



The Impact of Teacher Talk Towards Students' Language Attitude in Learning English Speaking Skill

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Abstract: *Students' language attitude in learning English speaking Skill. The researcher conducted the research used quantitative method. The convenience sampling was used to obtain data from 19 7th semester students of English Education study program who had participated all the speaking class. The data were obtained by questionnaire technique. Data were analyzed using the T test, correlation coefficient (Pearson product moment), coefficient of determination and linear regression. The results of hypothesis testing using t test analysis, the t-count value is 5.053 and the t-table is 2.120, meaning that the t-count value is greater than the t table, namely $5.053 > 2.120$. with a significance level of $0.00 < 0.05$. It means that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted. The conclusion is teacher talk has a positive impact towards students' language attitude in learning English speaking skill. These results show that teacher talk is an important factor in shaping students' language attitudes, so the communication approach used by lecturers in learning English speaking needs to be designed effectively to achieve better results.*

Keywords: *Impact, Teacher Talk, Language Attitude, English Speaking Skill.*

INTRODUCTION

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 behaviors 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).

Some previous studies have discussed about teacher talk in learning process. (Munawir, 2017 and Kamila & Unsiah, 2024) showed that encouragement and praise from teachers can increase students' motivation, in line with results showing that teacher talk can positively influence students' language attitudes. Juswanto (2017 and Winanta et al., 2020) also highlighted the role of teacher talk in building students' interest and motivation, which relates to how students respond to the teacher's language in speaking lessons. However, Halim (2021) found that students' perceptions of teaching methods, motivation, and feedback tended to be negative, which contrasts with studies that show the positive impact of teacher talk on students' language attitudes. 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.

At the Christian University of Indonesia Toraja (UKIT), students show varying attitudes toward learning English speaking skills, which often presents challenges in the educational process. While some students show strong confidence and motivation about 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.

LITERATURE REVIEW

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

Many experts define attitude in different ways. Schwarz, Almer-Jarz, and Breiteneker (2009) looked at attitude as a behavioral intention. Other experts such as Latchanna and Dagneu (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).

a. 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

b. 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).

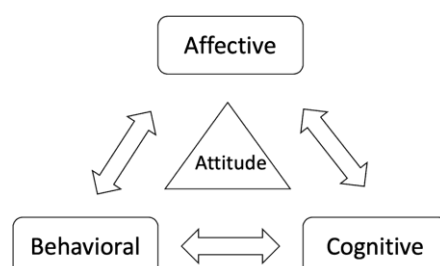


Figure 1 Attitude Components from Schultz (2005)

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.

The rapid advancement of mobile technology offers unprecedented opportunities for educational innovation that in line with Chen and Mei (2024) who stated that Mobile device-based learning models are highly attractive due to their convenience and widespread use. Advancements in real-time speech processing technologies provide new tools and methods for intercultural communication education, enhancing the efficiency and effectiveness of language learning through interactive and personalized experiences.

RESEARCH METHOD

The design of this research applied quantitative method. According to Sugiyono (2019), quantitative research is a research method based on the philosophy of positivism and is considered a scientific approach because it follows empirical, objective, measurable, rational, and systematic principles. The quantitative research paradigm emphasizes theory testing through measuring research variables and analysing data in the form of numbers using statistical calculations (Rukminingsih, Adnan, and Latief 2020). The convenience sampling was used to obtain data from 19 7th semester students of English Education study program who had participated all the speaking class. The data were obtained by questionnaire technique. Data were analyzed using the T test, correlation coefficient (Pearson product moment), coefficient of determination and linear regression.

FINDINGS AND DISCUSSION

Finding

1. Teacher Talk result

Table 1. shows the result of the respondents' answers about teacher talk (X)

Number of Items	Strongly Agree (SA)		Agree (A)		Neutral (N)		Disagree (D)		Strongly Disagree (SD)		Total
	F	%	F	%	F	%	F	%	F	%	
1	5	6.2	12	3.2	2	10.5	0	0.0	0	0.0	19
2	1	5.3	8	42.1	7	36.8	3	15.8	0	0.0	19
3	2	10.5	4	21.1	2	0.5	11	57.9	0	0.0	19
4	3	15.8	13	68.4	2	10.5	1	5.3	0	0.0	19
5	0	0.0	0	0.0	5	26.3	10	52.6	4	21.1	19
6	1	5.3	6	31.6	7	36.8	2	10.5	3	15.8	19

Based on the table above, several statements can be explained as follow:

