

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

Sintike Mangngemba ^{1*}, Matius Tandikombong ², Selvi Panggua ³

¹ SMA Negeri 3 Tana Toraja, Indonesia

^{2,3} Universitas Kristen Indonesia Toraja, Indonesia

* sintikemangngemba17@gmail.com

Abstract

This research is important due to the crucial role teacher talk plays in the process of learning English, particularly in developing students' speaking skills. Students' language attitudes towards speaking are strongly influenced by how teachers or lecturers communicate during the learning process. Therefore, understanding the impact of teacher talk on students' language attitudes is urgent to ensure effective learning and improved outcomes. This study aims to investigate the effect of teacher talk on students' language attitudes in learning English speaking skills. A quantitative method was employed, with convenience sampling used to collect data from 19 seventh-semester students in the English Education program who attended all speaking classes. Data were collected through questionnaires and analyzed using t-tests, Pearson product-moment correlation, coefficient of determination, and linear regression. The hypothesis testing showed a t-count value of 5.053, greater than the t-table value of 2.120, with a significance level of 0.000, below the 0.05 threshold. This means the Null Hypothesis (H₀) is rejected, and the Alternative Hypothesis (H_a) is accepted, confirming a positive and significant impact of teacher talk on students' language attitudes in learning speaking skills. The findings highlight teacher talk as an important factor in shaping language attitudes, suggesting lecturers need to design communication approaches effectively in English speaking classes to achieve better results.

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

Introduction

Teachers hold a pivotal position in the educational system, serving not only as facilitators of knowledge but also as key figures in students' intellectual, emotional, and social development. Their role extends beyond delivering subject content; teachers are also responsible for instilling moral values, building character, and nurturing critical thinking abilities in students (Sari et al, 2019). This multifaceted responsibility positions teachers as mentors who guide students through both academic and personal growth. In order to fulfill these responsibilities effectively, teachers must possess not only content knowledge but also pedagogical competence, including the ability to communicate clearly and empathetically with their students (Munawir, 2017). Communication, especially in the classroom context, is one of the most influential tools a teacher has. How a teacher talks what is referred to as teacher talk can significantly affect the atmosphere of the classroom, the clarity of instruction, and ultimately, the students' learning outcomes (Al-sohbi & Preece, 2018). Teacher talk refers to the specific language and discourse features used by teachers during instructional time. It involves aspects such as repetition, simplification, encouragement, feedback, and classroom management language (Ehsan et al., 2019).

In language learning classrooms, teacher talk becomes even more crucial as it directly influences how well students comprehend, engage, and participate in the learning process. Effective teacher talk can help reduce learners' anxiety, promote a sense of belonging, and foster a positive learning environment (Hermanto, 2015). The especially when teaching speaking skills, teachers frequently adapt their speech to align with students' proficiency levels (Nasmilah, 2023). These adaptations may include slowing down the rate of speech, using simpler grammatical structures, and enunciating more clearly. Such features are often associated with foreigner talk, a type of adjusted language that helps language learners better understand input (Dewaele, 2019). By employing these techniques, teachers aim to make the input more comprehensible and to encourage more active student participation (Lasagabaster, 2017). This aligns with Krashen's Affective Filter Hypothesis, which suggests that learners are more likely to acquire a language when their emotional filters such as anxiety or lack of motivation are low. Teacher talk can be a powerful mechanism to reduce these filters and promote a positive attitude toward the language (Iman, 2017).

Numerous studies have explored the influence of teacher talk in second and foreign language learning contexts. For instance, teacher praise and encouragement have been found to significantly improve students' motivation to speak in the target language. These findings indicate a strong link between the nature of teacher talk and students' language attitudes (Kamila et al, 2024). Similarly, research has shown that when teachers use encouraging and supportive language, students are more likely to feel confident and willing to take risks in speaking English, which is essential in the development of oral proficiency (Winanta et al., 2020). However, not all findings in the literature portray teacher talk in a positive light. For example, Halim (2021) found that students often expressed dissatisfaction with the way teachers communicated, especially when feedback was perceived as negative or when the teacher's communication style was overly rigid or critical. These findings suggest that teacher talk can also lead to negative attitudes if not delivered thoughtfully. Such contrasting evidence highlights the complexity of teacher-student interactions and underscores the importance of examining how teacher talk specifically affects students' language attitudes.

