

Investigating The Implementation of Indirect Teacher Talk Category by The Subject Teacher in Teaching English for Specific Purposes

Apsari Surya Ningrum

English Education, Languages and Arts Faculty, State University of Surabaya
apsariningrum@mhs.unesa.ac.id

Susanto

English Education, Languages and Arts Faculty, State University of Surabaya
susantoniki@gmail.com

Abstrak

Umumnya, para guru menggunakan kategori “pemberian informasi” sebagai salah satu jenis “pembicaraan guru langsung” untuk menarik minat siswa dalam belajar. Karena dinyatakan sebelumnya bahwa kategori “pembicaraan guru tidak langsung” seperti penerimaan perasaan, mengajukan pertanyaan, penerimaan dan / atau penggunaan ide-ide siswa, dan pujian / dorongan dapat mendorong siswa untuk berbicara, maka peneliti mencoba untuk menyelidiki penerapan penggunaan kategori pembicaraan guru tidak langsung terutama oleh guru mata pelajaran dalam mengajar ESP. Tujuan dari penelitian ini adalah untuk menjelaskan sejauh mana guru mata pelajaran menggunakan kategori pembicaraan guru tidak langsung secara efektif dalam mengajar ESP. Dalam penelitian ini, peneliti mengamati aktivitas selama proses belajar mengajar. Artinya subjek penelitian adalah guru konten / mata pelajaran / spesialis. Penelitian ini merupakan penelitian kualitatif deskriptif. Peneliti mengumpulkan data seperti komunikasi verbal dan non verbal dengan menggunakan catatan lapangan. Untuk menganalisis data, peneliti menggunakan beberapa langkah seperti pengenalan-penyusunan dan penafsiran-pernyataan. Selain itu, penelitian telah menunjukkan beberapa hasil bahwa penerimaan perasaan dapat secara efektif digunakan oleh guru mata pelajaran untuk melibatkan dan memungkinkan siswa untuk berbicara satu sama lain. Yang kedua, pujian atau dorongan juga memiliki pengaruh yang signifikan terhadap perkembangan sosial di mana itu mempengaruhi persepsi teman-teman sekelas terhadap kemampuan individual. Selain itu, menerima/menggunakan ide-ide siswa dapat digunakan secara efektif untuk meningkatkan motivasi dan tujuan belajar siswa. Selebihnya, mengajukan pertanyaan juga memberikan latihan mandiri bagi para siswa.

Kata Kunci: *Pembicaraan Guru, Kategori Pembicaraan Guru Tidak Langsung, Guru Mata Pelajaran, Bahasa Inggris Untuk Tujuan Spesifik (ESP)*

Abstract

Generally, teachers use “giving information” category of “direct teacher talk” to arouse the students’ interest in learning. Since it was stated that “indirect teacher talk” category such as acceptance of feeling, asking questions, acceptance and/or the use of students’ ideas, and praise/encouragement could promote the students to speak, then the researcher tried to investigate the implementation of using indirect teacher talk category especially by the subject teacher in teaching ESP. The objective of this study is to describe the extent of the subject teacher uses indirect teacher talk categories effectively in teaching ESP. In this study, the researcher observed the activity during teaching learning process. It means that the subject of the research was a content/subject/specialist teacher. This study is a descriptive qualitative study. The researcher collected the data like verbal and non verbal communication by using field note. To analyze the data, the researcher used some steps such as familiarizing-organizing and interpreting-representing. Moreover, the study had shown some results that acceptance of feeling can be effectively used by the subject teacher to engage and enable the students to talk to one another. The second, praise or encouragement also has a significant effect on social development in which it affects classmates’ perception of individual students’ ability. Additionally, accept and/the use students’ ideas can be effectively used to improve the students’ motivation and learning goal. Moreover, asking questions also provides independent practice for the students.

