

CHAPTER I

INTRODUCTION

This chapter consists of background, research question, objective of the research, significant of the research, research methodology, and key terms definitions.

A. Background

English is the foreign language spoken almost all over the world, including Indonesia. Since the 20th century, English has been established as a global language according to Crystal (1997). In Indonesia, English has been taught since students are in elementary school. This policy was made by the education office considering that English is an introduction to international communication. This policy is expected to produce students who have good English skills (Desy, 2019).

English speaking ability is one of the important skills in language learning, especially in the current context of globalization. As a productive skill, speaking allows students to express their ideas, opinions and feelings directly in English. Nunan (1995) said that Speaking is a skill that deserves attention in both the first and second language. Learning speaking skills is the most important aspect of learning a second or foreign language and success is measured by the ability to conduct conversations in that language (Leong & Ahmadi, 2016). However, success in mastering speaking skills is not only determined by linguistic factors such as grammar or vocabulary, but also by students' language attitudes.

In A Dictionary of Linguistics and Phonetics which written by Crystal, language attitudes can be defined as the feelings people have about their own or other languages. Language Attitude is a concept related to language ideologies, beliefs, judgments one has about a particular society's language style, language characteristics, or language varieties. Language attitudes refer to an individual's perceptions, beliefs, and feelings towards a particular language, including the English language they are learning. Attitude is one of the most important factors that influence a person in learning English speaking skills. Attitudes formed during the teaching and learning process play an important role in shaping students' behaviour. This attitude can be negative or positive towards the language. When a person learns a language and the attitude is positive, the attitude will be followed by good actions and show good results during language learning. However, if the negative attitude is followed by negative actions, the language learning results will be poor (Desy, 2019).

The importance of language attitudes is clear in their impact on language learning; positive attitudes increase motivation which leads to greater effort and perseverance, while negative attitudes can demotivate learners and hinder their progress. In addition, a positive language attitude can also build a conducive learning environment, both in the classroom and outside the classroom. When students have a favourable view of English, they are more likely to cooperate with peers and actively engage in various speaking activities, such as group discussions, presentations and conversation simulations.

Students' language attitude towards learning English speaking is influenced by various factors, both internal and external. Internally, Schwarz (2005) proved that psychological factors such as shyness, anxiety, fear of mistakes, lack of confidence, and lack of motivation have become obstacles to students' speaking ability and affect their attitude towards speaking. Feelings of shyness will directly block and hinder students' ability to speak English. Students will also be afraid of making mistakes, making students experience anxiety and reducing their self-confidence. Externally, students' language attitudes are also influenced by general social factors and inter-ethnic contact. General social factors such as parental upbringing, teacher attitudes, peer pressure, community beliefs, or cultural expectations. However, according to Yazigy (2015) parents and teachers are the most common factors that influence students' attitude towards learning a foreign language (Niawati et al., 2020).

Teachers play an essential role in the educational and learning process, acting as instructors, mentors, and educators. Through both formal and informal learning, teachers transfer knowledge, skills, and values to students. Additionally, teachers are responsible for shaping the character, attitudes, and positive behaviours of their students, enabling them to develop into competitive individuals who are responsible and possess critical thinking skills. To achieve all of their objectives and responsibilities, teachers must be aware of the methods they will employ. Furthermore, teachers need to interact with students to gain a better understanding of their needs and learning styles. By doing so, teachers can effectively convey messages or content to their students (Munawir, 2017). In their efforts to

communicate effectively with students, teachers frequently adjust their language, incorporating features typical of foreigner talk and other simplified speech patterns designed specifically for language learners (Hermanto, 2015).

In the language classroom, teacher should be able to make students interested to learn the language lesson. In other words, teachers need to use English in the classroom, incorporating at least simple phrases that students can understand. This is referred to as teacher talk. The language that teachers employ when giving instructions is also known as teacher talk. Mu'in (2018) noted that teacher talk plays a vital role in language teaching and learning, significantly influencing students' success in acquiring the target language. According to Wasi'ah (2016) in Afifah, teacher talk is used in guiding student learning activities in building cooperation and sharing educational knowledge with students. Meanwhile, Yanfen and Yuqin (2010) stated that teacher talk is an indispensable part of foreign language teaching in managing activities and the way teachers talk not only determines how well they deliver the lesson material but also guarantees how well students will learn (Nurul Afifah, Nopa Yusnilita, 2017).

During the learning process, teachers tend to dominate the conversation in class interactions, such as when greeting students, starting lessons, introducing new material, and asking questions. When students comprehend the teacher's explanations and communication style, they are more likely to develop a desire to engage in communication themselves. For instance, when a teacher greets students with phrases such as "Good morning, students," it prompts a reciprocal response from the students, who may reply, "Good morning, Sir/Ma'am." This interaction not

only facilitates a positive classroom atmosphere but also encourages students to practice their speaking skills in a supportive environment (Sahlim, 2018). Understanding how teachers communicate can provide insights into how students perceive their learning experiences and engage with the material.

Some previous studies that discuss teacher's talk such as: students provide a positive attitude towards teacher's talk and motivated in speaking English when teachers encourage them to speak, teacher talk also provides high motivation to students in learning English (Sakka et al., 2022). Effective Teacher talk significantly improves students' understanding, motivation and participation (Nur Hiraqi et al., 2024). Teacher talk has a high potential in improving academic performance and facilitating the improvement of knowledge (Cahyani & Chotimah, 2023).

At the Christian University of Indonesia Toraja (UKIT), students exhibit varying attitudes toward learning English speaking skills, which often presents challenges in the educational process. While some students demonstrate strong confidence and motivation regarding their speaking abilities, others experience anxiety, fear of making mistakes, and a lack of self-confidence. These differences contribute to a disparity in speaking proficiency among students. Based on this statement, the researcher is interested in conducting a research to investigate the impact of teacher talk on students' attitudes in learning English speaking skill.

B. Research Question

Based on the research background discussed earlier, the formulation of the problem raised by the researcher in this research is “How is the impact of teacher's talk towards students' language attitude in learning English speaking skill?”.

C. Objective Of The Research

Dealing with the research question above, the aim of this study is “to investigate the impact of teacher’s talk towards students’ language attitude in learning English speaking skill”.

D. Significance Of The Research

The data gathered from this study will be useful for:

1. For The Lecturers

The research is expected to provide benefits for lecturers such as help lecturer develop strategies that foster greater engagement in speaking activities and identify which communication styles most effectively support students’ speaking development.

2. For The Students

This research is expected will help students to understand their attitudes towards learning English language skills in order for them to make wise decisions about their attitudes towards the language they are learning and apply them in the classroom or in their daily lives.

3. For The Next Researcher

To add a reference for future researcher who have same problem at the research.

E. Research Methodology

This research used quantitative method. Researcher applied the questionnaire to collect the data. Researcher provides some statements that must be responded by

respondents. The purpose of using quantitative method is to find out the impact of teachers's talk towards students' attitude in learning English speaking.

F. Key Terms Definition

1. Impact is a condition that occurs in different situations as a result of changes in the body, response, movement, or even behaviour
2. Teacher's Talk is the language used by teachers in communicating with students in classroom interactions.
3. Language attitude encompasses how a person interact with specific language through various linguistic activities.
4. Speaking skill is the ability to communicate verbally, express thoughts, ideas and information effectively in oral form.