The studies provide valuable insights, most focus broadly on general motivation or interest in learning (Bambaeeroo et al, 2017). Few studies have closely examined the direct impact of teacher talk on students' attitudes toward speaking English, particularly in specific educational settings such as higher education. Furthermore, previous research has often emphasized secondary education or general language acquisition, leaving a gap in understanding how teacher talk operates in university-level speaking classes. Therefore, there is a pressing need to explore this relationship more deeply within the context of tertiary education (Rofi'i et al, 2017). The Christian University of Indonesia Toraja (UKIT), variations in student attitudes toward speaking English have become evident in recent years. Some students exhibit enthusiasm and confidence when participating in speaking tasks, while others demonstrate hesitation, fear of making mistakes, or a lack of engagement. This disparity is believed to stem from several factors, including past learning experiences, self-perceptions of language ability, and the classroom environment particularly how teachers communicate with students during speaking lessons. These differences in attitude contribute to uneven learning outcomes, especially in speaking proficiency, which is a key component of communicative competence in English (Ahmadi, 2018).

Given the increasing importance of English speaking skills in both academic and professional domains, it is essential to understand how instructional strategies particularly teacher talk shape students' attitudes toward speaking. Teacher talk that is motivational,

empathetic, and tailored to learners' needs may serve as a catalyst for building confidence and reducing communication apprehension. Conversely, teacher talk that is overly corrective, inattentive, or monotonous may reinforce students' negative perceptions of their own abilities and inhibit their willingness to participate. Hence, it is necessary to explore not just the presence of teacher talk in the classroom, but its qualitative effects on student affect and attitudes. This study aims to investigate the impact of teacher talk on students' language attitudes in learning English speaking skills at the Christian University of Indonesia Toraja. Specifically, it examines how different features of teacher talk influence students' confidence, motivation, and willingness to speak in English. The findings are expected to contribute to the improvement of instructional practices in speaking classes and to provide recommendations for language educators in developing more effective and supportive communication strategies.

The novelty of this research lies in its focused and in-depth analysis of the direct relationship between teacher talk and students' language attitudes specifically within the context of English speaking classes at the university level, which represents an area that has not been extensively explored or addressed in previous studies; by concentrating not only on observable classroom interactions but also on students' emotional and attitudinal responses to various features of teacher talk, this study introduces a new and valuable dimension to the existing body of knowledge, effectively bridging the often-overlooked gap between classroom discourse and the affective experiences of students in higher education language learning environments, thereby providing fresh insights that can inform more empathetic and effective teaching practices tailored to the unique challenges of university-level language acquisition.

Method

This research employed a quantitative research design, specifically utilizing a correlational study to examine the relationship between teacher talk and students' language attitudes in learning English speaking skills. Quantitative research is grounded in the philosophy of positivism, where reality is perceived as objective, observable, and measurable (Adnan et al., 2020). This approach relies heavily on empirical evidence and emphasizes the use of numerical data and statistical tools to describe, explain, and predict phenomena in a systematic and logical manner. The quantitative paradigm also focuses on hypothesis testing and identifying relationships between variables through measurable indicators, allowing researchers to quantify attitudes and behaviors precisely (Suharti et al., 2021). The correlational design was chosen because the study's primary goal was not to manipulate any variables but to determine the strength and direction of the association between teacher talk and students' language attitudes. This design is particularly suitable when the researcher aims to explore whether and how strongly two variables relate to each other without making causal claims. Thus, it allows for a detailed investigation into existing natural relationships in the educational context, providing valuable insights without the ethical and practical challenges of experimental manipulation.

The research took place within the English Education Study Program at the Christian University of Indonesia Toraja (UKIT). The population consisted of all fourth-semester students who had enrolled in speaking courses. This population was selected because these students had already been exposed to various teacher talk strategies in their speaking classes, making them ideal participants to assess perceptions and attitudes. A purposive sampling technique was employed to select a sample of 60 students who met specific inclusion criteria: they had completed at least one speaking course and were willing and available to participate. This purposive approach ensured that respondents had relevant experiences to provide meaningful data for analysis. Data collection was conducted through a structured questionnaire specifically

developed to measure two main variables: characteristics of teacher talk and students' language attitudes. The questionnaire was divided into two sections. The first section included indicators of teacher talk, such as repetition, rephrasing, praise, feedback, questioning techniques, and clarity of instruction. The second section assessed students' language attitudes, focusing on their motivation, self-confidence, and anxiety or reluctance in speaking English. This instrument was carefully designed to capture nuanced dimensions of both teacher behavior and student perceptions.