Keywords: *Teacher Talk, Indirect Teacher Talk Category, Subject Teacher, ESP*

INTRODUCTION

The source of comprehensible target language input in the instructed language learning environment is called teacher talk, thus it plays an integral role not only in the organisation of the classroom but also in the processes of acquisition (Nunan, 1991, p. 189). Since teacher talk is considered to be something fundamental, then teacher should give more attention about features of teacher talk that will be effectively used especially in ESP classroom. If effective teacher talk can be employed in ESP classroom in order to enhance students' communicative competence, students' performance must increase. Cited in Kryspin (1974), Flanders stated that teacher talk had two branches: direct and indirect teacher talk. He explained that teacher talk was considered to be direct; the verbal response of students might be greatly limited. On the other hands, indirect teacher talk is different from direct teacher talk. The purpose is to maximize or stimulate students to give response to the teacher.

Researchers have indicated the importance of effective teacher talk for many years to promote student language development in ESP classroom. A study which investigated teacher talk in the ESP classroom comes from Szendri (2010). The objective of his study is to investigate the proportion of teacher and student talk in English for tourism classroom. The result showed that the teacher had more talk than the student with the percentage comparison 71% : 29%.

Another study was conducted quantitatively by Lasantu (2012) in nursing context. Lasantu found that the teacher produced both direct teacher talk and indirect teacher talk with the percentage comparison: direct teacher talk (59.58%) was higher than indirect teacher talk (40.42%). It happened because the teacher preferred teacher-fronted activities which automatically led to more talk done by the teacher. In contrast, if teachers want their students participate more verbally in a course, they should encourage them to do so of course by using indirect teacher talk. Brown (2010) has already stated that if teacher intentionally decides to encourage the students to respond verbally, so it is called indirect teacher talk. Indirect teacher talk usually refers to a minimum teacher talk and maximum student talk, a minimum lecture and maximum discussion.

Moreover, a long and interesting history of ESP has been discussed by the researcher. English for specific purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular field. According to Hutchinson and Waters (1987), ESP is an approach rather than a product, by which they mean that ESP does not involve a particular kind of language, teaching material, or methodology. In conclusion,

teaching ESP is all based on the learner's reason for learning which in this case including method and content.

Additionally, talking about ESP teachers, Heidar (2015) conducted a research to compare the efficiency of 3 groups of ESP instructors: subject teachers, language teachers, and professional ESP teachers. The research attempted to reveal which type of the three ESP teachers was more preferred by ESP students. As the result revealed, there was a significant difference among three types of ESP teachers. According to students, professional ESP teacher and EFL teacher were better than subject teacher. Generally, teachers use giving information category of direct teacher talk to arouse the students' interest in learning. Since it was stated that indirect teacher talk category such as acceptance of feeling, asking questions, acceptance and/or the use of students' ideas, and praise/encouragement could promote the students to speak, then the researcher tried to investigate the implementation of using indirect teacher talk category especially by the subject teacher in teaching ESP.

The subject teacher is not a language teacher but a teacher who helps the students to acquire knowledge, competences or values in certain fields. It becomes a controversial issue when the subject teacher teaches ESP class because apparently most subject teachers lacked in English knowledge which could not be ignored. In contrast, the researcher had found a subject teacher who taught ESP with a good knowledge of using English as well as using indirect teacher talk category in class. Moreover, it later leads to the question "To what extent does the subject teacher use indirect teacher talk category effectively in teaching ESP?".

RESEARCH METHODOLOGY

Related to the research question, the researcher used descriptive qualitative as the research design. Qualitative research is a research that is conducted in their natural setting; the researcher acts as a part of the research field. The subject of this research was a subject/specialist/content teacher who taught in hospitality program (non-English teacher) of Vocational High School located in a central city. The setting of this research was the classroom and the teaching learning process itself. The classroom consisted of 40 students, 15 girls and 25 boys. They had just finished an industrial program in some hotels, so they came back to the class with different experiences.

