

CHAPTER II

REVIEW OF LITERATURE

This chapter consists of previous study, some pertinent ideas, and conceptual framework.

A. Previous Study

To avoid assuming similarity with this research, the researcher includes relevant previous research results. Previous research aims to obtain comparison and reference materials so that the researcher includes the results of previous research as follow:

Ahmad (2017), conducted a research entitle “The Influence of Teacher Talk toward Students’ Attitude to Speak English”. The result of this research indicated that the type token ratio of the teachers was low. The vocabulary they used in the delivery of the material less varied. Then, the average length of utterance for Teacher A is 8.85 wpu and for Teacher B is 12.06 wpu. In other words, teacher A delivered a shorter speech compared to teacher B. Teacher A and Teacher B use more procedural questions than convergent and divergent questions in interacting in the classroom. In terms of attitude, students have a positive attitude towards teacher talk based on the results of the questionnaire in which the students liked the teacher talk. In addition, students are also motivated to speak English when the teacher encourages them to speak.

Juswanto (2017) conducted a research entitle” The effect of teacher’s talk on students’ interest in learning english at the eight frade students of smp

muhammadiyah Limbung”. The result of this study shows that (1) there were two types of teachers’ talk that used by the teacher A and the teacher B in learning process such as direct and indirect talks. Direct talks divided into lectures, giving directions, and criticizes or justifying authority. Furthermore, indirect talks divided into accepting feelings, praising or encourages, accepting or using students’ ideas and asking questions. Both of them used all categories of direct and indirect talks. (2) There were the effects of teachers’ talk to the students’ interest in learning English. It can be seen the positive responses given by the students to the teachers’ talk used by the teachers related to the interest in learning English. It means that teachers’ talk affect their interest in learning English.

Winanta (2020) conducted a research entitle “ Exploring EFL Classroom Interaction: An Analysis of Teacher Talk at Senior High School Level”. The results obtained from this study are 12 types that exist in FLINT System, there are 9 types used by teachers. One of the most commonly used is ‘praises or encourages’ which means that teachers really appreciate students ' efforts to increase their learning motivation. The least said by teachers is 'criticizes student behavior'. This is what teachers do to keep students feeling and mentally. (Winanta et al., 2020)

Halim (2021), conducted a research entitle “Teacher Talk: Student’s Perception and Expectation’. The results indicated that (1) students’ perception towards teaching style, such as teaching method, motivating, giving feedback were almost negative and (2) students’ ideal expectations that an English teacher should be more effective, efficient interactive and creative for creating more interesting classroom atmosphere (Halim, 2021).

Kamila & Unsiah (2024) conducted a research entitle “Students’ Perceptions of Teacher Talk in The Classroom Interaction to Enhance Students’ Motivation of Learning”. The results show that the majority of the participants agree that receiving encouragement and praise from the teacher can increase students’ motivation to learn. It infers that encouragement and praise can encourage students’ participation (Kamila & Unsiah, 2024).

From some of the previous studies that have been described above, the similarity between previous research and this research is about the teacher talk and the difference from the five studies have mostly discussed aspects of motivation, interest in learning, and the use of teacher talk in the classroom in general, while the present research more focused on the direct relationship (impact) between teacher talk and students' language attitudes in speaking English.

B. Some Pertinent Ideas

1. Learning English

Learning is one of the many ways to understand everything, such as in learning English. Learning English is faced with many processes that improve various language skills such as speaking, listening, reading, and writing. It is the most commonly learned second language globally and mastering it can provide many opportunities for personal and professional growth. As many countries adopt English as the language of study in schools, more non-native English speakers are learning English so that they can speak it.

English is very important because it is used in many ways. English not only acts as a communication tool but also makes it easier for us to adapt to the

environment and work in the present or future. As a communication tool, learning English makes it easier to improve the ability to communicate effectively with foreigners. Crystal (2000) and Nunan (2001), as well as the British Council (2013) argue that the spread of English provides unlimited access to the modern world such as science, information and communication technology (ICT), money, power, international communication, and intercultural understanding, as well as entertainment and much more. Learning English, which is not your native language, also fosters brainpower. In other words, learning English makes it easier to understand technology and continue education to a higher level easily.