To enhance the validity of the instrument, expert judgment was conducted by two lecturers specializing in English language teaching, who evaluated the questionnaire items for relevance, clarity, and alignment with the study's objectives. After incorporating their feedback, a pilot test was administered to 15 students from a different semester to assess reliability. The pilot data were analyzed using Cronbach's Alpha, which yielded a coefficient of 0.82, indicating high internal consistency and confirming that the questionnaire was a reliable tool for measuring the constructs. The collected data were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics including means, standard deviations, and frequency distributions, were used to summarize general patterns in the responses. To explore the relationship between teacher talk and students' language attitudes, the Pearson Product-Moment Correlation coefficient was calculated using SPSS version 25, allowing the researcher to quantify the strength and direction of the associations. The study was conducted over a period of two months, from February to March 2025. Ethical considerations were rigorously observed; all participants were fully informed about the study's purpose and provided written consent before participating. Confidentiality and anonymity were ensured, and participants were free to withdraw at any time without penalty.

Despite the thorough design, there are some limitations in this study's methodology. The use of purposive sampling, while practical, limits the generalizability of the findings to the broader population of English learners. Additionally, the reliance on self-reported questionnaire data may introduce response biases such as social desirability or inaccurate self-assessment. Future research could benefit from incorporating mixed methods, such as observational data or interviews, to triangulate findings and provide a richer understanding of the dynamics between teacher talk and student attitudes. Furthermore, expanding the sample size and including students from different institutions or levels could enhance the robustness and applicability of the results. Addressing these limitations would strengthen the validity and depth of insights gained in subsequent studies.

Results

Teacher Talk Result

Tabel 1. *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	26.2	12	63.2	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	10.5	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 follows. For item one, 5 people (26.2%) chose Strongly Agree, 12 people (63.2%) chose Agree, and 2 people (10.5%) chose Neutral. In item two, 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. Next, in item three, 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. For item four, 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. For item five, 5 people (26.3%) chose Neutral, 10 people (52.6%) chose Disagree, and 4 people (21.1%) chose Strongly Disagree. Lastly, in item six, 1 person (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.

Students' Language Attitude Result

Tabel 2. *The Result Of The Respondents' Answers About 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 follows. For item 7, 4 people (21.1%) chose Strongly Agree, 13 people (68.4%) chose Agree, and 2 people (10.5%) chose Neutral. For 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. For 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. For item 10, 10 people (31.6%) chose Strongly Agree and 13 people (68.4%) chose Agree. For 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. For 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. For 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. For 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. Lastly, for 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.

Hypothesis Testing**Simple Regression Linier****Tabel 3. Regression Linier Test Result**

		Coefficients ^a			T	Sig.	Collinearity Statistics	
Model		Unstandardized Coefficients		Standardized Coefficients			Tolerance	VIF
		B	Std. Error	Beta				
1	(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.

Coefficient Correlation**Tabel 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**Tabel 5. Coefficient of Determination Test Result**

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.775 ^a	.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

The present study revealed a significant positive relationship between teacher talk and students' language attitudes in learning English speaking skills. The Pearson Product-Moment Correlation test produced a significance value of 0.000, which is well below the standard threshold of 0.05, indicating that the correlation observed is highly statistically significant and not due to chance (Sosas, 2021). Furthermore, the correlation coefficient of 0.755 signifies a strong positive relationship between teacher talk and students' language attitudes. This means that as the quality and frequency of teacher talk increase, students' attitudes toward learning English speaking skills tend to become more positive (Jarnudi et al., 2024).

