THE USE OF FIRST LANGUAGE IN TEACHER TALK AND ITS IMPACT ON ENGLISH AS A FOREIGN LANGUAGE (EFL) STUDENTS' SPEAKING PERFORMANCE: A STUDY AT UNIVERSITAS MUSLIM BUTON

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Prepared and submitted by

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Truthfully states that the thesis was the result of my work. If it is proven later that some part of the entire thesis is the work of others, I am willing to accept any sanctions for my dishonesty.

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Dian Masri

ABSTRACT

DIAN MASRI *The use of first language in teacher talk and its impact on English as a foreign language (Efl) students' speaking performance: A study at Universitas Muslim Buton* (supervised by Abidin and Nasmilah).

The use of the first language (L1) in the context of the second or foreign language (L2) classroom has been a topic of ongoing debate among researchers engaged in the field of L2 teaching. The objectives of this study are to find out the use of L1 in the overall learning segment and to explore the perceptions of English as a Foreign Language (EFL) students regarding the use of L1 (Bahasa Indonesia) by their teacher during the learning process. Also, this study seeks to reveal the impact of the teacher's use of L1, as perceived by the students, during the learning process. A qualitative research approach was employed in this study, which involved seven English education department students enrolled in an Speaking subject at Universitas Muslim Buton in Southeast Sulawesi. The data were obtained through classroom recordings and interviews with students. The results showed that the use of L1 in teacher talk was found in each segment of the learning activity: pre-activity, during activity, and post-activity, where all categories of teacher talk occurred. Regarding the students' perception, the results of the analysis of student interviews indicated that some students have positive perceptions while others have negative perceptions. One potential factor influencing this discrepancy in student perceptions is their prior experience learning the target language. Additionally, the use of L1 by teacher has indirect impact on students' speaking performance through cognitive and linguistic factors.

Keywords: *Teacher Talk, L1 Use, EFL Students' Perception, Speaking Performance*

ABSTRAK

DIAN MASRI *Penggunaan bahasa pertama dalam tuturan guru dan dampaknya terhadap performa berbicara bahasa Inggris sebagai bahasa asing mahasiswa: Sebuah studi di Universitas Muslim Buton* (dibimbing oleh by Abidin and Nasmilah).

Penggunaan bahasa pertama (L1) dalam konteks pembelajaran bahasa kedua atau asing (L2) telah menjadi topik perdebatan yang berkelanjutan di kalangan peneliti dalam bidang pengajaran L2. Penelitian ini bertujuan untuk mengetahui penggunaan L1 dalam keseluruhan segmen pembelajaran dan untuk mengeksplorasi persepsi mahasiswa Pendidikan Bahasa Inggris (EFL) terhadap penggunaan L1 (Bahasa Indonesia) dalam tuturan guru mereka selama proses pembelajaran. Selain itu, penelitian ini bertujuan untuk mengungkapkan dampak penggunaan L1 oleh guru, sebagaimana dirasakan oleh mahasiswa, selama proses pembelajaran. Pendekatan penelitian kualitatif digunakan dalam penelitian ini, yang melibatkan tujuh mahasiswa jurusan Pendidikan Bahasa Inggris yang terdaftar dalam mata kuliah Speaking di Universitas Muslim Buton di Sulawesi Tenggara. Data diperoleh melalui rekaman kelas dan wawancara dengan mahasiswa. Hasil penelitian menunjukkan bahwa penggunaan L1 dalam pembicaraan guru ditemukan pada setiap segmen kegiatan pembelajaran: pra-aktivitas, selama aktivitas, dan pasca-aktivitas, di mana semua kategori tuturan guru ditemukan. Mengenai persepsi mahasiswa, hasil analisis wawancara mahasiswa menunjukkan bahwa beberapa mahasiswa memiliki persepsi positif sedangkan yang lain memiliki persepsi negatif. Salah satu faktor potensial yang mempengaruhi perbedaan persepsi mahasiswa adalah pengalaman belajar bahasa target sebelumnya. Selain itu, penggunaan L1 oleh guru memiliki dampak tidak langsung pada performa berbicara mahasiswa melalui faktor kognitif dan linguistik.

Kata kunci: Tuturan Guru, Penggunaan L1, Persepsi Mahasiswa Efl, Performa Berbicara

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CHAPTER I
INTRODUCTION

1.1 Background of the Study

In recent years, there has been a growing number of publications focusing on Teacher Talk (TT) in English language teaching and learning. Numerous studies have analyzed the nature and features of TT. To minimize possible confusion later, in this study, the term L1 is defined as the students' first language, Indonesian, and the term L2 is defined as the target language learned in class, English. For example, Li (2014), in Chinese context, conducted comparative analysis of TT features between two level of students in various English major classess which the analysis focused five dimensions: discourse quantity, questioning types, feedback manners, interactional modification and conversation chain. In the similar vein, the study by Jing and Jing (2018) aimed to find out the characteristics of an EFL TT, and attempted to explore the use of first language in the EFL classroom.

In later study, Ghajarieh, Jalali and Mozaheb (2019) investigated the classroom talk among Iranian EFL novice and experienced teachers with the focus on the quality of their interaction. In addition, Gabryś-Barker (2020) conducted a small-scale diagnostic study to examine the TT of in-service and pre-service teachers with respect to the language choices they make during the English learning process in a primary school context. Another study by Nasir, Yusuf, and Wardana (2019) analyzed the types of TT in the classroom based on the Framework of Flanders Interaction Analysis Category System. In conclusion, these studies collectively suggest that TT in English language classrooms has been a focal point of research, with scholars investigating various aspects such as discourse features, language use, and interactional patterns across different contexts and teacher experience levels.

Then, TT is one of the crucial aspects of classroom communication and has been identified as a key factor in determining instructional quality

and driving student learning (Applebee et al., 2003; Danielson, 2011; Molinari & Mameli, 2013). TT refers to the teacher's utterances that aim to organize the class, build relationships with students, and convey material from the beginning to the end of language teaching (Sinclair & Brazil, 1982; Wasi'ah, 2016; Jing & Jing, 2018; Nunan, 1991). Thus, effective TT can have an impact on the classroom atmosphere, teacher-student relationships, and ultimately create more opportunities for teacher-student interaction (Yanfen & Yuqin, 2010). Additionally, TT is important because it can provide correct language input to learners and help them develop and improve their ability to speak English (Sistyawan, Purnamasari, Azizah, & Mardiningrum, 2022). Therefore, it can be inferred that TT plays an important role in language learning.

Along with the growing body of research, there is ample literature concerning TT itself. However, relatively little attention has been paid to the role of L1 in L2 education, particularly in the EFL classrooms (Forman, 2012). Research on the ratio of teachers' L1 and L2 languages, and how teachers' language choices relate to particular contexts and pedagogical functions in language classrooms, has been started since 30 years ago (Mitchell, 1988; Duff & Polio, 1990; Polio & Duff, 1994; Gearon, 1998). These grounded studies indicated that teachers predominantly use the L1 in the learning process, as evidenced by the very low use of the L2 by teachers, both in terms of quantity and quality. The reasons behind the high proportion of L1 use in the classroom were that it is the means of daily communication, teachers had limited fluency in L2, and teachers lack strategies to overcome communication barriers in L2, as well as being unconscious of their language alternation practice (Elder, 1994; Duff & Polio, 1990; Gearon, 1998; Mitchell, 1988; Polio & Duff, 1994).

However, the use of L1 to teach L2 as a medium-instruction has been debateable in the literature as there are two different perspectives in this regard (Lo, 2014; Shin, Dixon & Choi, 2019). The first perspective, supporting an L2-only classroom, argues that students need to be

exposed to a large amount of L2 input to learn the language to improve student's L2 proficiency, and that the teacher is the main source of target language (L2) input for such students (Cancino & Diaz, 2020; Krashen, 1985; Turnbull, 2001). Alternating with the L1 has been found to be time consuming, discourages talented students, resulted in lost opportunities of students in communicating in L2 naturally , and prompts no effort towards using the L2 (Polio & Duff, 1994; Promnath & Tayjasanant, 2016).

On the other hand, the use of L1 in TT can have a positive impact on student's understanding of the material (Effendy & Fahri 2019; Feng, 2007; Chen, 2014; Asriati & Jabu, 2022). The use of L1 can facilitate students in learning, and is beneficial because the students can easily follow up the lesson and get comfortable atmosphere (Brooks-lewis, 2009; Debreli & Oyman, 2016; Dujmovi & Dobrile, 2007; Enama, 2015; Storch & Wigglesworth, 2010). Further research is needed to determine the impact of L1 use by teachers, as there are varying opinions on its benefits. The use of L1 by teachers and students has become an integral part of teaching a second or foreign language in various contexts. Paker and Karaağaç (2015) argued that the use of the target language in the classroom is very important but the use of the L1 will never be seperated because the L1 can be a link between the target language and the L1.