2. Attitude in Learning English

a. Concept of attitude

Many experts define attitude in different ways. Schwarz, Almer-Jarz, and Breitenacker (2009) looked at attitude as a behavioral intention. Other experts such as Latchanna and Dagnew (2009) say that understanding one's attitude helps us to be more aware of human behaviour (Zulfikar et al., 2019). Attitude is an abstract concept in social psychology, relevant in linguistics and various other disciplines (Satraki, 2019). Attitude can be described as an individual's inclination to react either positively or negatively to an idea, object, person, or situation (Wahyuni & Info, n.d.). Attitude is an expression of internal processes that is reflected through actions or behaviours (Zainun & Syahputera, 2018).

b. Language Attitude

According to Glanz, Karen, Rimer, Barbarak, and Viswanath (2008), Attitude pertains to behavioral beliefs, representing an individual's perceptions regarding the

potential outcomes or characteristics associated with engaging in a specific behavior. These beliefs are further shaped by the individual's evaluation of the desirability or significance of those outcomes or characteristics. In general, attitudes are characterized by psychological lines and behavioral lines (Amin, 2020). Attitude is generally used in the expression of every heart in explaining a person or explaining an attitude. One's attitude is the result of one's behavior towards another or towards a particular object. Attitude is a construct or abstract concept that cannot be understood directly, because attitude is an internal component of mental life that expresses itself, either directly or indirectly. These expressions arise through more obvious processes, such as stereotypes, beliefs, statements, reactions, ideas and opinions, selective memory, anger or satisfaction, and other emotions, and are also reflected in various other aspects of behavior (Peterson, 2019).

Attitude toward language reflects an individual's mental disposition or feelings regarding their own language or the languages of others. Language attitude encompasses how a person interacts with a specific language through various linguistic activities. Language attitude in linguistic studies means an attitude or action taken based on a view as a reaction to a phenomenon towards a language used by a speaker of languages (Suharti, 2021). Language Attitude refers to how a person behaves towards a particular language through various types of language activities (Saleh, 2019). Language attitudes play a crucial role in the vitality of a language, as they can significantly influence its continued existence (Jarnudi et al., 2024). The development of language attitudes closely parallels the general processes involved in forming attitudes overall (Indrayani et al., 2022). Language

attitude refers to individuals' personal feelings about the language they have learned. Typically, language attitude exists at the intersection of thought and behavior (Niawati et al., 2020). Language behavior and attitudes toward language are closely interconnected factors that can influence language choice (Samuel & Simatupang, 2022).

Students should have a positive attitude towards the acquisition of high proficiency in the target language. Brown (2000) says that students' good attitude has a beneficial influence on the level of engagement and communication during teaching and learning activities. Language attitude, according to Crystal (2003) is influenced by how a person perceives and feels about a language, be it his/her own or another language. This idea suggests that attitude is considered an important component that influences students' engagement in language acquisition (Normawati et al., 2023). Ellis (1994) wrote that positive attitudes towards the target language and its speakers are expected to improve learning while negative attitudes hinder it. Student attitudes affect the acquisition of the target language proficiency level. The positive attitude of students makes them succeed in achieving their goals and vice versa, a negative attitude will affect the acquisition of English language skills that are expected. But even so, negative attitudes will change if you get good methods or ways that help students in obtaining good attitudes towards the target language and the culture of native speakers of that language

c. Language Attitude Components

According to Schultz (2005), attitude consists of three Components called tri-component viewpoints, which are affective, cognitive, and behavioral components.

The affective or emotional component is component related to a person's feelings or emotions towards an object. The cognitive component related to the ideas or beliefs that a person has about the attitude object. The behavioral component related to person's tendency toward an object (Jarnudi et al., 2024).