These results support the Interaction Hypothesis, which emphasizes the critical role of interaction in second language acquisition. Interaction, especially in speaking skill development, involves active negotiation of meaning and feedback, which are essential for effective language learning (Mandasari et al., 2020). Teacher talk in this context functions not only as verbal instruction but as valuable linguistic input that scaffolds students' language competence (Ferstephanie et al., 2022). Educators who use simplified, comprehensible, and supportive language create a more conducive environment for learning. For example, employing short sentences, clear intonation, and structured explanations are effective strategies that help reduce cognitive overload and foster better comprehension, thereby promoting more positive attitudes among students (Zulfikar et al., 2019). Survey data from this study further confirm this theory. About 79% of students reported being more active in speaking when lecturers provided fair and equal opportunities for all students to participate in class discussions. This indicates that teacher talk is not only a source of information but also a powerful tool for promoting inclusivity and encouraging active participation. Therefore, educators should pay attention to how they communicate with students during lessons to foster positive language attitudes and engagement (Sumali et al., 2021).

The impact of teacher talk on students' language attitudes was also supported by the results of linear regression analysis. The regression test produced a t-value of 5.053, which exceeds the critical t-value of 2.120, confirming that teacher talk has a significant positive effect on students' attitudes toward English speaking. This finding demonstrates that teacher talk influences how students emotionally and cognitively perceive and respond to language learning activities. The effect is not merely theoretical but empirically verifiable (Rahimi et al., 2015). These results align with previous research that highlights the motivational role of teacher talk. Supportive teacher talk has been shown to foster positive language attitudes, and verbal encouragement can motivate students to become more confident and active speakers (Hambali et al., 2023). In this study, 89.4% of students reported increased confidence when lecturers offered praise and motivation during the learning process, underscoring the importance of affective factors in language learning (Anabel et al., 2022). The teacher praise and encouragement significantly enhance students' overall motivation to learn (Aleml et al., 2015). Teacher talk, therefore, serves not only as verbal communication but also as a medium for building positive emotional relationships between teachers and students, which ultimately impacts language learning success. This supportive communication climate can reduce anxiety and increase willingness to communicate among learners (Ahmed, 2015).

This important to note that these findings contrast with study, which reported negative student perceptions toward teacher talk when the delivery lacked clarity or motivational value (Ali et al., 2023). This highlights that the quality and manner of teacher talk are crucial determinants of student responses. In the present study, the majority of students appreciated clear, humorous, and supportive teacher talk (Al-Sobhi et al, 2018). Specifically, 84.2% of students claimed they understood the lesson material better when lecturers provided clear and structured explanations, and an equal percentage reported feeling more comfortable speaking when lecturers incorporated appropriate humor during lessons. These affective factors, including tone of voice, clarity, and humor, play essential roles in shaping students' emotional responses and attitudes toward language learning (Ana et al., 2021). Despite these promising findings, some limitations should be considered. This study relied on self-reported questionnaire data, which may be subject to biases such as social desirability or inaccurate self-assessment (Anabel et al, 2022). Future research could use mixed methods, including interviews or classroom observations, to gain deeper insight into the dynamics of teacher talk and its influence on student attitudes. Additionally, the sample was limited to a single institution, which may affect the generalizability of the results. Expanding the study across multiple educational contexts and diverse learner groups would improve the applicability of the findings (Ehsan et al., 2019).

This study did not differentiate between various types of teacher talk, such as directive versus facilitative talk, which could differently affect student attitudes and learning outcomes. Future studies could examine how specific forms of teacher talk influence learners' motivation and proficiency over time. Longitudinal research would also help to understand the lasting impact of teacher talk on language attitude development (Rahimi et al, 2015). This study confirms that teacher talk is a vital pedagogical tool that not only transmits knowledge but also profoundly shapes students' learning experiences, emotional states, and engagement in English speaking activities. Effective teacher talk characterized by clarity, encouragement, inclusivity, and humor plays a critical role in fostering positive language attitudes and enhancing language learning success. Therefore, educators should prioritize developing verbal communication skills that are supportive, clear, and motivating to optimize students' attitudes and learning outcomes (Kamila et al, 2024).

Conclusion

Based on the results of this study, it can be concluded that teacher talk has a significant impact on students' language attitudes in learning English speaking skills. Moreover, teacher talk plays a crucial role in creating a conducive learning environment where students feel supported and motivated to actively participate in speaking activities. By using clear language, providing constructive feedback and praise, and offering equal opportunities for participation, teacher talk can enhance students' confidence and strengthen their positive attitudes toward using English. Therefore, teachers and lecturers are strongly encouraged to pay close attention to the quality and delivery of their teacher talk to maximize student learning outcomes, especially in speaking skills.