The data of this study were verbal and non verbal communication during the teaching learning process. They were in form of phrase, sentence, and even stressing in which the researcher should put an intention to get further information. While source of the data of this research were from the subject teacher who used

indirect teacher talk in the classroom such as acceptance of feeling “*No problem, don’t be afraid*”, praise or encouragement “*Good, give applause to your friend*”, or “*What is reservation section?*” that reflected to asking questions. It can be seen in this dialogue:

T: “Well, I want to know whether you still remember or not, *what is reservation section?* Who wants to answer? Try to speak English! *No problem, don’t be afraid.*”

S: “Reservation section is one of front office department. This section is to handle room booking before the guest check in.”

T: “*Good, give applause to your friend.*” (Appendix 1)

While the category of acceptance or use students’ idea can be seen in this dialogue :

T: “Ok, misalnya kamarnya di nomor 144 di lantai tiga. Berarti thank you.. terus?”

“Ok, for example the room number is 144 on the third floor. Thank you...and then?”

S: “Thank you. This is your key. You number room is one hundred forty four on the third floor. Gitu kah pak?”

T: “*Boleh mengatakan this is your key. Atau begini, here is your key. You are in room 144 on the third floor.*”

“*It is ok saying this is your key. Or like this, here is your key. You are in room 144 on the third floor.*”

All the data construed the effectiveness of each category on the students independent practice, social development, or even motivation and goal interaction.

In this study, the researcher observed the activity in teaching learning process. To collect the data, the researcher using field note which tells about what the researcher has seen and heard (Ary et al., 2010). It has two components. The first is descriptive material which describes about the setting, the people, and their reaction. The second is reflective material that explains about the researcher’s command and interpretation.

RESULT AND DISCUSSION

4.1.1 The Effectiveness of Acceptance of Feeling Category in Teaching ESP

In the very first meeting after practicing, the students were asked a question by the teacher to check their memory about the material that had been learned. But, because the students told the teacher about any difficulties they had faced at the beginning, they seemed to be afraid to respond any situations using English in the classroom. This situation then made the teacher put an intention in order to make his students being able to deal with themselves. Here the way the teacher said to the students:

(1) T : “Well, I want to know whether you still remember or not, what is reservation section? Who wants to answer? Try to speak English! *No problem, don’t be afraid.*”

S : “Reservation section is one of front office department. This section is to handle room booking before the guest check in.”

T : “Good, give applause to your friend.”

From the dialogue above, the researcher had found a talk that belonged to acceptance of feeling such as “*No problem, don’t be afraid*”. In that talk, the teacher is validating their feelings. In essence, the teacher is communicating to them that it is fine to have negative feeling and to express it. French and Galloway (1968) asserted that this category emerges in both verbal and non verbal. In line with their statement, it has been found that the talk “*No problem, don’t be afraid*” occurs verbally, while the stressing on that sentence emerges non-verbally. In other words, the teacher mentally forms positive bonds with the students and classroom becomes supportive spaces. That positive bonds then engage the students to be involved. In line with that effect, Vacca (2011) stated that socially interactive learner are engage learner. The students will learn more when they are able to talk to one another and be actively involved (Routman, 2005)

4.1.2 The Effectiveness of Praise or Encouragement Category in Teaching ESP

In the process of teaching and learning, a form of social interaction such as expressing recognition is needed, that is called praise or encouragement. Praise or encouragement is always used in classroom to appreciate the students’ effort or work. In the classroom being observed, the researcher found that the teacher often gave praise or encouragement in the classroom. In this talk below, the teacher gave praise such as “*Good, give applause to your friend*” after one of his student answering the question.

(2) T : “Well, I want to know whether you still remember or not, what is reservation section? Who wants to answer? Try to speak English! *No problem, don’t be afraid.*”

S : “Reservation section is one of front office department. This section is to handle room booking before the guest check in.”