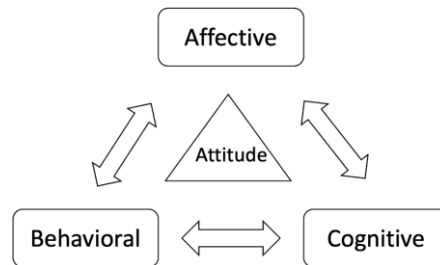


Figure 2. 1 Attitude Components from Schultz (2005)

According to Oxford and Shearin (1994), attitude as an affective factor in language acquisition also determines the level of learning activity and personal involvement in the learning process. The right attitude is a triggering factor for the formation of students' motivation in their efforts to achieve learning goals. Tremblay and Gardner (1995) in Sudirman, place language attitude as a factor that initiates the emergence of motivational antecedent. This motivational antecedent functions as a mediator for the formation of motivational behavior which is a factor that has a direct impact on the success of students' language learning.

Attitude plays an important role in the successful learning of speaking skills, especially English. Attitudes, which include affective, cognitive and behavioral dimensions, can influence how individuals perceive, approach and interact with the language they are learning. Positive attitudes encourage motivation, confidence and active behavior in the classroom, while negative attitudes become a major obstacle.

Therefore, developing a positive attitude towards English needs to be the main focus in learning English speaking skills.

d. Types of Language Attitude

Malabar (2015) explains that language attitudes are divided into two types, namely positive and negative attitudes. Positive language attitude is an attitude of enthusiasm towards the use of the language of the speaking community in which they are located, which shows a tendency to favor the use of language properly and correctly according to the situation. Negative language attitude is an attitude or action that tends to be indifferent and unconcerned about the aspects of good and correct language use of language rules and does not consider the situation in language use and does not try to improve it (Jarnudi et al., 2024). A positive attitude towards language, language maintenance will emerge, if a negative attitude towards language emerges, then there is a possibility of the desire of language speakers not to maintain the language (Pasang & Aninnas Harbi, 2023). A positive attitude towards a particular language contributes positively to linguistic vitality (Yassi et al., 2022).

e. Characteristics of Language Attitude

Garvin and Mathiot (1968) formulated three characteristics of language attitude, namely: language royalty, language pride and awareness of the norms. (Williandani et al., 2020). These three traits are the characteristics of a positive attitude towards language. If these characteristics have begun to disappear or weaken from a person or from a group of people who are members of the speech community, then it means that a negative attitude towards a language has struck that

person or group of people. The lack of desire or drive to maintain the independence of the language is one of the markers of a negative attitude, that the language loyalty begins to weaken, which can continue to be lost altogether (Iqbal Nurul Azhar, n.d.).

Language loyalty according to this concept is an attitude that is driven by a person or group of people to maintain the independence of their language and if necessary, prevent influence from other languages. Language pride that encourages people to develop their language and use it as a symbol of personal and community identity to distinguish them from others. Awareness of language norms which encourages people to use their language carefully, appropriately and politely. It encourages language speakers to use language based on prevailing norms where people of a particular language encourage themselves to use the language well and accurately. Language awareness can be seen in the responsibility, attitude and feeling of belonging to the language which creates a desire to foster and develop the language. Such awareness is a factor that greatly determines speech behavior in the form of language use (Zainun & Syahputera, 2018)

3. English Speaking Skill

a. Concept of Speaking skill

In the face of a globalized world, communication takes an important role in achieving success in all fields. Language is used as a means of communication. As English serves the purpose of International Communication, many foreign language learners try to learn it. In the process, they must acquire all 4 basic skills of the language among others listening, speaking, reading and writing. Listening and

reading are passive skills or receptive skills, while speaking and writing are active skills or productive skills (Raruoalli Srinivas Rao, 2019).

Speaking is the skill that people use the most compared to the other three skills, reading, writing and listening. Many language learners learn English in order to develop proficiency in speaking. Many language learners measure their language skills by their speaking ability. Nunan (1995) says in Webster's New World Dictionary, speaking is saying words orally, communicating by speaking, making suggestions, and making a speech. According to Chaney (1998) speaking is the process of creating and sharing meaning using verbal and non-verbal symbols in different contexts. Richard (2009) said that speaking is one of the most crucial skills in English, as it enables people to understand information conveyed through oral communication (Kiruthiga & Christopher, 2022). Speaking is not simply producing words; it entails expressing one's thoughts through language. Developing speaking skills requires considerable focus and consistent practice. Speaking skill is the most important skill for learning a foreign language or a second language. According to Aye and Phyu (as cited in Zuhriyah, 2017), practical English speaking skills are essential in various aspects of life in today's globalized world. English speaking skills must be improved in order to enhance communication with native and non-native speakers in the international community (Panggua et al., 2020). Speaking serves as a means for individuals to convey and exchange their thoughts verbally with others. According to Bahadorfar and Omidvar (2014), a speaker is regarded as possessing excellent speaking skills if the listeners are able to understand what they are saying (Mega & Sugiarto, 2020).

