

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The primary goal of learning a language is to be able to communicate effectively. Rao (2019) argue that speaking is the most important skills in learning English as a foreign language because it represents speakers' ability to communicate their ideas effectively and appropriately. Through teaching speaking, teachers provide students with the knowledge and abilities required for oral communication. He also state that teaching speaking involves learners to be interactive and actively use English in spoken form during classroom interaction. Sada et al (2023) state that oral communication is considered as one of them most important component of teaching English as a foreign language. Teachers emphasize its importance because it gives learners frequent opportunities to use the target language. The development of students' speaking ability is strongly influenced by their level of participation during the learning process. Students have more opportunities to use the target language to express their opinions, ideas, and emotions when they are actively engaged in classroom interaction.

Wahyuni and Nasir (2023) state that speaking in general is an interactive process of creates meaning that involves producing, receiving, and processing information. In this process, the speaker expresses thoughts or feelings, while the listener interprets and responds to the message. It is supported by Mitasari in 2023 that state speaking is verbal communication between two individuals, listeners and speakers, who need to respond and contribute to what they hear at a fast and limited

pace. However, the research conducted by Sarina (2023) found that in EFL classroom, some students still experience difficulties in participating in speaking activities.

Bahar (2026) states that one reason students choose to remain silent during EFL classroom interaction is the highly orchestrated, teacher-centered classroom setting. In fact, many teachers in EFL contexts pay insufficient attention to the way they use language during classroom interaction. As stated by Melasari and Jaelani (2021), teachers often deliver questions just to check students' understanding of the lesson rather than to provide opportunities for them to use the target language. Many students in EFL classrooms still demonstrate low participation and limited speaking ability. Muleneh, Amogne, and Maru (2026) revealed that the lack of awareness or ineffective use of direct initiations from the teacher alone results in classroom interaction that is teacher-centered and it consequently cause students' talking time to be limited.

Yoana et al. (2020) investigated the interactional features of teacher talk and their contribution to student engagement in eleventh-grade EFL classes using Walsh's (2006) framework. The findings revealed that various interactional features of teacher talk, such as questioning, scaffolding, and extended teacher turns, were frequently used and contributed to increasing students' attention, participation, and use of English. Moke (2023) also analyzed teacher talk using the FIACS in an EFL classroom at the junior high school level. The results showed that questioning is the most dominant category of teacher talk, followed by giving directions and lecturing.

The frequent use of questions suggested that teacher talk is employed to stimulate student participation in EFL classroom.

Stern (1983) indicates that a language teacher's instructional practices may be influenced by their language background, prior teaching experience, and theoretical presuppositions about language learning and teaching. These aspects affect how teacher talk is realized during classroom interaction, leading to differences in its quality and effectiveness. A good teacher is described as one who provides opportunities for students to practice the language being learned (Harmer, 2012). Student talking time is therefore expected to be maximized rather than teacher talking time. Since teacher talk is regarded as the main medium of instruction, its use is significant in shaping classroom interaction and students' learning experiences.

According to the Flanders Interaction Analysis Categories System (FIACS) in 1970 teacher talk consists of two major types: indirect and direct talk. Indirect talk includes acts such as (1) accepting students' feelings, (2) giving praise or encouragement, (3) using students' ideas, and (4) asking questions while direct talk involves (1) lecturing, (2) giving directions, and (3) criticizing or justifying authority. As the primary medium of instruction in EFL classrooms, teacher talk shapes how interaction unfolds and determines how speaking opportunities are distributed among students. Solita et al. (2021) state that learners depend heavily on teachers' language to encounter new vocabulary, grammatical structures, and patterns of classroom discourse. In the English as a Foreign Language (EFL) classroom, teacher talk is carefully adjusted to learners' linguistic abilities and

learning. Hui (2010) explains that teachers address language learners by using clearer, more structured, and more supportive language. This adaptation allows learners to follow instruction more easily and participate actively in classroom interaction.

Teaching speaking in the eleventh grade at SMKN 1 Medan is implemented under the Kurikulum Merdeka. Putri (2023) stated that Kurikulum Merdeka emphasizes a student-centered approach in which students are expected to be actively involved in constructing knowledge and developing their skills through interaction. Therefore, Kurikulum Merdeka requires teachers to provide wider opportunities for students to practice English verbally and to engage in interactive classroom communication. However, based on the observation conducted in the eleventh grade at SMKN 1 Medan during speaking class, the researcher found that classroom interaction did not fully reflect the principles of student-centered learning promoted in Kurikulum Merdeka. The teacher explained the material directly, which resulted in dominant teacher talking time during the lesson. The following are the example of teacher talk that the researcher found during observation.