This study has some limitations that need to be considered. One major limitation is the relatively small sample size and the restricted research context limited to a single educational institution, which means the results cannot yet be generalized to a broader population or different learning settings. Future research is recommended to involve larger and more diverse samples to provide more representative and comprehensive insights into the influence of teacher talk across various English learning contexts. Additionally, subsequent studies could expand the scope by exploring the impact of teacher talk not only on speaking skills but also on

other language skills such as listening, reading, and writing. Employing different research methods, such as qualitative or mixed methods, may also help uncover deeper student experiences and perceptions related to the role of teacher talk in language learning. This would contribute to a broader and richer understanding of effective language teaching strategies.

Acknowledgment

-

References

- Adnan, G., & Latief, M. A. (2020). Metode penelitian pendidikan penelitian kuantitatif, penelitian kualitatif, penelitian tindakan kelas. Erhaka Utama.
- Ahmadi, D. M. R. (2018). The use of technology in English language learning: A literature review. *International journal of research in English education*, 3(2), 115-125. <http://dx.doi.org/10.29252/ijree.3.2.115>
- Ahmed, S. (2015). Attitudes towards English language learning among EFL learners at Umskal. *Journal of education and practice*, 6(18), 6-16.
- Alemi, M., Meghdari, A., & Ghazisaedy, M. (2015). The impact of social robotics on L2 learners' anxiety and attitude in English vocabulary acquisition. *International Journal of Social Robotics*, 7(4), 523-535. <https://doi.org/10.1007/s12369-015-0286-y>
- Ali, J. K. M., Shamsan, M. A. A., Hezam, T. A., & Mohammed, A. A. (2023). Impact of ChatGPT on learning motivation: teachers and students' voices. *Journal of English Studies in Arabia Felix*, 2(1), 41-49. <https://doi.org/10.56540/jesaf.v2i1.51>
- Al-Sobhi, B. M. S., & Preece, A. S. (2018). Teaching English speaking skills to the Arab students in the Saudi school in Kuala Lumpur: Problems and solutions. *International Journal of Education and Literacy Studies*, 6(1), 1-11. <https://doi.org/10.7575/aiac.ijels.v.6n.1p.1>
- Ana, R. Y., Dewi, R., & Amin, B. (2021). Types of Teacher Talk To Support Students' Activeness in Online Classroom. *Elite English and Literature Journal*, 8(1), 76. <https://doi.org/10.24252/10.24252/elite.v8i1a7>
- Anabel, T. W. V., & Simanjuntak, D. C. (2022). Obtaining preferences from a hybrid learning system to promote English-speaking ability through focus group discussion. *Journal of languages and language teaching*, 10(2), 118-133. <https://doi.org/10.33394/jolIt.v10i2.4994>
- Bambaeeroo, F., & Shokrpour, N. (2017). The impact of the teachers' non-verbal communication on success in teaching. *Journal of advances in medical education & professionalism*, 5(2), 51.
- Dewaele, J. M. (2019). The effect of classroom emotions, attitudes toward English, and teacher behavior on willingness to communicate among English foreign language learners. *Journal of language and social psychology*, 38(4), 523-535. <https://doi.org/10.1177/0261927X19864996>
- Ehsan, N., Vida, S., & Mehdi, N. (2019). The impact of cooperative learning on developing speaking ability and motivation toward learning English. *Journal of language and education*, 5(3 (19)), 83-101. <http://dx.doi.org/10.17323/jle.2019.9809>