Several previous studies have been conducted to investigate the use of L1 and L2 in TT during the learning process. Jing & Jing (2018) conducted a study in China which revealed that the EFL teacher mainly uses L1 for three functions. Those are explaining complex structures, ushering cultural knowledge, and activating class atmosphere which takes into account the students' low language proficiency level. Sali (2014) reported that the use of L1 by Turkish teachers is to communicate the content of lessons (academic), for managerial purposes, and to build rapport with students (social/cultural). In the Afghanistan setting, teachers favored and used L1 more frequently in low-level classes than higher

levels to explain difficult grammatical points, new vocabulary and difficult concepts (Orfan, 2023).

Additionally, Effendy and Fahri (2019) explored the teachers and students' perceptions toward the use of L1 in learning English in Indonesia. Finding revealed that the teacher and students had a positive perception toward the use of L1 in TT, and restricting the use of L1 is less effective and can create uncomfortable situations for students. Several studies also reported the same finding that the use of L1 in TT can help students understand teacher dialogue and the material provided better, and enhance students participation in class (Asriati & Jabu, 2022; Rabbidge, 2019; Qashas, Noni, & Korompot, 2023).

The classroom that uses L1 and L2 during the learning process is called a bilingual classroom. In fact, most schools or universities use L1 dan L2 in teaching English, especially in Indonesian context. In order to facilitate interaction between teachers and learners, some teachers may resort to using the L1 instead of the target language. The use of L1 is viewed as a realistic approach to the learning in EFL context when the students' have limited L2 proficiency (Li, 2015). The prevalence of L1 utilization in English language instruction is a well-documented phenomenon within the Indonesian educational landscape. This practice is not confined to secondary education but extends to tertiary level institutions, including those with English major programs. Notably, the use of L1 by teacher is particularly prevalent in small, developing universities.

Moreover, the use of L1 in the classroom is also practiced by teachers at Universitas Muslim Buton when teaching English in the English Education Department. Universitas Muslim Buton (UMU Buton) is a recently established private university with a relatively small student population. In the English Education programme, the classes consist of various levels of English proficiency. Additionally, students at this university rely heavily on teachers in the learning process, as students have limited access to technology and other resources, especially in

Speaking class. According to Herman's (2021) study, students were found to have obstacles and limitations in using and understanding L2 in TT, so that teachers used L1 in the teaching process. Furthermore, some students may be hesitant to participate in class discussions due to a lack of comprehension of the lesson presented in English (Herman, Hikmawati, & Mido, 2023). This led the researcher conducted a study at Universitas Muslim Buton.

Previous studies have shown that teachers using L1 in EFL classes can provide benefits for students, including improving the teaching and learning process, assisting students in learning L2 in areas with limited resources and support, increasing motivation, and supporting cognitive and pedagogical aspects. Some of the benefits of teachers' L1 use relate to aspects that build students' speaking performance such as vocabulary (linguistics factor) and understanding of the material (cognitive factor). However, research on the use of L1 in subject-specific language classes is still lacking. Previous research on the benefits of L1 use has mostly been conducted in general language classes with large numbers of participants.

Despite the growing interest in L1 use in English language teaching (ELT), research is needed on how teachers' L1 use in specific language classes, such as speaking class, affects students' abilities in specific skills, using smaller numbers of participants. Therefore, further research is needed to explore the L1 use by teacher in ELT and to understand how students perceive the impact of its use in the classroom. As Suhayati (2018) argued that it is necessary for more research to explore the potential benefits and drawbacks of L1 use on teaching and learning processes in a country where English is taught as a foreign language such as in Indonesia.

To fill in the gap, the researcher interested to conduct research under the topic of TT which focuses on the language used. This present study focused on finding out the use of L1 in the TT category in Speaking class at UMU Buton, and disclose the students' perceptions on the use of

L1 by their teacher. In addition, this present study aimed toreveal the use of L1 in TT impact on students' speaking performances in Speaking class at UMU Buton. This research is expected to enrich empirical theories regarding the use of L1 in TT in the context of English language teaching at tertiary context. Additionally, this research can serve as an evaluation tool for teachers to develop their instructional communication skills, thereby achieving the learning objectives.

1.2 Research Questions

Based on the background of the study, the researcher formulates the following research questions.

1. In what segments does the teacher use L1 during the learning process at Universitas Muslim Buton?

2. How do the English education program students perceive about the use of L1 in Teacher Talk during the learning process at Universitas Muslim Buton?

3. How do English education program students perceive about the impact of L1 use by teacher on their speaking performance at Universitas Muslim Buton?

1.3 Research Objectives

Relying on the research question above, the researchers set the objectives of the research as follows:

1. To find out the segment of Teacher Talk that used L1 during the learning process.

2. To disclose the students' perceptions about the use of L1 in the Teacher Talk during the learning process.

3. To reveal the impact of L1 used in Teacher Talk on students' speaking performance.

1.4 Research Significance

This present study is expected to have significant theoretical and practical implications for educators, learners and other researchers. From a theoretical perspective, this research have the potential to contribute to

enrich the literature on the use of L1 in TT and its impacts on students' speaking performance in English language teaching context. Furthermore, this study can encourage future research in related contexts. In practical terms, this research aims to provide teachers with a comprehensive understanding of the use of L1 in TT and students perception throughout the teaching and learning process.

1.5   The Scope of the Study

This present research analyzed TT, focusing on the use of L1 by teacher in each category of TT in Speaking class at Universitas Muslim Buton, Southeast Sulawesi. This study aims to disclose the perceptions of students majoring in English Education regarding the use of L1 in TT during the learning process of Speaking class. Additionally, it aimed to reveal the impact of L1 use in TT on students' speaking performance through three factors, namely cognitive, linguistic, and affective factors.

CHAPTER II
LITERATURE REVIEW

2.1 Previous Studies

A big volume of research has been documented on how L1 in TT play significant role in English language teaching. Firstly, Jing and Jing (2018), in their study "Teacher Talk in an EFL classroom: A pilot study", explored a non-native English teacher's TT in an EFL university classroom in China. Using qualitative design, the data were collected from classroom video-recording and classroom observation as the supplement. The finding revealed that the teacher mainly used L1 in the classroom for three functions: explaining complex language structures, providing cultural knowledge, and activating the atmosphere of the classroom which takes into account the students' low language proficiency level. As an example, the teacher used L1 to help the students to analyze the sentences that are a bit hard for students to understand and translate. In order to provide the students with some cultural knowledge, the teacher tried to explain unfamiliar topics using examples that are taken from students' culture which has the same meaning. While for the TT in activating the classroom atmosphere, the teacher used humor in students' context.

Secondly, using mixed method, Tanrıseven and Kırkgöz (2021) also conducted a study entitled "*An investigation into the teachers' use of L1 in EFL classes*", which investigated the Turkish EFL teachers' perspective on the use of L1, and functions of L1 that used by teachers. The data were collected from questionnaires filled by forty three English teachers and semi-structured interviews with eight volunteer teachers. The finding demonstrated that most teachers avoid or limit the use of L1 and gave priority to the use of L2. However, the teachers also suggested that the L1 can be used as a facilitating tool in EFL classrooms in times of emergency for functions such as explaining grammar and vocabulary, giving instructions, managing lessons, checking for comprehension, and establishing a friendly classroom environment. Similarly, Sali (2014)

reported that the use of L1 by Turkish teachers is to communicate the content of lessons (academic), for managerial purposes, and to build rapport with students (social/cultural).

Thirdly, in Indonesia setting, Suhayati (2018) conducted a study entitled "Teachers' attitudes toward the use of L1 in the EFL classroom", one of the aims was to discribe the functions for which L1 was employed by the teachers. This study involved 15 EFL teachers in several schools that located in Banten, West Java, and Jakarta. The instrument of this study were Likert-scale survey and semi-structured interview with two teachers. The finding showed that the teachers employed L1 in the classrooms as a teaching tool and as part of classroom management to maximize the learning results. Moreover, the majority of teachers (73%) did not agree with English-only policy in the classroom. They believed that the bilingual policy in the classroom was beneficial for students in the aspect of vocabulary acquisition and comprehension. Regarding the frequency of the use L1, the survey showed that half of the participants (54%) deemed that L1 should be used 'rarely' in the classroom. This is in line with Nahdiah (2022), although the use of L1 was allowed and founded beneficial, the frequency of L1 used by the teacher should be not dominant.