b. The Aims of Speaking

The main purpose of speaking is to communicate. Speaking becomes an important tool in communicating or conveying thoughts about what the speaker will convey to their listeners. That's why speaking is so important. According to Trigan (2008), there are four important purposes of speaking, namely:

1). To Inform

Trigan (2008) said that to inform means that the speaker aims to convey and share ideas, information, emotions, or opinions with the listener, while also imparting knowledge for a specific purpose. Which means that the speaker only wants to convey their message to the listener.

2). To Entertain

To entertain means that the speaker aims to bring happiness to the listener through content that is primarily chosen for their entertainment value. As a result, the act of speaking will become more engaging for listeners.

3). To Persuade

To entertain means that the speaker aims to bring happiness to the listener through content that is primarily chosen for their entertainment value. As a result, the act of speaking will become more engaging for listeners.

4). To Discuss

To discuss means that the speaker aims to engage in conversation about a topic with the intention of making decisions and planning. Discussion is thought to capture more student attention, as it requires them to work through and solve the task assigned by the teacher (Laksana, 2016).

c. Types of Speaking

According to Brown, as cited in Ilham (2020), identified five different types of speaking namely:

- 1). Imitative. Imitative can be defined as the ability to imitate or follow words or sentences.
- 2). Intensive. This form of speaking focuses on students' language abilities, including their command of grammar and phonology, which encompasses aspects like intonation, stress, rhythm, and juncture.
- 3). Responsive. Responsive speaking refers to a form of communication that highlights students' capacity to speak English spontaneously, including participating in conversations, greeting others, and making small talk.
- 4). Interactive. Interactive speaking refers to a form of communication in which the speaker and listener engage with each other actively, either directly or indirectly. Examples of interactive speaking include face-to-face conversations and everyday dialogues.
- 5). Extensive. Extensive speaking refers to monologue speaking, which encompasses activities such as giving speeches, delivering oral presentations, and storytelling. (Mitasari, 2023)

4. Teacher Talk

a. Definition of Teacher Talk

Talk in class leads to teachers and students talking and interacting with others. Talks is a way for teachers to convey information, in which case their instructional materials and lectures are used to control student attitudes (Ana et al., 2021). Many

understandings of teacher talk that provide different perspectives from experts. Richard (1992) defines Teacher Talk as a variety of language used by teachers when in the teaching process. According to Yanfen & Yuqin (2010), teacher talk is an integral part of Foreign Language Teaching in organizing activities and the way teachers speak not only determines how good they are in teaching, but also ensures how well students are willing to learn (Ana et al., 2021). According to Krashen teacher talk is foreigner talk in the classroom, the language of classroom management and explanation, when it is in the second language.

Ellis (1985) after studying SLA for many years, he put forward his own opinion about teacher talk: "Teacher talk is the special language that teachers use when addressing L2 learners in the classroom. He also commented "the language that teachers address to L2 learner is treated as a register, with its own specific formal and linguistics properties."

From the above definitions, it can be concluded that teacher talk is the teacher's language in interacting with students during the learning process. This language helps students in interacting with others in the classroom.

b. Types of Teacher Talk

Nunan (1991) says that teacher talk is very important for classroom organization and language acquisition process. Based on its specific function in the classroom context, teacher talk is divided into two categories: Instructional talk and Management talk (Mualiyah, 2017).

1) Instructional Talk of Teacher Talk

Instructional talk refers to the communication strategies that teachers employ to deliver materials and facilitate learning. According to Zulfah et al. (2015), there were five contexts of instructional talk, include: Giving explanation, giving direction, giving correction, asking question and answering questions. In addition, Roslina (2021) only found three contexts of instructional talk, include: giving explanation, asking question and answering question. Andini et al. (2019) also found fourteen functions of instructional talk include: introduction, asking for information, giving explanation, encourage, giving direction, correcting, interrupting, introducing material, giving examples, attracting attention, commenting, checking comprehension, giving suggestion.

