

## Abstract

There were several main crucial points that could be concluded from this final report about encouraging adolescent learners to talk more specifically in TB 2 at EF Sidoarjo which answered the three statement of problems which were ways to encourage student talking time for adolescent learners at EF Sidoarjo, common problems appearing in encouraging student talking time and the solutions to overcome the common problems. First of all, there were basically three necessary aspects considered in implementing ways to encourage student talking time which were lesson designs, learning strategies and talking portion. The learning designs here needed to include three principle stages of EF teaching approach which were learn, try and apply. In this case, students had to be involved in the entire stages through various activities that encouraged them to participate actively as teams, whole class or even individually (Armadi, Dewi & Kultsum, 2017). Most of the communicative activities that encouraged students talking time I have implemented as a trainee teacher were involving students to work in pairs or groups in terms of maintaining interaction as well as communication based on their experiences and general knowledge without worrying about grammatical structures and patterns. Moreover, all language skills were also implemented and supported within the lesson designs even though the emphasis was more on speaking skill.

Beside the learning designs, EF had learning strategies in order to encourage student talking time for TB 2 which were in accordance with the popular communicative language teaching where students were centered during the lessons. In this case, taskbased learning became a fundamental strategy to emphasize students to talk. Furthermore, the teacher had to be able to plan and implement the strategy well to minimize their talking time and support the STT maximally. Other than lesson designs and learning

strategies, talking portion was also significant to consider since the teacher had to manage the interaction patterns and talking utterances to achieve the ideal percentage of talking during the lesson which was 50% for TB 2 as beginner levels (Claudia, 2007). Secondly, there were several common problems appearing in encouraging student talking time for TB 2 which were categorized based on five aspects. Those aspects were giving instruction, students' environment, classroom atmosphere, the habits of L1 and giving feedback (Kalanzadeh & Bakhtiarvand, 2011). On the other hand, those common problems could be solved by several solutions such as omitting unnecessary details, using gestures and simplifying language that worked well to overcome the problems in giving instruction. Giving chances, offering clues and stimulating students through personalized materials helped the teacher overcome students' passiveness. Other solutions were pointing at strong students and modelling in order to overcome the excessive classroom silence. In overcoming the habits of L1 usage, simply warning the students was enough. Lastly, maintaining appropriate feedback was supported by the teacher's realization and intention in focusing on their role as a monitor (Kareema, 2014).

The obstacles that I had during the internship in terms of implementing ways to encourage student talking time were adjusting lesson planning into the EF teaching approach and cooperating with the main teacher. Another obstacle in terms of identifying common problems were the demands to be multitasking and the teacher's lack of sensitivity. Last obstacles in terms of overcoming common problems in encouraging student talking time were facing the unexpected classroom circumstances and giving the appropriate feedback.