Fourthly, in a related study, Effendy and Fahri (2019) adopted a qualitative approach to investigate the perceptions of teachers and students regarding the use of the L1 in the learning of English as a foreign language (EFL). The participants of the study were five English teachers and 64 students in a junior high school setting. To collect the data, this study employed questionnaires as the main instrument and conducted interviews with the teachers and representative students. The questionnaire included statements about the use of L1, students interest in L1 usage, students preference of L1 usage, the proper time to use L1, the ideal frequency of using L1, and the benefit of the use of L1 in the English class.

Then, the results indicated that almost all teachers and students agree with the use of L1 in the teaching and learning process. They believe that restricting the use of L1 is less effective and can create uncomfortable situations for students. Similar to a previous study by Jing and Jing (2018), which revealed that the teacher uses L1 to explain difficult concepts, complex grammar points, to give instructions, to define new vocabulary, and to test. Using L1 can help teachers to teach students English more effectively and avoid misconceptions between teachers and students during the teaching and learning process.

Fifthly, in the aforementioned year, Yana and Nugraha (2019) also conducted qualitative research in Cimahi, Indonesia, investigating students' perceptions of the use of L1 and L2 in English classes. According to the results of the questionnaire study, the participants perceived the combination use of L1 and L2 as a useful technique in teaching English. Comparable findings were also reported by Catabay (2016) and Nursanti (2016). Based on the data, students who received the highest score believe that the use of L1 helps in learning English by providing a means for them to grasp the information and the meaning of each sentence offered by the teacher. The use of L1 in the classroom was agreed upon by students as a means to facilitate the learning of new English vocabulary, enhance fluency and accuracy in English speaking and writing skills, and expedite comprehension. Additionally, it allows the teacher to manage the time spent on explanations.

Sixthly, in a later study, Sundari and Febriyanti (2021), entitled "*The use of first language (L1) in EFL classrooms: teachers' practice and perspectives*", investigated the frequencies, functions, and twenty Indonesia English teachers' perceptions of their L1 use in secondary school in Jakarta. The data were six teachers' classroom observation/recordings, in-depth interviews of twelve teachers, and focus group discussion of two teachers. The study revealed that the percentage of the use of L1 by teachers is 30% of all utterances during the learning

process. The functions of L1 used by teachers are mostly to give activity instruction, to translate difficult words, to check students' comprehension, as well as to give feedback and to maintain discipline.

Regarding the teachers' perception about the use of L1 in their talk, they preferred L1 because two considerations are students' proficiency level and social/affective factor. When teachers use L2, the students cannot fully understand due to the students' low proficiency level. As a consequence, the students feel confused, frustrated, and lost in learning L2. This study recommends further research to investigate the use of L1 from both teacher and students' viewpoints.

In similar vein, as seventh study, Harmanto (2018) also investigated teacher practice in the use of L1 and L2 in their talk. Entitled "*Teacher Talk: The Use of L1 vs. L2 in the Classroom*", this study aimed to discover the overall approach of the English lecturers in univeristy level to use *Bahasa Indonesia* (L1) and English (L2). The participants were 30 lecturers who were chosen randomly and taught beginner to upper intermediate level students. To gather the data, this study used questionnaires and interview. The findings showed that the lecturers used L2 as dominant language in teaching process. In spite of that finding, the use of L1 still remained. We can see this in procedural category of TT, the lecturer tend to use L1 for several sub-categories such as calling roll or taking attendance, and used L2 for courtesy markers, preparation check sub-category. Within the instructional category, in higher level, the use of L1 was very limited. However, when teaching the lower level, the lecturers used L1 to avoid misunderstanding, particularly when explaining the different culture. In the category of offering and soliciting feedback, the lecturers tend to used L1 especially in low level students, particularly in giving correction and answering student's question sub-category. Whereas in the spontaneous/ instructional conversation, all the lecturers from low to upper level, used L1 for expressing humor, and varied for other sub-categories. Last category, management/discipline, the lecturers, in

beginner and intermediate level, tend to use of L1 for discouraging off-task. The findings of this study indicate that, even when teachers are teaching at high levels of English proficiency, the use of the L1 remains a necessary component of the English language teaching process.

The eighth study was conducted by Nahdiah (2022) entitled "*Teacher and students' perceptions towards the use of students' L1 in EFL classroom*". which investigate the realization use of L1 and examine the teacher and students' perceptions in junior high school setting. The data of this qualitative case study are obtained from classroom observation, students' questionnaires, and teacher-students' interviews. The basic framework that being used in this study depends on Auerbach's (1993), Schweers's (1999), and Cook's (2001) framework.

Then, the observation data analysis result showed that the use of L1 by the teacher was the highest (61%), the use of L2 was 28%, and the mixture of L1 and L2 was 11%. This findings were influenced by the students (e.g. their previous learning experience, and their English skill level), teacher (e.g. the age of the teacher; the senior teachers are already habituated to using L1 in comparison to fresh teacher), and the material factor (e.g. the difficulty level of the classroom tasks for teachers to explain in L2). From the result of interview with representative students, all of them expressed that they want the teacher to use L1 not much more than English quantity use, or not more than 50%.

The ninth study, at the local setting, Qashas, Noni, and Korompot (2023), in their study "*Students' perceptions on translanguaging in English teaching-learning process*", conducted a study which one of the aim was to explore students' perception about lecturers' use of L1 and L2 in the teaching and learning process. Using a mixed explanatory method, the participants were 165 students of the English Department of Languages and Literature in Universitas Negeri Makassar using a voluntary sampling technique who asked to fill the questionnaire. For the interview, the study using purposive sampling technique took five participants for the semi-

structured interview. The finding showed that the use of L1 practice by the lecturer can help students understand the material provided better and improve students' ability to participate in the classroom. This is in line with the other previous studies by Asriati and Jabu (2022) and Rabbidge (2019). Asriati and Jabu (2022) found that the use of L1 simplifies the students' understanding of English and its concept. Rabbidge (2019) stated that teachers' use of L1 and L2 practice can enhance students' understanding of teacher dialogue and increase the students' ability to participate in lessons. In addition, this study revealed that students prefer when lecturers use two languages rather than only one language to build an effective English teaching-learning process.

Previous research has predominantly focused on exploring the use of L1 in English classes from the teacher's perspective, with limited attention given to the viewpoint of students towards the use of L1 by the teacher. In contrast, this present study investigated the use of L1 in TT and the students' perceptions about the teacher practice in using L1 during the learning process. This study not only examines students' perceptions of their teachers' use of L1, but also aims to reveal the impact of such use on students in the context of a speaking class, which is primarily concerned with students' speaking performance.

Additionally, previous studies have also addressed student perceptions, yet the data collection remains insufficient in terms of depth. The aforementioned studies employed questionnaires and interviews that lacked adequate depth to explore students' perceptions. Moreover, the students who participated in the interview were merely representatives of the total number. As a result, the data obtained are more general in nature, rather than being specific to the individual student. One of the key distinctions between this research and previous studies is the use of more in-depth interviews to gain insight into perceptions of the participants.

Moreover, this study was conducted in a class comprising a relatively small number of students (only seven), thus enabling the researcher to

conduct individual interviews with each of them. Each students' voice was analyzed individually and presented in the discussion of the research result. As a result, the data obtained regarding student perceptions cannot be generalized. The data is not generalizable because, for example, P1 expressed the same positive perceptions as those expressed by P2, but their responses will definitely differ, even if only slightly, due to the impact of various factors on an individual's perception. Therefore, the perceptions of these students cannot be extrapolated to represent all EFL learners' perceptions towards teacher L1 use in various contexts, as different results might emerge in other settings.

In addition, some previous studies were conducted in the context of English language learning in general classes, such as junior high school or high school, and English classes in non-English study programs at the college level. In these classes, the scope, content, and learning goals are more general and basic. For instance, students may learn all the skills (speaking, listening, writing, and reading) in just one subject with limited time. This present study, however, focuses on English as a Foreign Language (EFL) learning in Speaking classes for English education majors at the tertiary level. In this context, the scope, content, and learning goals are more specific and specialized. For instance, the class will focus on the development of speaking skills. Consequently, the results of the study on the use of L1 and its impact on learning will be representative within the scope of the Speaking class.