1. Item 1, 5 people (26.2) chose Strongly Agree, 12 people (63.2) chose Agree, and 2 people (10.5) chose Neutral.
 2. Item 2, 1 person (5.3) chose Strongly Agree, 8 people (42.1) chose Agree, 7 people (36.8) chose Neutral and 3 people (15.8) chose Disagree.
 3. Item 3, 2 people (10.5) chose Strongly Agree, 4 people (21.1) chose Agree, 2 people (10.5) chose Neutral and 11 people (57.9) chose Disagree.
 4. Item 4, 3 people (15.8) chose Strongly Agree, 13 people (68.4) chose Agree, 2 people (10.5) chose Neutral and 1 person (5.3) chose Disagree.
 5. Item 5, 5 people (26.3) chose Neutral, 10 people (52.6) chose Disagree, and 4 people (21.1) chose Strongly Disagree.
 6. Item 6, 1 people (5.3) chose Strongly Agree, 6 people (31.6) chose Agree, 7 people (36.8) chose Neutral, 2 people (10.5) chose Disagree and 3 people (15.8) chose Strongly Disagree.
2. Students' Language Attitude result

Table 2. students' language attitude (Y)

Number of Items	Strongly Agree (SA)		Agree (A)		Neutral (N)		Disagree (D)		Strongly Disagree (SD)		Total
	F	%	F	%	F	%	F	%	F	%	
7	4	21.1	13	68.4	2	10.5	0	0.0	0	0.0	19
8	9	47.4	7	36.8	2	10.5	1	5.3	0	0.0	19
9	2	10.5	5	26.3	6	31.6	5	26.3	1	5.3	19
10	6	31.6	13	68.4	0	0.0	0	0.0	0	0.0	19
11	1	5.3	3	15.8	10	52.6	2	10.5	3	15.8	19
12	0	0.0	4	21.1	6	31.6	6	31.6	3	15.8	19
13	3	15.8	12	63.2	3	15.8	1	5.3	0	0.0	19
14	3	15.8	8	42.1	7	36.8	1	5.3	0	0.0	19
15	5	26.3	2	10.5	4	21.1	6	31.6	2	10.5	19

Based on the table above, several statements can be explained as follow:

1. Item 7, 4 people (21.1) chose Strongly Agree, 13 people (68.4) chose Agree, and 2 people (10.5) chose Neutral.
2. Item 8, 9 people (47.4) chose Strongly Agree, 7 people (36.8) chose Agree, 2 people (10.5) chose Neutral and 1 person (5.3) chose Disagree.

3. Item 9, 2 people (10.5) chose Strongly Agree, 5 people (26.3) chose Agree, 6 people (31.6) chose Neutral, 5 people (26.3) chose Disagree and 1 person (5.3) chose Strongly Disagree.
4. Item 10, 10 people (31.6) chose Strongly Agree and 13 people (68.4) chose Agree.
5. Item 11, 1 person (5.3) chose Strongly Agree, 3 people (15.8) chose Agree, 10 people (52.6) chose Neutral, 2 people (10.5) chose Disagree, and 3 people (15.8) chose Strongly Disagree.
6. Item 12, 4 people (21.1) chose Agree, 6 people (31.6) chose Neutral, 6 people (31.6) chose Disagree and 3 people (15.8) chose Strongly Disagree.
7. Item 13, 3 people (15.8) chose Strongly Agree, 12 people (63.2) chose Agree, 3 people (15.8) chose Neutral, and 1 person (5.3) chose Disagree.
8. Item 14, 3 people (15.8) chose Strongly Agree, 8 people (42.1) chose Agree, 7 people (36.8) chose Neutral, and 1 person (5.3) chose Disagree.
9. Item 15, 5 people (26.3) chose Strongly Agree, 2 people (10.5) chose Agree, 4 people (21.1) chose Neutral, 6 people (31.6) chose Disagree, and 2 people (10.5) chose Strongly Disagree.

Table 3. Regression Linier Test Result

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.	Collinearity Statistics	
			Std. Error	Beta			Tolerance	VIF
	(Constant)	6.818	5.100		1.337	.199		
	Teacher Talk	1.182	.234	.775	5.053	.000	1.000	1.000
a. Dependent Variable: Students' Language Attitude								

Based on the table above, there is a regression coefficient value by looking at the results of the coefficient table in the unstandardized column in column B in the sub chapter there is a constant value, with a value of 6.818, while the regression coefficient value for Teacher Talk (X) = 1.182. The constant of 6.818 states that if teacher talk is ignored equal to zero, then students' language attitude is 6.818. The regression coefficient of teacher talk is 1.182. It means that every increase in the level of teacher talk by one point, the students' language attitude will increase by 1.182. Vice versa, if teacher talk decreases by one point then students' language attitude decreases by 1.182. Besides, based on the results of the calculations that have been carried out, the t-count value is 5.053 and the t-table is 2.120, meaning that the t-count value is greater than the t table, namely $5.053 > 2.120$. with a significance level of $0.00 < 0.05$. It means that the Null Hypothesis is rejected and

the Alternative Hypothesis is accepted. This shows that teacher talk has a positive impact on students' language attitude accepted. That is, if teacher talk is increased, then students' language attitude will increase.