T : “*Good, give applause to your friend.*”

S : “*Could you please repeat the answer, sir?*”

The students were more interested in learning after the teacher giving praise to one of them, it can be seen that another students asked to each other to get clearer answer until one of them requested to the teacher to repeat the answer like “*Could you please repeat the answer, sir?*”

The second example of praise or encouragement can be seen in this dialogue below:

- (3) T : “*Ya bagus, Good, you sebetulnya bisa. actually can do Coba rangkai that. Please katanya, Hasbi.” arrange the sentence, Hasbi.”*
- S : “To fill the data of who reserve the room.”
- T : “*Nah, in one minute only, he can speak English. Give applause!*”

From the dialogue number 3, the sentence “*Good, you actually can do that. Please arrange the sentence, Hasbi*” and “*Nah, in one minute only he can speak English! Give applause!*” belong to praise or encouragement category. Both are used to convince the students that practicing will make it perfect and they also can do the same in one minute only. The way the teacher convinces the students also has a significant effect on the peer acceptance and classmates’ perception of individual student’s ability. It seems like they accept themselves and others as a person who try to learn something new and it is fine to make mistakes as long as they have high motivation to practice more.

But, in some cases, the teacher gave praise in the very simple way and general like “*Very good*” or “*Good*”, “*Good job*”, “*Good answer*”, “*Great*”. Here is the talk that indicates general praise or encouragement:

- (4) T : “Which hotel, you please?”
- S : “A hotel that has the same range of price and facilities.”
- T : “Ok, good. What else?”
- S : “Near with the first hotel.”
- T : “Well, *good answer.*”
- (5) T : “Ayo ucapkan sama-sama!” “Say it together!”
- S : “Do you like to book a room with the view of the ocean?”
- T : “*GREAT!!!* Or you can say, would you prefer to have a room with the view of the ocean?”

- (6) S : “Me sir! Alright, Mr. Hannighan, your reservation have been made for the twenty-fourth of September for a room with a double bed and view of the ocean. Check-in is at 2 o'clock”.
- T : “*Good job.* But anyone knows what goes wrong in the example given by your friend? Your friend said your reservation have been made for bla bla bla.”

However, what is more important than the amount of praise given is the way it is given (Nafpaktitis, Mayer, & Butteworth, 1985). Brophy (1981) noted that effective praise should provide information to the students about their competence or the value of their accomplishments. This is called specificity which means that the teacher praises students for specific behaviours not for general goodness.

Above all, as the researcher saw in that moment, the students were more interactive after the teacher giving praise to one of them. This leads to the result that praise and encouragement socially plays a key role between teacher-student relationship. In the end, this socialization impacts to the students’ learning process (Vygotsky, 1962).

In summary, the use of praise and encouragement that is used by the subject teacher will significantly affect to the social development between the students and the teacher, also improves the students’ learning process in ESP classroom.

4.1.3 The Effectiveness of Acceptance and/or The Use of Students’ Ideas Category in Teaching ESP

As the researcher saw in the class, the teacher always gave signs to the students whether the teacher agreed with the students’ idea or not. Those signs consist of words or phrase such as “*That is right*” or “*yes*”. After giving those signs, usually the teacher uses the students’ ideas.

Here is the evidence, the way the teacher responds the students’ last greeting like in this talk indicates indirect teacher talk which is acceptance and/or the use of students’ ideas. The teacher repeated the student’ idea like “*Thank you for your reservation and have a nice day. Ok simple, paham ya?*”

- (7) S : “Ok Mr.Arif.
Thank you for your reservation and have a nice day.”
- T : “*Thank you for your reservation and have a nice day. Ok simple, paham ya?*” “*Paham ya*” means “*Have you understood?*”
- S : “Yes sir”

The researcher also saw that the student became more confident after the teacher accepting and using their idea. By doing so, it can help them attaining their own intellectual identity and encouraging independent thinking. Moreover, acceptance or use the students idea also helps the students gaining their motivation. The students pay attention to the model, practice it, and reproduce it because they have learned that this is what the teacher likes and they want to please the teacher. Psychologists define motivation as an internal process that activates, guides, and behavior overtime (Baron, 1998; Schunk, 1990). These conversations below show the evidence of how motivation activates students’ behavior overtime.