Table 1.1 Teacher Talk During Observation

Interaction	Characteristics of Teacher Talk
Teacher: “Everyone! Open page 57, what are the text about?”	Teacher asking students’ attention by giving direction and asking question.
Teacher: “Yes, we are talking about fast food. Anyone know one example of fast food?”	Teacher encourage students to talk by asking simple question.

Interaction	Characteristics of Teacher Talk
Teacher: “Yes! S1 is right! Fast food is bad to consume for a long time.”	Teacher praise a student and encouragement to talk.
Teacher: “Fast food provides little to no nutrition value, repeat after me, fast food provides...”	Teacher give explanation of the material while still giving the students direction to repeat after her.
Teacher: “Now, look at the text, do you find any difficult vocabulary? Kata yang tidak familiar? If yes, write them in the whiteboard.”	Teacher asking the students to find if out if the students are frustrated about the unfamiliar vocabulary.

Based on the observation, the researcher found that when students encountered unfamiliar vocabulary, they were asked to write the unknown words on the whiteboard. These vocabulary items were not discussed further through oral interaction. There was limited opportunity for students to practice or use the new words in spoken communication. As a result, classroom interaction mostly occurred when initiated by the teacher, and students tended to wait for instructions rather than actively participating. Therefore, the researcher conclude that this pattern indicates that teacher talk dominated the flow of classroom interaction.

This condition is also reflected in several previous studies on teacher talk and classroom interaction in EFL contexts. Tupalessy et al. (2024) investigated Teacher Talk (TT) and Student Talk (ST) in a secondary school classroom and found that teacher talk dominated the interaction that limited students' participation. Amaliah (2024) identified the types of teacher talk used in an elementary classroom and found that one of the type of teacher talk namely asking question was the most frequently used type. Anwariah (2021) also reported that although interaction was considered important, classroom practice still showed limited student participation.

However, these studies primarily focus on general classroom interaction and do not specifically examine the types of teacher talk used in speaking classes or the reasons for their implementation in vocational high school contexts. Based on this gap, the research aims to investigate the types of teacher talk applied in the EFL speaking class and the reasons they are implemented in that way in the eleventh grade at SMKN 1 Medan.

1.2 Problems of the Study

1. What types of teacher talk are applied in EFL speaking class for eleventh grade students?
2. Why are the types of teacher talk applied as the way they are in EFL speaking class for eleventh grade students?

1.3 Objectives of the Study

1. To analyse the types of teacher talk that are being applied in EFL speaking class for eleventh grade students.
2. To elaborate the reasons why are the types of teacher talk applied as the way they are in EFL speaking class for eleventh grade students.

1.4 Scope of the Study

The scope of the study is limited to types of teacher talk based on FIACS framework and why they are applied as the way they are specifically in EFL speaking class for Eleventh grade at SMKN 1 Medan.

1.5 Significances of the study

1. Theoretically

The study holds significance for readers who are interested in the field of English language teaching and learning. This research provides insights into what types of teacher talk is being applied in Vocational High School in Indonesia and why they are applied the way they are. Moreover, the findings of this study can serve as a useful reference for other researchers who wish to include similar topics in their literature review or conduct further studies related to teacher talk.

2. Practically

a) For Teachers

These research findings help teachers got better understanding of the several forms of linguistic communication teachers apply, particularly when providing feedback and asking questions during speaking lessons. Based on this understanding, teachers can reassess how they conduct discussions, respond to student performance, and structure classroom interactions.

b) For Students

For students, this study shows how teachers' use of language affects their participation in speaking activities and the development of their self-confidence. It enables students to be better prepared to respond actively and participate in classroom discussions through comprehending the intent behind teachers' questions, comments and responds .

c) For Other Researchers

For future researchers, the research provides a contextual informations of the conversational patterns of teacher in EFL speaking classes for eleventh grade at SMKN 1 Medan. These findings can be used as a basis for further research on classroom interactions, feedback practices, or communication patterns in vocational education settings.