2.2 Theoretical Background

2.2.1 Definition of Teacher Talk

Teacher Talk is one of the aspects in second language acquisition in which the TT functioned as the input for the learners. Besides providing input for the learners, TT provides interaction in the classroom. Jing and Jing (2018) defined TT as the language used by the teacher in an EFL classroom from beginning to the end of the class. This definition is in line with Nunan (1991) who stated that TT refers to the language used by a

teacher in organizing class and language teaching. The use of appropriate TT can lead to a warm classroom atmosphere and an informal teacher-student relationship (Pujiastuti, 2013).

Another definition by Sinclair & Brazil (1982) suggested that TT refers to language used by teachers as a tool for managing learning activities in the classroom, including giving directions, defining activities, and checking students' understanding. In addition, another definition was given by Wasi'ah (2016), an Indonesian scholar, who mentioned that TT can be used to guide the learning process, build a relationship between teacher and students, and deliver the material to students. Through various definitions provided by scholars, it is evident that TT is used by teachers to manage learning activities, give directions, and deliver educational content in the classroom. It can be concluded that 'Teacher Talk' refers to the language used by teachers for teaching in the classroom.

2.2.2 Teacher Talk Category

In analyzing the category of TT, Flanders Interaction Analysis Categories (FIAC) (Flanders, 1970) is the most famous and widely used category system in analyzing teacher and student talk (Tsui, 1995). Based on the FIAC category system, TT is divided into two sub categories, namely indirect influence and direct influence. Each category has different functions and gives a different impact for students. The right amount of these categories will help teachers to achieve an effective teaching and learning process (Aisyah, 2016).

Firstly, indirect influence is broken down into: accepting feelings, appraisal or encouragement, accepting or using student's ideas, and asking questions. First, in the accepting feelings category, the teacher accepts and clarifies the feelings of the students in a non-threatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included. Second, appraisal or encouraging category is the talk that is used by teachers to praise or encourage students' actions or

behavior. Jokes that release tension, not at the expense of another individual, nodding their head or saying 'uh huh?' or 'go on' are included. Third category is accepting or using a student's ideas. Regarding this category, teacher clarifying, building, or developing ideas or suggestions by a student. As the teacher brings more of his own ideas into play, shift to category five. The incorporation of students' ideas in TT and feedback on student ideas have been shown to enhance students' learning opportunities, and it is often considered as key features of TT in dialogic instruction (Nystrand et al., 2003; Chin, 2006).

The fourth category is asking questions. The talks that are included in this category is when the teacher asks a question about content or procedure with the intent that a student may answer. The types of questions given by teachers will vary in the learning process. Regarding the characteristic of question, Boyd (2015) stated that authentic questions allow for more student talk, which is beneficial for all students. Authentic questions, or inquiries that do not have prespecified answers, have been shown to promote student learning in English language classrooms (Juzwik et al., 2013; Nystrand & Gamoran, 1997). Additionally, Pujiastuti (2013) found that posing questions to students can motivate them to participate in class discussions. However, the effectiveness of this technique is influenced by the relevance and familiarity of the topic being discussed. Therefore, teachers must design questions that have a meaningful context for students in order to increase their motivation to participate actively in class (Pujiastuti, 2013).

Secondly, direct influence category consists of lectures, giving direction, and criticizes or justifying authority. The direct influence category is found as the dominant categories that occur during the learning process (Pujiastuti, 2013). This is due to the fact that this category relies on academic reasons, which affect a more formal classroom atmosphere (Moon, 2000). The first category is lecturing talk. TT is when a teacher gives facts or opinions about content or procedures; expresses his/her

own ideas; asks rhetorical questions. The second category is giving direction. The TT that is included is when the teacher gives directions, commands, or orders with which a student is expected to comply. Teachers' communication of specific and clear learning goals and procedures helps students better understand the learning activities they are engaged in (Grossman et al., 2013; Newmann et al.,1992; Shernoff et al., 2016). The third category is criticizing or justifying authority. This category happens when the teacher criticizes and corrects the student's unacceptable performance and behavior. The TT that is included in this category is the teacher's statements, intended to change student behavior from non-acceptable to acceptable pattern, bawling someone out.

Table 2.1 Flanders FIAC Category System (Adapted from Flanders, 1970, cited in Nasir, Yusuf & Wardana, 2018)

FIAC Category System (Flanders, 1970)		
Teacher Talk	Indirect Influence	Accepts feelings
		Praise or encourages
		Accepts or uses student's ideas
		Asks questions
	Direct Influence	Lectures
		Give direction
		Criticized or justifying authority
Student Talk		Response
		Initiation
Silence or Confusion		

Another framework that discussed about the TT is by Warford and Rose (2011). Based on the *Foreign Language Teacher Talk Survey* by Warford and Rose (2011), category of foreign language TT consists of five categories. Each category is still divided into several items. First category is procedural which the talk is the discourse related to practical information / 'nuts and bolts' of running the class. In this category, the teacher acts as organizer in the classroom. Second category is instructional talk which the

discourse related to the lesson content. The role of the teacher is knowledge giver or source of input. Third category is offering and soliciting feedback talk which the discourse related to individual/class progress and repair sequences. The role of the teacher in this category can be as assessor, corrector, or evaluator for the students. Fourth category is spontaneous or instructional conversation. This category aims as opportunities for acquisition and the development of interactional competency. In the fourth category, teacher acts as facilitator, communicator, or interlocutor in the classroom. The fifth, last category is management/discipline which the talk is related to the promotion of 'engaged' and discouragement of disruptibe/disengaged behavior. The role of the teacher is as manager or facilitator in the classroom. These categorization is illustrated briefly in the following table below.

Table 2.2 Foreign Language Teacher Talk Category by Warford & Rose (2011)

Category of Foreign Language Teacher Talk by Warford and Rose (2011)
A. Procedural (discourse related to practical information / 'nuts and bolts' of running the class)
1. Calling roll / Taking attendance 2. General announcements 3. Attention signal ('Listen up! / 3 2 1 countdown) 4. Preparation check ('Everyone ready?') 5. Giving directions for a class activity 6. Time check ('You have three more minutes') 7. Explainning work for outside of class (homework, projects, exam study) 8. Calling on students 9. Courtesy markers (i.e. 'thank you', 'sorry', 'excuse me') 10. Warm-ups (i.e. date, weather, time, review questions) 11. Anticipatory set (generating prior knowledge of lesson topic) 12. Overview of lesson (agenda for lesson, goals for the day) 13. Transitions ('Now that we've read the story, let's go to p...')
B. Instructional (discourse related to the lesson content)

	1. Introducing vocabulary / lesson 2. Reviewing vocabulary / lesson 3. Modeling (miming/acting out use of a grammar feature, vocabl, lesson) 4. Extension scenarios / Providing examples 5. Grammar instruction 6. Culture instruction
C.	offering and soliciting feedback (discourse related to individual/class progress, repair sequences)
	1. Praise (IRE: Input, Response, Evaluation of accuracy) 2. Praising and repeating correct answer 3. Explicit correction (IRE: 'I **get** it; there's no s on the end of get.') 4. Implicit correction: Prompting self-correction (IRE: i.e. 'you get**S** it?) 5. Answer to student question 6. Individual feedback on performance, progress 7. Paired/Small group feedback on performance, progress 8. Whole class feedback on performance, progress 9. Check for student comprehension ('Any questions?) 10. Closure: ('What did you learn today?')
D.	Spontaneous L2 or instructional conversation (opportunities for acquisition, the development of interactional competency)
	1. Facilitating class discussions 2. Incidental anecdote 3. Incidental cultural note(s) 4. Eliciting more student talk (IRF) 5. Spontaneous conversation (beyond form-focused practice) 6. Expressing sympathy / concern 7. Expressing humor 8. Question / comment related to a student interest (big game, sticker, etc.)
E.	Management/discipline (related to the promotion of 'engaged' and discouragement of disruptive/disengaged behavior)
	1. Encouraging on-task behavior ? 2. Discouraging off-task behavior ? 3. Reminder of rules

2.2.2.1 Category of Foreign Language Teacher Talk

a. Procedural Category

According to Warford and Rose (2011), the procedural category in FLTT (Foreign Language Teacher Talk) refers to all teacher utterances related to the 'nuts and bolts' of running the foreign language classroom. These utterances focus on the smooth operation and organization of the lesson, ensuring students understand expectations and routines. Thus, the teacher should put an effort in providing the clear procedural talk and easy to understand for students, so that the classroom activity can be maintained (Aisyah, 2016).

