking Time (STT) to interact with each other and learn the target language through communication and collaboration. By implementing PBL in the classroom, certain life skills such as problem solving, critical thinking, collaboration, communication, and presenting their work to their classmates and teacher can be gained. Since students are encouraged to work in groups and focus on their project, therefore, TTT can be minimized and STT can be maximized. The activities significantly increased STT and results in learners having increased opportunities to acquire language through collaboration and interaction among students in the classroom.

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