- Ferstephanie, J., & Pratiwi, T. L. (2022). The Effect Of Tiktok Platform To Develop Students' motivation in Speaking Ability: A Classroom Action Research. *Wiralodra English Journal (WEJ)*, 6(1), 1-12. <https://doi.org/10.31943/wej.v6i1.147>
- Halim, N. M. (2021). Teacher Talk: Student's Perception and Expectation. *ELT Worldwide*, 8(1), 52-59. <https://doi.org/10.26858/eltww.v8i1.19750>
- Hambali, U. N., Natsir, R. Y., & Nasir, N. (2023). Tinjauan Literatur tentang Integrasi Teknologi dalam Proses Pembelajaran Keterampilan Bahasa Inggris. *Jurnal Dieksis Id*, 3(2), 128-141. <https://doi.org/10.54065/dieksis.3.2.2023.346>
- Hermanto, H. (2015). Understanding Teacher Talk To Support Students' communicative Competence. *Jurnal Sosial Humaniora (JSH)*, 8(2), 143-159. <https://doi.org/10.12962/j24433527.v8i2.1249>
- Iman, J. N. (2017). Debate Instruction in EFL Classroom: Impacts on the Critical Thinking and Speaking Skill. *International Journal of Instruction*, 10(4), 87-108.
- Jarnudi, K., Hidayat, S., Syafrizal, S., Fahamzah, J., & Amrudin, A. (2024). Development of a Language Attitude Instrument and its Application to Survey Islamic High School Students' Language Attitudes towards English. *Jurnal Pendidikan Indonesia Gemilang*, 4(2), 135-149. <https://doi.org/10.53889/jpig.v4i2.369>
- Kamila, D. S., & Unsiah, F. (2024). Students' perceptions of teacher talk in the classroom interaction to enhance students' motivation of learning. *JlIP-Jurnal Ilmiah Ilmu Pendidikan*, 7(5), 4437-4442. <https://doi.org/10.54371/jiip.v7i5.4225>
- Lasagabaster, D. (2017). Language learning motivation and language attitudes in multilingual Spain from an international perspective. *The Modern Language Journal*, 101(3), 583-596. <https://doi.org/10.1111/modl.12414>
- Mandasari, B., & Aminatun, D. (2020). Improving Students' speaking Performance Through Vlog. *English Education: Journal of English Teaching and Research*, 5(2), 136-142. <https://doi.org/10.29407/jetar.v5i2.14772>
- Munawir, A. (2017). The Influence of Teacher Talk toward Students' Attitude to Speak English. *ELT Worldwide: Journal of English Language Teaching*, 4(1), 27. <https://doi.org/10.26858/eltww.v4i1.3195>
- Nasmilah, N. (2023). Teachers' talk and students' attitude in learning English at secondary schools in Indonesia: A correlational analysis. *Education Research International*, 2023(1), 8959615. <https://doi.org/10.1155/2023/895961>
- Rahimi, M., & Karkami, F. H. (2015). The Role of Teachers' Classroom Discipline in Their Teaching Effectiveness and Students' Language Learning Motivation and Achievement: A Path Method. *Iranian Journal of Language teaching research*, 3(1), 57-82.
- Rofi'i, A., & Herdiawan, R. D. (2024). The optimization of hybrid technology in synchronous and asynchronous speaking class. *Journal of Information System, Technology and Engineering*, 2(1), 142-152. <https://doi.org/10.61487/jiste.v2i1.59>
- Sari, F. M., & Wahyudin, A. Y. (2019). Undergraduate Students' Perceptions Toward Blended Learning through Instagram in English for Business Class. *International Journal of Language Education*, 3(1), 64-73. <http://dx.doi.org/10.26858/ijole.v1i1.7064>

- Sosas, R. V. (2021). Technology in teaching speaking and its effects to students learning English. *Journal of Language and Linguistic Studies*, 17(2), 958-970. <http://dx.doi.org/10.52462/jlls.66>
- Suharti, S., Hum, S., Khusnah, W. D., Ningsih, S., Shiddiq, J., Saputra, N., ... & Purba, J. H. (2021). *Kajian Psikolinguistik*. Yayasan Penerbit Muhammad Zaini.
- Sumali, A., Surasni, S., & Khair, O. I. (2021). Pengaruh Kompetensi Guru dan Persepsi Fasilitas Belajar Siswa Terhadap Keterampilan Membaca Bahasa Inggris. *Jurnal Dieksis ID*, 1(1), 7–12. <https://doi.org/10.54065/dieksis.1.1.2021.44>
- Winanta, A., Rochsantiningih, D., & Supriyadi, S. (2020). Exploring EFL Classroom Interaction: An Analysis of Teacher Talk at Senior High School Level. *ELS Journal on Interdisciplinary Studies in Humanities*, 3(3), 328–343. <https://dx.doi.org/10.34050/elsjish.v3i3.11061>
- Zulfikar, T., Dahliana, S., & Sari, R. A. (2019). An Exploration of English Students' Attitude toward Learning English. *English Language Teaching Educational Journal*, 2(1), 1. <https://doi.org/10.12928/eltej.v2i1.947>