3. Coefficient Correlation

Table 4. Correlation Coefficient Test Result

Correlations

		Teacher Talk	Students' Language Attitude
Teacher Talk	Pearson Correlation	1	.775**
	Sig. (2-tailed)		.000
	N	19	19
Students' Language Attitude	Pearson Correlation	.775**	1
	Sig. (2-tailed)	.000	
	N	19	19

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the table, the significant value can be seen between Teacher Talk (X) and Students' Language Attitude (Y) is $0.000 < 0.05$ which means there is a positive and significant correlation between X and Y. Then the correlation coefficient value of teacher talk is 0.755. Based on the correlation interpretation value, it is in the range of "0.60-0.799" which means that the level of relationship between teacher talk and students' language attitude is included in the strong relationship level.

Coefficient Determination

Table 5. Coefficient of Determination Test Result

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.775a	.600	.577	3.195

a. Predictors: (Constant), Teacher Talk

b. Dependent Variable: Students' Language Attitude

From the table above, it can be said that variable X (teacher talk) influences variable Y (students' language attitude) by 60%. While the remaining 40% is influenced by other variables. Then H_a is accepted and H_o is rejected.

Discussion

1. The Relationship between Teacher Talk and Students' Language Attitude in Learning English Speaking Skills

From the correlation result based on the coefficient correlation, the significant value between Teacher Talk (X) and Students' Language Attitude (Y) is $0.000 < 0.05$ which means there is a positive and significant correlation between X and Y. Then the correlation coefficient value of teacher talk is 0.755 which means that the level of the correlation between teacher talk and students' language attitude is included in the strong relationship level.

This finding is in line with the Interaction Hypothesis theory by Long (1996) which states that interaction between teachers and students plays an important role in improving language skills (ZHAO Congmin 2021). Lecturers who provide supportive feedback, use language that is easy to understand and provide speaking opportunities to students can increase their confidence and motivation in speaking English. This can be seen from 15 (79%) of students are more active in speaking if the lecturer gives fair opportunities to all students.

2. The Impact of Teacher Talk on Students' Language Attitude in Learning English Speaking Skills

In this study, the researcher analyzed the variable of teacher talk on students' language attitude. From the regression linier test, t-count value is 5.053 and the t-table is 2.120, it means that the t-count value is greater than the t-table, $5.053 > 2.120$ with a significance level of $0.000 < 0.05$. it means that the Null Hypothesis is rejected and the Alternative Hypothesis is accepted. This shows that teacher talk has a positive impact towards students' language attitude in learning English skill accepted.

In addition, this finding is also supported by research conducted by Munawir (2017), who found that teacher talk influences students' language attitude to be positive. Students are more motivated to speak English when teachers encourage them to speak English (Munawir 2017). Related to the positive responses given by students to the teacher talk used by the teacher (Juswanto 2017). This study is also relevant to the findings of Kamila (2024) which showed that the majority of students agreed that getting encouragement and praise from teachers can increase students' learning motivation (Kamila and Unsiah 2024). This is evidenced by the results of the study which showed that 89.4% of students felt more confident speaking in English when the lecturer gave praise and motivation. However, the results of this study are slightly different from the findings of Halim (2021) which show that students' perceptions of teaching styles, such as teaching methods, motivation and giving feedback are almost negative (Halim 2021). In this study, most students actually felt the benefits of supportive teacher talk. As many as 16

(84.2%) of students were more understand the material if the explanation is clear. And also, as many as 16 (84.2%) of students were more comfortable in speaking if lecturers use humor in learning.

CONCLUSION

Based on the results of the research that the researchers have done, it can be concluded that there is an impact caused by teacher talk on students' language attitudes in learning English speaking skills and it is positive impact. This is evidenced from the simple regression linier results with a t-value of 5.053 which is positive with a significance level of $0.000 < 0.05$ which shows that teacher talk has an impact on students' language attitudes (positive) (H_a) is accepted, with a strong level of relationship. This can be seen from the correlation coefficient value is 0.755.

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