This category is comprised of several sub-categories. First subcategory is Calling Roll / Taking Attendance. It is related to the specific ways teachers take attendance in the classroom. As class attendace is considered as one of the key predictors of student academic performance, it is important to ensure student attendance or absence (Ha, Ma, Cao, Feng & Bu, 2024). Alzhanova-Ericsson, Bergman and Dinnetz (2017) posited, attendance at class allows students to engage directly with the teaching and learning process, comprehend the material being presented, enhance their academic abilities, and gain tacit knowledge through interactions with teacher and their peers. While, the second subcategory is Calling On Student. This subcategory focuses on selecting individuals to actively participate in the lesson and managing participation flow, rather than simply checking attendance.

Third subcategory is General Announcements. It aims to inform about non-instructional aspects of the class, often related to logistics and classroom management. The contents of this category of teacher utterances are deadlines, classroom policies, schedule changes, available resources, and expectations. Next subcategory is Explaining Work for Outside of Class, which aims to to provide clear instructions and

expectations for assignment, project or other work students will complete outside of the classroom (Warford & Rose, 2011).

Another sub-category is Attention Signal. It aims to grab the students' attention and keep the students' focus on the task and the teacher. In addition, this talk can be one of the ways for teachers to control the classroom situation (Recard & Nathania, 2021). As the examples such as "*Attention please! / 321 countdown*". The sixth subcategory is Preparation Check. This type of TT aims to check the readiness of the students for participation in the learning activity, such as "*Everyone ready for the class today?*". The next subcategory is Time Check which aims to manage the time alloted for different parts of the lesson, such as "*You have three more minutes, students*".

The subsequent subcategory of Procedural is Giving Direction for a Class Activity. It refers to the TT that aims to provide direction and guide students to do certain actions during the learning activities in the classroom. Prastowo, Fritrianti and Widhiyanto (2023) argued that, in the classroom setting, teacher directions are very important to keep the process of teaching and learning flowing smoothly and efficiently. It is therefore necessary for teachers to provide clear directions that can be clearly understood by students, in order to facilitate the completion of tasks and the full realisation of learning objectives.

Then, the ninth subcategory is Transition. Arlin (1979) defined transition as a teacher-initiated directive to student to end one activity and to start another. It aims to bridge the gap between different parts of the lesson and provide context for the upcoming activity, for example "*Now we've read the story, let's go to the page 2*". Next subcategories are Courtesy Markers and Warms-ups. Courtesy markers in the classroom can be refers to polite language used by teachers that demonstrate respect, such as '*Thank you*', '*Sorry*' and '*Excuse me*'.

Warm-ups, on the other hand, are the teacher's utterances in the warm-up stage of the classroom. As Richards and Rodgers (2014) defined the Warm-up stage as a preparatory phase of learning. This subcategory focuses on TT that prepare students for the main lesson. Talking about date, weather, time, review question, and playing a quick game or quiz are the example of this subcategory.

Next subcategory is Anticipatory Set. Warford and Rose (2011) in their framework, state that anticipatory sets are TTs that aim to generate prior knowledge about the lesson topic. It also can refer to a brief portion of a lesson given at the very beginning to get students' attention, activate prior knowledge, and prepare students for the day's learning. It aims to stimulate the students' interest. The point of the anticipatory set is to get students curious, wake up their brains, and give them a taste of what they are about to learn (Gonzalez, 2014). And the last subcategory is Overview of Lesson. This TT subcategory provides a roadmap for the lesson. As stated by Warford and Rose (2011), teacher utterances that discuss the agenda for the lesson or goals for the day's learning are examples of this subcategory. It is essentially outlines the key components and activities students can expect, giving them a clear understanding of the learning journey ahead.

 b. Instructional Category

Second category is instructional talk which the discourse related to the lesson content. This category is comprised of several sub-categories.

First, Introducing Lesson encompasses TT that sets the stage for new learning. The teachers use this talk to introduce the topic, activate prior knowledge, and preview vocabulary and grammar. Second, Review Lesson, TT which falls within this subcategory, encompasses any verbal utterance made by the teacher that reviews the learning material studied by the students. This can assist students in recalling the material, thereby reinforcing and consolidating their knowledge. Fisher and Radvansky

(2018) posit that students will rapidly forget concepts and skills if they are not repeatedly activated and applied. One method of activating these concepts and skills is through the act of reviewing the material previously studied.

Next, the third subcategory is Extension Scenarios/ Providing examples. This subcategory aims to deepen understanding for advanced students who graps the core content quickly which the focus of this category is applications and complexities of learned material. Additionally, another subcategory is Modeling / Giving Clue. It is a teaching strategy where a teacher explicitly shows the students how to complete an activity or assignment before the students begin (Rexhepi, 2021). Modeling provide a clear picture in a student's mind as to how to handle the task at hand. Creating a picture in a student's mind will give the student confidence in how to complete the assignment. This type of guidance shows what the teacher expects and gets the students off on the right foot.

The last subcategories are Grammar Instruction and Culture Instruction. TT that related to grammar instruction is the specific way a teacher communicates and explain grammatical concepts to students. Most of teachers and students perceived grammar as crucial component in improving students' language skill, and as an inseparable and essential component in language teaching (Holandyah, Erlina, Marzulina & Ramadhani, 2021). While Culture Instruction subcategory refers to TT that aims to integrate cultural knowledge and awareness into their foreign language instruction. This sub-category encompass introduing cultural norms and values, contrasting cultures, integrating cultural artifacts, and discussing cultural issues.

c. Offering & Soliciting Feedback Category

Third category is offering and soliciting feedback talk which the discourse related to individual/class progress and repair sequences. This category consists of several subcategories such as praise, correction,

answering to student question, feedback, checking student comprehension and closure.

The first subcategory is praise-related. Warford and Rose (2011) divided praise-related TTs into two subcategories namely Praise and Praise and Repeating Correct Answer. The first subcategory, Praise, is related to teacher utterances that recognise and celebrate students' achievements or efforts in the target language. Giving praise can be a positive reinforcement for students' behaviour, and can build self-esteem and a close relationship between teachers and students (Anggreni, Hastini & Erniwati, 2019).

Meanwhile, the second subcategory, Praising and Repeating Correct Answer, is a TT that focuses on a specific teacher response to student utterances which involves a three-step: praise-repeating-explanation (optional). The first step is praise which is the teacher acknowledges the student's effort or achievement. Then, in the repeating step, teacher repeats the student's correct response (or a portion of it) in a grammatically accurate way. Last, explanation, the teacher might briefly explain the grammatical rule or concept behind the correct answer, but this step is not always necessary. The teacher uses this type of talk when a student provides a correct answer, especially for a new concept or challenging task.

Next, there are two sub-categories deals with correcting studen errors: Explicit correction and Implicit correction. Both aim to improve student language accuracy but they differ in their approach. As stated by Li and Hu (2024), teacher correction can positively influenced speaking accuracy. First, explicit correction directly points out the student's error and provides the correct form or explanation. One of advantages of this type of correction is clear and direct which leaves no doubt about the error and the desired correction. This type of correction can produce a higher

level of improvement than other types (Ellis, 2021). Second, implicit correction indirectly suggests the correct form or meaning without directly mentioning the error. The focus of implicit correction is to provide cues or prompt to guide students towards self-correction or improvement. The advantages of implicit correction are promoting self-correction, maintaning fluency, and creating a positive environment.

The subsequent subcategory is related to teacher feedback. Feedbacks includes not just correcting students but also providing them with an assessment of how they performed during their study (Harmer, 2001). Lewis (2002) states feedback is the way of telling the students about the progress they are making and facilitating them in improvement. The feedback can be powerful if done well, and effective feedback gives students the information that they need so that they can understand where they are in their learning and what to do next (Brookhart, 2008). Within he "Offering and Soliciting Feedback" category of Wardford and Rose's (2011) framework, teachers can deliver feedback in three main ways:

First, individual feedback is tailored feedback directed towards a single student. The focus of this type is to address specific strengths, weakness, or areas for improvement of a particular student. Second, paired / small group feedback is the feedback provided to students working in pairs or small groups. It focuses on providing feedback on collaborative work or encouraging peer-to-peer learning. Third, whole class feedback is the feedback directed towards the entire class. The focus of this type is to addresses common errors, clarifies concepts, or reinforces learning objectives for the entire class.

Moving on to the next subcategory, the last three subcategories of TTs which is related to Answer to Student Question, Check for Student Comprehension, and Closure. First, Answer to student question refers to the TT that directly respond to student inquiries related to the target

language. Second, Check for student comprehension subcategory aims to evaluates student understanding of the material that has already been presented or practiced. This kind of TT commonly occur during or after the activity or instruction. The focus of this utterances is assessing understanding of specific concepts, information, or skills. Last, Closure talk refers to the way a teacher wraps up a lesson at the end of class time.

  d. Spontaneous Talk / Instructional Conversation Category

Fourth category is spontaneous or instructional conversation. This category aims as opportunities for acquisition and the development of interactional competency. It consists of eight subcategories which will explained briefly in the following paragraphs.