2) Management Talk of Teacher Talk

Management talk focuses on managing and organizing classroom activities. Zulfah et al. (2015) found there are fifteen contexts of management talk, include: greeting, checking presence, giving instruction, giving direction, giving announcement, giving advice, encouraging students, giving reprimanding, giving praise, giving punishment, giving thanks, making humor, asking question, answering question, closing activity. Roslina (2021) also found four contexts of management talk, include: giving instruction, giving reprimanding, giving advice, and giving announcement. Andini et al. (2019) in their research found eleven functions of management talk, include: greeting, instruction, asking for information, talk/chatting to students, checking attendance, grouping/telling

students where to sit, encouraging, giving turn, thanking, asking to do something, and ending lesson.

The type or category of teacher talk that has been analyzed by Moskowitz in 1971 as cited in (Winanta et al., 2020) named Foreign Language Interaction (FLINT) System. FLINT is a further elaboration of the earlier framework of the Flandera Interaction Analysis Category System (FIACS) proposed by Flanders in 1970. The types that exist in FLINT include:

1). Indirect Influence

a). Dealing with feeling

When students are in a difficult situation or come to you in a depressed, upset or angry state, the teacher must accept the student's response by listening to their answers or responses, discussing and focusing more on the student's feelings. Don't force them to express their feelings. This is enough to prove that teachers pay enough attention to their students so that they focus on learning and appreciate teachers more.

b). Praising or encouraging

The power of praise in changing student behaviour indicates the teacher's approval and informs students about how academic achievement or praised behaviour matches the teacher's expectations. Reward students by praising, giving a positive word on student work, giving them confidence, encouraging students to continue and making sure their answers are correct. During the lesson, teacher can give some positive reinforcement words to students' actions such as '*good*', '*nice*', '*correct*', '*excellent*', '*marvelous*', etc.

c). Jokes

When students start to feel bored and sleepy in the classroom, the teacher must be able to restore the passion for learning by joking, kidding, funs, making attempting to be humours.

d). Using students' idea

Clarifying, applying, analyzing, and summing up students' ideas. The ideas should be paraphrased but it is still recognized as the students' contributions. Repeating the specific words from students after they participate. The students' responses should be in verbal communication. This contribution makes students feel prouder and more appreciated. This type of teacher talk results in students learning more, and teachers should clarify that ideas come from student contributions.

e). Asking questions

Asking questions to the students about the material being learned in which the answer is already anticipated. Rhetorical questions do not belong to this category.

2). Direct Influence

f). Gives Information

Giving information and facts about the material being learned. Asking rhetorical questions based on the teacher's ideas. Revising students' mistakes or errors with positive responses. The responses should not contain words or intonations which indicates criticism.

g). Correct Without Rejections

Telling students who have made mistakes the correct response without using words or intonations with communicative criticism.

h). Gives Directions

Give instructions, suggestions or orders that students will obey. The teacher must first give an initiation that will then be followed by the students. Give a statement that students are expected to repeat well. Give a statement that if the student is able to change from one to another.

i). Translating (Code-Switching)

When teaching in the classroom, teachers must be able to use more than one language so that students can better understand the teacher's explanation. Teacher can mix Indonesian and English while teaching.

j). Criticizes Student Behaviour

Teachers must know how to communicate with the emotional atmosphere in the classroom so that they can find solutions in solving problems and building positive interactions with students. Teacher criticism is very important for positive student behaviour such as rejecting student behaviour, trying to change student behaviour that is unacceptable, communicating anger, displeasure, irritation and dissatisfaction with what the student is doing, as well as telling the student that the response is not correct.

