EFFECTIVENESS OF STUDENT TALK TIME IN ENHANCING SPEAKING SKILL

A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English

Submitted by
Radhika Thapa

Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Radhika Thapa** has completed her M.Ed. thesis entitled **Effectiveness of Student Talk Time in Enhancing Speaking Skill** under my guidance and supervision.

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DEDICATION

This thesis is dedicated to my parents and to all respected teachers who made me what I am today.

DECLARATION

I hereby declare that to the best of my knowledge, this thesis is original; no part of it was earlier submitted for the candidature of research to any university

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Date: 11/11/2018 ……..

Radhika Thapa

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ABSTRACT

The present study **Effectiveness of Student Talk Time in Enhancing Speaking Skill** aimed at finding out the effectiveness of student talk time in developing students' speaking skill. This was an experimental research. I selected 30 students of grade VII of Manasalu Public School, Kathmandu District. The Selected students were divided into two groups, i.e. control and experimental group on the basis of odd even roll number. Pre-test and post-test were administered to collect data. Pre-test including five oral test items was administered for both groups to find out their initial speaking ability. The experimental group got special treatment whereas control group was taught using traditional lecture method. Each group taught for twenty eight days. Finally, post-test was administered for both groups using the same set of test items of pre test. Each student's speaking ability was recorded and analyzed. Pre-test and post-test results proved that the students under experimental group performed better than the students under control group. It means, increasing student talk time in the class room plays crucial role in developing speaking skill.

This thesis consists of five chapters. The first chapter deals with the introduction of the topic. It consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter deals with the review of related theoretical literature, review of related empirical literature, implications of the review of the study and conceptual framework. Similarly, chapter three consists of the design of the study, population, sample and sampling strategy, source of data, data collection tools, data collection procedure, data analysis and interpretation procedure and ethical considerations. Chapter four consists of the analysis of data and interpretation of the results under different sub headings. Chapter five comprises findings, conclusion and recommendations. This chapter is followed by references and appendices used for the study.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	: Percentage
&	: And
/	: Or
Av. Sc.	: Average Score
CUP	: Cambridge University Press
Dr	: Doctor
etc	: Etcetera
ELT	: English Language Teaching
EFL	: English as a Foreign Language
F.M.	: Full Marks
i.e.	: That is to say
M.Ed.	: Masters in Education
No.	: Number
Prof.	: Professor
R.N.	: Roll No
stds.	Students
S.N.	: Serial Number
STT	: Student Talk Time
TTT	: Teacher Talk Time
T.U	: Tribhuvan University