First, Incidental Anecdote, it refers to a spontaneous or unplanned story or narrative shared by the teacher or students during the learning process. This anecdote often arise naturally in conversation or in response to a topic or a question, and it can provide valuable cultural and linguistic insights while also engaging students in the learning process.

Second, Incidental Cultural Note subcategory, in the context of English language teaching, it refers to a brief mention or explanation of cultural aspects that arise naturally during the teaching process. These cultural notes are not the primary focus of the lesson but are included opportunistically as they come up in conversation or through the material being used. For example, if a student asks about the meaning of a slang expression or idiom, the teacher might provide a brief explanation of its cultural context. Or if a reading passage mentions a cultural practice or tradition, the teacher might take a moment to discuss it with the class. These incidental cultural notes help students gain a deeper understanding of the language by providing insight into the cultural nuances and context in which it is used (Root, 2014; Karlik, 2023).

Third, Spontaneous Conversation (beyond form-focused practice) subcategory, during the learning process in English language teaching is defined as unscripted, natural interactions initiated by the teacher with the students. In contrast to structured form-focused practice activities, which primarily aim to practise specific language forms or skills, spontaneous conversation involves more organic communication, with the objective of engaging students in authentic language use. In this context, the teacher may engage students in spontaneous conversation through the use of open-ended questions, the sharing of personal anecdotes or stories, the elicitation of opinions or reactions, or the response to students' questions or comments in a conversational manner. These interactions help create a dynamic and interactive learning environment where students can practise using English in real-life situations.

Fourth, Eliciting More Student Talk, the focus of this subcategory talk is encouraging deeper students responses and promoting elaboration and discussion. Warford (2007) stated that this sub-category can be either a statement or a question that assists the student in coming up with more to say, so that the conversation keeps going. In light of this definition, TT that fall into this category can be in the form of open-ended questions, wait time, rephrasing, prompts that encourage critical thinking such as "*Why did you choose option A over the others?*" or "*Good answer Nia, but there is still some explanation missing.*".

Fifth, Facilitating Class Discussion, this subcategory extends beyond mere encouraging of participation. While similar to the "eliciting more student talk" subcategory, which focuses solely on individual student responses, the "facilitating class discussion" subcategory is more concerned with guiding a meaningful exchange of ideas among multiple students, with the aim of fostering collaboration and building shared understanding. Strategies for facilitating class discussion that teachers can apply in their talk include summarizing, synthesizing, redirecting,

prompting, and acknowledging diverse perspectives to guide the flow. An illustrative example of TT that falls within this category is a question such as, "Does anyone have a different perspective on Joko's explanation?", "Is there a way to build on that idea?". This kind of TT can facilitate critical thinking through analysis and debate, as well as fostering collaboration by encouraging students to build on each other's ideas and strengthen communication skills through clear expression and active listening.

However, there is a difference between 'eliciting more student talk' and 'facilitating class discussion' category. In essence, eliciting more student talk focuses on individual development and serves as the building block for effective discussion. Whereas facilitating class discussion focuses on collaboration and shared understanding by orchestrating a dialogue where students can learn from each other. It can be said that these categories are complementary, used sequentially throughout a lesson. Starting with eliciting more student talk to ensure each student grasps the essential concept before moving on. Then, transition to facilitating class discussion to encourage students to share, collaborate, and build a collective understanding.

Sixth, Expressing Sympathy subcategory, it aims to offer emotional support and understanding to someone who is experiencing misfortune or sadness. A student mentions they failed a test, the teacher might say "*Oh no, I'm sorry to hear that. That must be frustrating.*" or "*Don't worry, things will get better.*" to offer sympathy and emotional support.

Seventh, Expressing Concern / Humor subcategory, Expressing Concern aims to show care and interest in student's well-being, especially when students seem unwell, stressed, or troubled. A student seems tired or unwell, the teacher might say "*Are you alright? You seem a bit tired today. Is everyhing okay?*" or "*Is everything okay?*" to express concern and offers helps if needed. While, Expressing Humor refers to TT that

incorporate humor strategically to create a more positive and engaging learning environment for students. The aims of this talk are enhancing engagement, improving memory, and lowering anxiety. However, in expressing humor, teacher needs to consider about cultural sensitivity. Teacher should avoid jokes that might be offensive or confusing to students. So, the teacher needs to adapt the humor to the age and cultural background of the students.

Eighth, Question /Comment (related to a student interest) subcategory, this talk focuses on encouraging students by connecting the lesson content to their interest and experiences. This kind of TT aims to increase student engagement and motivation, and and potentially discover student interests that can be incorporated into future lessons. This sub-category is commonly delivered in the form of open-ended questions and comments relating to experiences, and offering choices. It appears primarily at the beginning or during transitions. As an example: "*What are some of your favorite dishes from your culture or other cultures you've experienced?*" and "*Has anyone recently traveled to a place where they used the past tense to talk about their experience?*".

e. Management / Discipline Category

The fifth, last category is management/discipline which the talk is related to the promotion of 'engaged' and discouragement of disruptibe/disengaged behavior. The role of the teacher is as manager or facilitator in the classroom. This category is comprised of three subcategories, which will be elucidated in the following paragraph.

The first subcategory, Encouraging On-task Behavior by the TT in English language teaching involves the use of language and communication strategies by the teacher to keep students focused and engaged in the learning tasks or activities at hand. This is particularly important in language classrooms where maintaining student attention and participation is essential for effective learning. The researcher posits that

certain forms of utterances within this category are also encompassed by some forms of teacher utterances in another category, specifically, "Offering & Soliciting Feedback Talk". This phenomenon may be attributed to the fact that in a single utterance, a teacher may have multiple objectives, allowing one utterance to simultaneously fall within two categories.

Second, Discouraging Off-task Behavior subcategory, it refers to TT specifically aimed to redirect students' focus back to the language learning activity. It addresses situations where students are not actively participating in the lesson or engaging with the target language. Teacher can use some strategies to discourage off-task behavior, those are through direct prompts "*Joko, can you please put your phone away and join the discussion?*", indirect prompts "*Let's all turn our attention to the board for the next activity.*", refocusing questions "*Siti, can you repeat the key vocabulary word we just learned?*", and redirecting activities "*Since some seem distracted, let's take a quick break and then refocus on the task*".

The third subcategory, Reminder of Rules is the teacher utterances that aim to address specific instances where policy is being broken or a reminder is needed to maintain order. The focus is on correcting behavior or addressing minor disruptions in the moment. Usually this utterance is used when a disruption occurs to address a specific situation. The utterances that are used by teachers can be more informal, using redirecting or prompting language. Teacher utterances related to classroom rules are also in the general announcement in the procedural category, which specifically discusses classroom policy announcements. However, these two utterances are actually different. In classroom policy announcement, it is usually delivered at the beginning of the class or semester when establishing classroom rules as proactive prevention of disruption efforts, and it encompasses broad and general to cover all

expected behaviors. Whereas reminder rules are delivered in the moment to address specific situations and it is as a reactive response to maintain order in the moment.

2.2.3 The Use of L1

In Indonesia, the English language curriculum emphasizes the learning model to improve language competence and as a communication tool for students in order to convey ideas and knowledge (Isadaud, Fikri, & Bukhari, 2022). During English language teaching, many teachers avoid using the L1 in the L2 classroom, as they believe they should not prevent students from accessing L2 input (Cancino & Diaz, 2020). However, many EFL teachers use L1 to teach L2 for a number of reasons such as providing the L1 equivalent to new vocabulary and giving key instruction in order to avoid misunderstanding (Cancino & Diaz, 2020). In the study of Florence Me (2019) found that the use of L1 in English language classroom by the teacher was mainly for eliciting answers, giving classroom instruction and explaining meanings. Isadaud, Fikri, and Bukhari (2022) stated that one of the factors that contributed to unsuccessful achieving learning objectives in Indonesia context, is the use of vocabulary from teachers which is considered difficult to understand by the students. So, by providing the L1 equivalent to the vocabulary, can help the students to understand the material given by the teacher.