Teacher talk plays a crucial role in the development of English speaking skills, particularly within the classroom learning environment. During the instructional process, teachers engage in various activities, with speaking being the most

prevalent. Effective communication with students is essential for presenting and discussing material clearly. The manner in which teachers articulate their speech significantly influences students, as many tend to emulate their phrasing and attempt to replicate the sentences spoken by the teacher. Moreover, the appropriate use of teacher talk fosters active student participation in classroom interactions, thereby enhancing the overall learning experience. (Siti Astri et al., 2020)

5. Students' Language Attitude Toward Teacher Talk

Teachers play an important role in the academic world, which can be a mediator or facilitator. As a teacher, they have a responsibility and an important role in the success or failure of the learning process. Turbull as cited in (Niawati et al., 2020) explained that teachers are the “most important stakeholders” which means teachers affect students greatly. This success or failure can be seen from the students' attitude towards the teacher's talk. Moon (2005) as cited in (Ananthia, 2015) emphasizes that students tend to focus more on meaning than form when learning language. This attitude can be positive or negative depending on how the teacher speaks. The positive attitude shown by students can be seen from active and enthusiastic responses, such as answering questions, asking for clarification, or engaging in discussions triggered by the teacher's explanation. In addition, respect for the teacher such as listening politely without interrupting is also a positive attitude that helps create a conducive classroom atmosphere. On the other hand, negative attitudes towards teacher talk can be seen in students' lack of focus, being busy with other things or often showing passivity and missing opportunities to understand the material. This negative attitude can hinder the learning process and

make classroom communication less effective (Putra, 2020). Sri Widayati in her research revealed that the role of the teacher as a facilitator is very important in building students' positive attitude towards language learning. Teachers who are able to interact well and provide constructive feedback will help students be more confident in using the target language (Widayati, 2019).

6. Impact

Impact is about perceiving the effects or changes resulting from a certain action, event or condition, either directly or indirectly. R.K. Saputro (2012) also said that impact is a change that occurs as a result of an action or activity, which can be positive or negative towards a particular object. According to Aresandi S., impact is the amount of value added to one's life or world (Aresandi as Cited in Suwarso, 2018).

From the statements of the experts above, the researcher concludes that impact is everything that happens as a result of an event so that it has a positive impact or negative impact. Positive impact means referring to changes that lead to the better, while negative impact means changes that are worse than before.

Enda, (2019) divides the impact in two terms, namely positive impact and negative impact.

a. Positive Impact

Positive impact is the desire to persuade, convince, influence or impress others, with the aim that they follow or support one's good wishes.

b. Negative Impact

Negative impact is a strong influence that brings about negative results. Negative impact is the desire to persuade, convince, influence or impress others, with the aim of getting them to follow or support one's bad wishes and cause certain consequences.

According to Soekanto as cited in (Wati, 2022), based on its influence, the impact is divided into 4 types, including:

a. Positive Impact

A positive impact is an impact that has a positive influence or provides a change for the better.

b. Negative Impact

A negative impact is an influence that causes a change for the worse from the previous condition.

c. Direct Impact

Direct impacts are impacts or influences that are felt directly by the parties involved.

d. Indirect Impact

Indirect impacts are impacts or influences that are not directly felt by the parties directly involved and are usually called long-term impacts because their effects will be felt in the future.

7. The Impact of Teacher Talk Toward Students Attitude in Learning English Speaking Skill

Munawir (2017) conducted a study and the results showed that teachers play an important role in shaping students' attitudes and students have a positive attitude towards teacher talk which can motivate them in speaking English. Irmayani (2017) also conducted a study and the results showed that students prefer teacher talk that encourages them and provides reciprocity rather than just displaying questions and information. Nasmilah's (2023) research also showed that the relationship between teacher talk and students' attitude in learning English was found to be positive. These findings underscore the importance to tailoring teacher talk to foster a supportive learning environment that promotes students' language attitudes and speaking skills.

Puasa (2017) states that the success or failure of a learning activity is determined by the language used by the teacher (Puasa et al., 2017). The frequency of teacher talk used by teachers in contexts that are less appropriate to the conditions of students will provide a boring learning atmosphere because students only passively listen to what the teacher is talking about or even ignore what the teacher says. In addition, the inaccuracy of the language level used by the teacher will cause other problems for students in understanding English speaking learning materials. Harmer (1998) asserts that teacher talk is the key to engaging students in learning (Aulia & Kuzairi, 2020).

Based on the research results mentioned above, it can be concluded that teacher talk has a positive impact on students' attitude towards learning. In this research, I want to know the impact of teacher talk on students' attitudes in learning English speaking skills.

C. Conceptual Framework

Students' attitude is defined as the mindset, feelings, and behavioural tendencies that students have towards something. In this case it refers to the learning process or a particular aspect of learning, such as students' English speaking skills. These attitudes reflect students' internal reactions, both positive and negative, to their learning experiences, which can affect their motivation, engagement and learning outcomes.

Students' language attitudes towards English speaking skills can be influenced by teacher talk. Teacher talk refers to the form of verbal communication that teachers use during the learning process. Teacher talk includes how teachers talk, interact and instruct students, which can affect students' understanding, interest, motivation and attitude towards learning.

Teacher talk impacts students' attitudes in learning English speaking skills. When teachers use effective, empathic and supportive communication, students are more likely to have positive attitudes, such as feeling motivated, interested and confident to learn English speaking skills. With supportive and purposeful communication, it can help students feel emotionally supported and be able to eliminate the fear of mistakes by providing constructive responses. Whereas,

ineffective teacher talk such as excessive criticism or lack of motivation can lead to boredom, anxiety or negative attitudes towards learning English speaking skills.

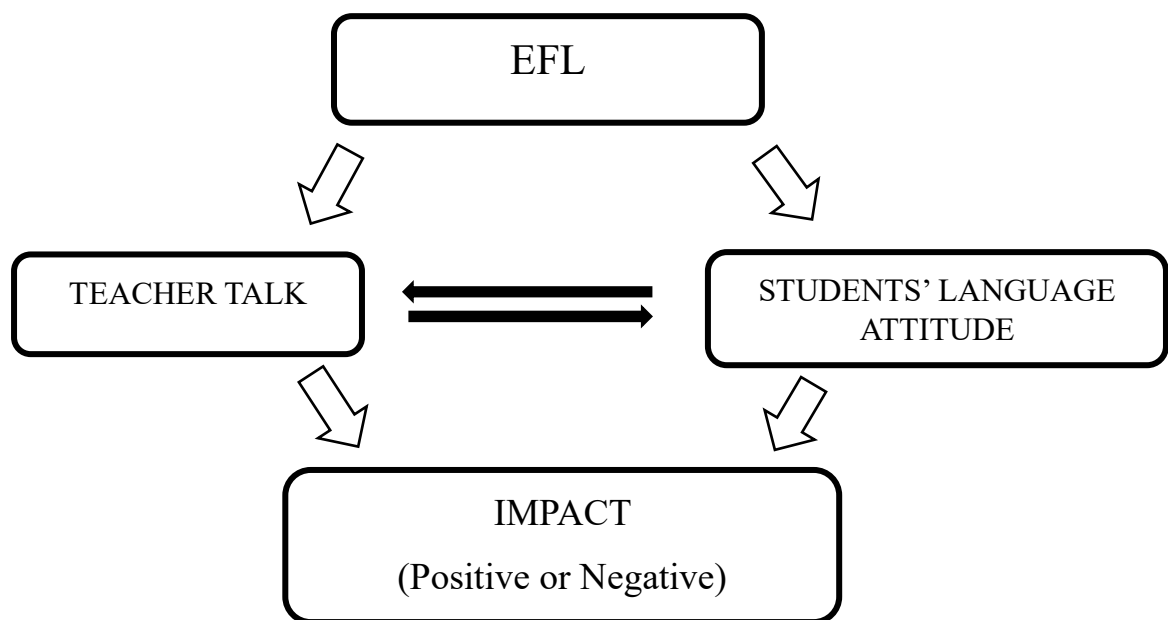


Figure 2. 2 Conceptual Framework

D. Hypothesis

The research hypothesis is a temporary answer to the problem to be sought. Fractional solutions through research, which are formulated on the basis of knowledge, experience, and logic which will then be tested for truth through the research to be carried out.

The results of this research hypothesis are:

Ha: There is a positive impact between Teacher talk on Students' Language Attitude in learning English speaking skills.

Ho : There is a negative impact of teacher talk on Students' Language Attitude in learning English speaking skills.