Hall and Cook (2013) reported that the majority of the teachers (74%) report using L1 when giving instructions and explaining complex content. Polion and Duff (1994), who also found that teachers use L1 for grammar instruction and when translating difficult words (see also Bateman, 2008; Macaro, 2000; Tammenga-Helmantel & Mossing Holsteijin, 2016). In other words, L1 is preferred and used when teachers convey new and especially complex content. Also, pedagogically challenging situations (such as giving reprimands) hinder teachers from using TL (Haijma, 2013; Oosterhof et al., 2014). When the teacher used English only, some

students might experienced difficulties in understanding teacher's instruction which lead to misperception (Suhayati, 2018). So, the use of L1 by the teacher in particular occasion such as giving instruction, assist students (specifically low level students) in the execution of the task during the learning process. As Manara (2007) says, it will be difficult to follow the classroom activities if students do not recognize the instructions. Another argument for using L1 teachers mention is 'natural' and smooth communication (Tammenga-Helmantel et al., 2016). On the other hand, TL is often used for linguistically predictable situations (Oosterhof et al., 2014) such as the opening and closing of a lesson or classroom activities which can be prepared in advance, such as lectures.

The utilization of L1 and L2 in TT during the language learning process have positive impacts on students. This is supported by the finding of study by Alang and Idris (2018). The study found that lecturers occasionally alternate L1 and L2 for several academic purposes, particularly when dealing with difficult words, struggling students, assessment matters, and class assignments. The students also perceived their lecturer's alternation practice positively as it makes the class more enjoyable, helps them feel more at ease, and provides them with more information on the subject, ultimately improving their academic performance. Muñoz and Mora (2006) reported prominent pedagogical functions behind teachers' use of alternating the language between L1 and L2, such as explaining new vocabulary, illustrating grammar rules, managing the class, provoking learner talk, and providing task instructions.

Another study by Tian and Macaro (2012) found that the level of vocabulary acquisition of students with classes where the teacher used the L1 to give explanations, was higher than that of students in classes where only the L2 was used. Zhao and Macaro (2014) argued that although the L2-only language teaching approach may be useful for the learning of some linguistic features and structures by adult learners, it may not be applicable in vocabulary learning. In contrast, acquiring other abilities such

as oral production skills may not benefit from L1-based instruction, as learners are not given the chance to decode and process oral L2 input (Haryanto et al., 2016).

Cancino and Diaz (2020) conducted a study to assess and characterize the amount of first language use that two English as a foreign language teachers used to accomplish a number of functions in two classroom modes. The results showed that there was no consistency in the choice of one language over another in conveying certain pedagogical functions. This inconsistency suggests that the decision whether to alternate the language and how to do so is taken unconsciously and without first thinking about the impact of the decision. Furthermore, it does not necessarily mean that one teacher is better prepared or that their output is more comprehensible if they use the L2 more than another. While a teacher may produce a high number of L2 units, their discourse may primarily consist of repetitions and markers, as demonstrated by the data.

Regarding the amount of the use of L1 in the classroom, Cancino and Diaz (2020) found that there was no consistency in the choice of one language over another in conveying certain pedagogical functions. This finding suggested that the decision whether to alternate the language and how to do so is taken unconsciously and without first thinking about the impact of the decision. In a similar vein, Copland and Neokleous (2010) contend that the teachers are not always aware of the frequency of L1 used in class, or the purpose for alternating to L1 and vice versa.

The ideal proportion of L1 use for beginner students is 60% L1 and 40% L2, but as they progress, it will change and increase gradually. If the use of L1 is dominant, Atkinson (1987) says that it is still tolerated if the student factors are considered, such as previous experience, ability level, course stage, or lesson arrangements. Teachers may use the L1 unintentionally to facilitate and activate foreign language learning. Pablo et al. (2011) revealed that teachers use L1 depending on the situation. To reduce lengthy explanations in conveying the meaning of certain words or

expressions, teachers save time by requiring L1. Eventhough L1 is allowed during the learning process, the teachers need to aware with the amount of its use because the excessive use of L1 would reduce students' exposure to English (Suhayati, 2018).

De la Campa and Nassaji (2009) also confirmed that the teacher's use of L1 during the learning process depends on the classroom situation and the frequency of L1 use may vary between teachers. Similarly, Grant and Nguyen (2017) stated that the teacher's selection of one language over the other language may be determined by contextual and pedagogical factors. Furthermore, they said that contextual factors that influence the amount and quality of teachers' use of L1 can be related to students' L2 proficiency level. Teachers who teach in classes with low proficiency students tend to use L1 more than classes with more proficient students. Additionally, another factor that affects the teacher's language choice is the lack of competence on the part of non-native teachers (Üstünel, 2016).

2.2.4 The Relationship Between Teacher Talk and Classroom Interaction

The relationship between teacher talk and classroom interaction is critical in shaping the educational environment and facilitating student learning. Research indicates that teacher talk significantly influences the dynamics of classroom interactions, often dictating the flow and quality of communication between teachers and students. For instance, a study employing Flanders Interaction Analysis Categories (FIAC) revealed that teacher talk accounted for a substantial 74.4% of classroom communication, with lecturing being the predominant form of interaction (Basra & Thoyyibah, 2019). This dominance suggests that teachers often take on a controlling role, which can limit opportunities for student-initiated dialogue and engagement.

Effective teacher talk—characterized by clear instructions, questioning, and feedback—has been shown to enhance student motivation and participation, thereby fostering a more interactive learning

atmosphere (Handayani & Cahyono, 2024). Moreover, the type of teacher talk employed can either encourage or inhibit student responses; for example, when teachers minimize their talk and incorporate more engaging activities, students are more likely to participate actively in discussions (Pujiastuti, 2013).

Conversely, in a speaking classroom at a university level, although teacher talk remained high, the introduction of group discussions aimed to balance interaction and encourage more student participation (Sofyan & Mahmud, 2014). In speaking classes, where interaction is key to language acquisition, the strategic use of L1 can create a supportive environment that encourages students to engage more actively. These variations highlight the influence of context, teaching methodology, and educational objectives on the balance of communication in classrooms.

2.2.5 Speaking Performance

Some experts on the language have argued that language concerns with the study of performance and does not limit itself to competence. According to Chomsky on his theory of language (1965) that performance is defined as the actual use of language in concrete situations, meanwhile language competence is the speaker-hearer's knowledge of his language (in Newbie, 2011). Besides, Fromkin and Rodman (1993) describes that 'what you know, which is your linguistic competence and how you use this knowledge in actual speech production and comprehension, which is your linguistic performance' (as cited at Wahyuni, Ihsan and Hayati, 2014). Therefore, the linguistic competence is knowledge of a language owned by the speakers, while what makes them to produce and understand the infinite number in their language is the performance itself. Therefore, discussing the performance itself has a close relationship to speaking skill which allows students to use or produce the language.

Speaking performance is the way students express their ideas, feelings, and thoughts orally, also called oral communication. Speaking performance mainly covers speaking accuracy and fluency (Wang, 2014).

Speaking accuracy indicates "the extent to which the language produced conforms to target language rules (Yuan & Ellis, 2003). The correct use of pronunciation, vocabulary and grammar are the main aspects in accuracy. Speaking fluency refers to the ability to produce the spoken language without too much undue pausing or hesitation (Skehan, 1996). Besides, Brown (2001) proposes four aspects of speaking skills, namely fluency, accuracy, pronunciation, and vocabulary. These four aspects become the main requirements that must exist for teachers when designing speaking activities for the students. According to Wang (2014) speaking activities generally consist of four stages, namely pre-speaking, while-speaking, post-speaking, and extension practice. These stages will be described in the following paragraph.

The first stage, pre-speaking, gives students time to prepare for the speaking task. In this stage, the students are given sufficient time to plan and the teacher provides assistance in language and knowledge (Skehan, 1996; Wang, 2014). This pre-stage often includes some kind of reading or listening. In this stage, there are three ways that can be taken, those are pre-speaking planning, pre-speaking support, and authentic input (Wang, 2014). In pre-speaking planning, students are given sufficient time to formulate ideas that will be conveyed in the speaking process. In pre-speaking support, students are given assistance in the form of vocabulary and initial information related to the topic being studied. While in the authentic input, students are given examples of speaking through the use of authentic media, either visual, audio, or audio-visual, which can facilitate students in speaking activities.

The second stage, while-speaking, is the speaking task itself. In this stage, the students practice speaking (or specific features of speaking). The activities that can be done in this stage are such as speaking tasks, fluency technique, and forming automaticity. There are three types of speaking tasks that can develop fluency are information-gap, problem-solving, and social monologue. Information gap activity expects the

students to be able to bridge the differences in the information they have, by exchanging ideas. In problem-solving tasks, the students are expected to be able to solve problems collaboratively using English. The social monologue task expects the students to be able to speak according to certain topics. Fluency technique can be used by asking students to repeat the topic that has been discussed slowly several times, where the first activity is given a longer time. Compared to the next activity. The third, forming automaticity is the student's ability to read or say a word without having to think about it. In this activity, the students are required to have a lot of vocabulary related to the topic, by memorizing the vocabulary given by the teacher. Through this memorization, students can automatically use these words in speaking.

Next stage is the post-speaking stage. In this stage, the students' level of accuracy in speaking is emphasized through three activities, namely language focus, self-repair, and corrective feedback. Language focus activity emphasizes on student's ability to use language appropriately through observing the new characteristic of the target language, finding similarities or differences between the target language and student's mother tongue, and then integrating the new language skill in using English. In self-repair activity, students are directed to analyze and evaluate themselves the results of speaking activity, both in terms of pronunciation, grammar, and vocabulary used. In addition to self-repair, the students should be helped with corrective feedback (Larsen-Freeman, 2001). There are two kinds of feedback in the classroom, feedback from the teacher and feedback from friends. Feedback from teachers and/or friends can improve a student's improvement, particularly when students do not notice their own mistakes in speaking (Wang, 2014).

The last stage is extension practice which can be implemented through task repetition in order to develop fluency and accuracy (Wang, 2014). Task repetition is the repetition of the same or revised task, either partially or completely, by conveying it to others or using the same material

to be communicated more than once (Bygate & Samuda, 2005). However, task repetition refers to the repetition of familiar form and content, rather than verbatim repetitions of the cues in the L2 classroom (Bygate 2006). This activity aims to develop accuracy and fluency in the use of spoken language. In the same line, Bozorgian & Kanani (2017) suggest that providing students with task repetition has a positive effect on students' accuracy and fluency in their speaking skill. Through task repetition, students may be able to build on what they have already done in order to 'buy time' not only to work mentally on what they are about to communicate, but also to access and (re)formulate words and grammatical structures more efficiently, effectively and accurately (Ahmadian, 2012).

Student's speaking competence can be influenced by three factors. Those are linguistic, cognitive, and affective factors. In cognitive factor, Levelt (1989) proposed that the speaking process involves three stages: conceptualisation, formulation, and articulation. Conceptualisation involves selecting information to express meaning. Formulation requires finding the appropriate words and grammatical structure. Articulation involves producing utterances with articulatory devices. Affective factor refers to the emotional and psychological aspects of language learning, such as motivation, self-esteem, anxiety, and attitude (Wang, 2014). Affective factors can significantly impact a student's willingness to engage in speaking activities and their confidence in using English. For example, anxiety and fear of negative evaluation can hinder a student's ability to speak English fluently (Amoah & Yeboah, 2021). Besides, according to Brown (2001), students' worries about being "wrong, stupid or incomprehensible" have a significant impact on their speaking performance.

Linguistic factor refers to the knowledge and skills related to the English language, such as vocabulary, grammar, pronunciation, and reading comprehension. Linguistic factors can influence a student's ability to express themselves effectively in English and can be a barrier to

successful communication (Amoah & Yeboah, 2021). The correct use of language form is critical for students' oral proficiency (Saunders & O'Brien, 2006). Pronunciation is a critical factor in achieving intelligibility (Goh, 2007). Mispronouncing even a single sound can lead to listener misunderstanding (Wang, 2014). Grammar is also essential for understanding the structure of English (Wang, 2014). However, mastering the accurate use of grammar in writing is different from using it correctly in speaking. While some students excel at grammar in reading and writing, they may still make mistakes when speaking. It can be challenging for EFL learners to apply correct grammar to their speaking (Larsen-Freeman, 2001). Vocabulary is crucial for EFL learners, like the importance of bricks in a building (Wang, 2014). If the receptive vocabulary is rather limited, it can be difficult for students to put the "receptive vocabulary knowledge into productive use" (Nation, 2001).

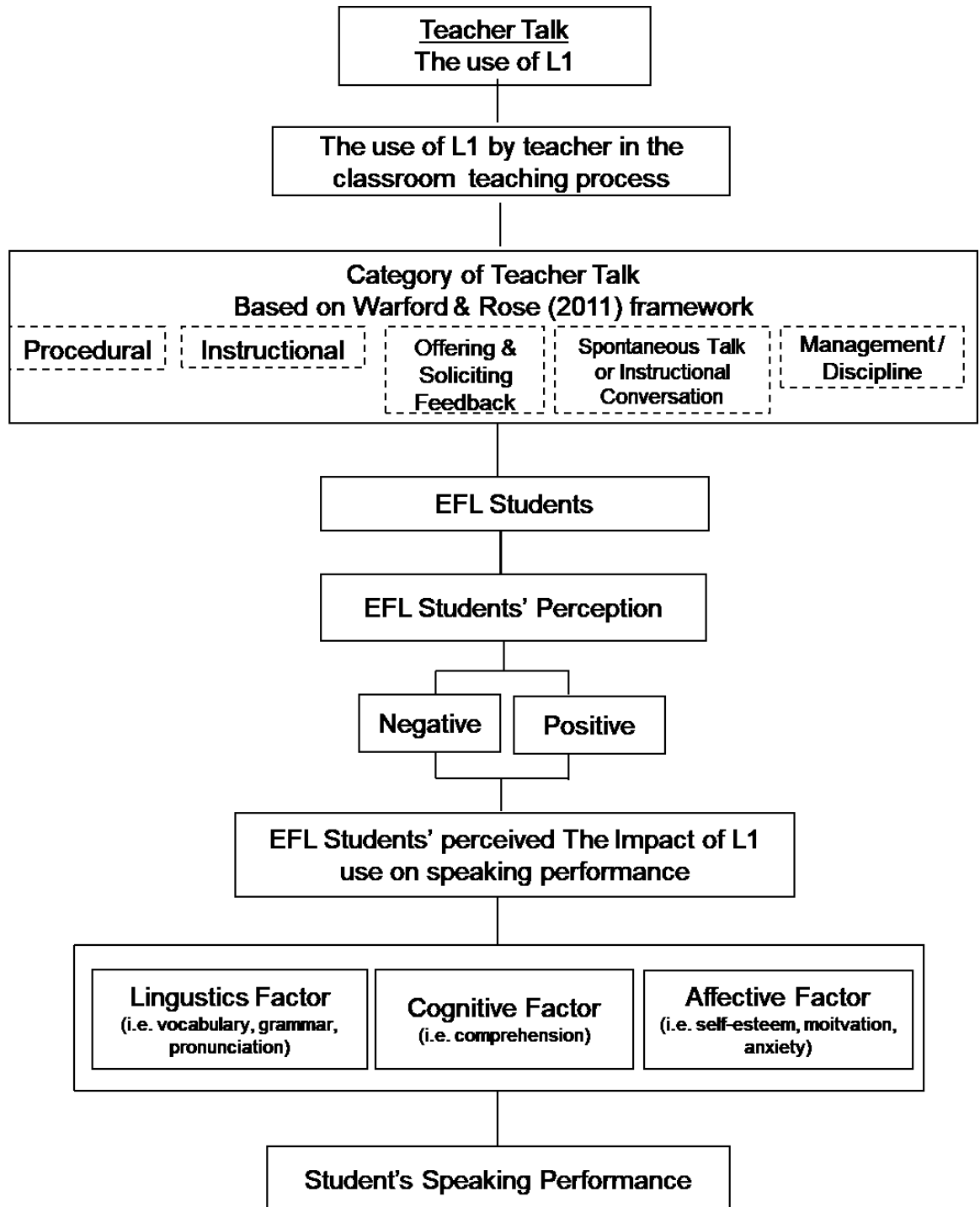## 2.3 Conceptual Framework

Figure 2.1 Conceptual Framework

The primary focus of this research is the examination of TT as a dominant theme. This research then narrows the topic further by focusing on the analysis of the use of the first language (L1), namely Indonesian, by the teacher in the classroom teaching process, specifically in the Speaking class. Subsequently, the TT utterances identified through the use of L1 are classified according to the TT category framework developed by Wardford and Rose (2011). Following the categorization of TT, the research then turns to the students, exploring their perceptions of the teacher's use of L1 during the classroom learning process. Subsequently, the students' perceptions were classified into two principal categories: positive perceptions and negative perceptions. In addition to investigating the students' perceptions, the research also tried to reveal the impact that the students perceived from their teachers' use of L1 on their speaking performance. The impacts identified in the analysis of the student interviews were examined to determine whether they align with the three factors (linguistic, cognitive, and affective) that influence speaking performance. As the final, this research examines the impact of the teacher's use of L1 in the classroom on the students' speaking performance. It postulates that this use may indirectly contribute to students' speaking performance through three factors.