- (8) S : "Good morning, Hasbi Pacific Hotel, can I help you?"
 T : "Ok, good. Other answer?"
 S : "*Me sir. Good morning Sun Hotel, Mikaila is speaking. May I help you?*"
 T : "*Yes, u can also say May I help you because it is more formal and polite. Any questions?*"
- (9) T : "Ok next, what will you say to ask the date for booking? Yes, you please!"
 S : "How long will you be staying?"
 T : "Well, any others?"
 S : "*What date are you looking for?*"
 T : "*Ya, bisa juga pakai itu. Kalau menawarkan kamar? Who wants to give an example?*"

From the conversations above, the researcher concludes that acceptance or use the students' idea affects the students' motivation of goal interaction. Because, everytime the teacher gives responses like "*Yes, you can also use that*" or "*Yes, that's right*", most of them are always motivated and participated to give answers or examples. It seems that most of the students in the classroom are learning-oriented students. Because, when they encounter obstacles or chances, they tend to keep trying, and their motivation and performance are actually increase (Dweck, 1986; Schunk, 1996).

Another indirect teacher talk which appears in the dialogue number 10 is accepting the student' idea like "*It is ok saying this is your key*". Below is the evidence:

- (10) S : "*Thank you. This is your key. You number room is one hundred fourty four on the third floor. Gitu kah pak?*"
 T : "*Boleh mengatakan this is your key. Atau begini, here is your key. You are in room 144 on the third floor.*"
- "Gitu kah, pak?" means "Is that true, sir?"*
"It is ok saying this is your key. Or like this, here is your key. You are in room 144 on the third floor."

The talks that belong to this category are usually preceeded by a phrase "yes" and continued by repetition. It can be seen in "*It is allowed to say this is your key*". After the teacher repeating the students' idea, there is something that catches the researcher's attention. That is when the student asked for confirmation back like "*Is it only for offering another room? Or How if breakfast does not include to the room cost, can we offer this in upselling?*". This kind of situation brings two possibilities of purposes. Whether the student needs to

get the teacher's attention or honestly need a clear information. However, this indirect teacher talk category is helpful to have students generate their own question, either for themselves or for each other (King, 1992). Now it is clear that the language used in classroom like accepting or using the students' ideas affects the nature of interaction, which in turn affects the opportunities available for learning.

4.1.4 The Effectiveness of Asking Questions Category in Teaching ESP

Questioning is one of the most common techniques used by the teacher (Richards & Lockhart, 2000) and serves many purposes as the principal way in which the teacher controls the classroom interaction (Carlsen, 1991). In the first meeting of observation, the lesson was started by some questions that related to the topic. The following is an evidence of asking question category:

- (11) T : "Well, I want to know whether you still remember or not, *what is reservation section? Who wants to answer?*"

From the dialogue above, "*what is reservation section?*" belongs to indirect teacher talk category which the purpose is to check the students memory. What makes the researcher investigating more on that question is that the teacher did a call order like "*Who wants to answer?*". In this moment, the students were called on by the teacher to answer questions during the lesson which the purpose is to engage and encourage the students to think. The most common method which is used by teacher is calling on volunteers. The teacher used this order repeatedly. Take a look at these talks:

- (12) T : "*Ok now, how do you say when you speak to the guest at the very first time?*"
 (pointed to a student)
 S : "Good morning, Hasbi Pacific Hotel, can I help you?"
 T : "Ok, good. Other answer?"
- (13) T : "*Ya, bisa juga pakai itu. Kalau menawarkan kamar? Who wants to give an example?*"
 S : "We have rooms ranging from \$100 to \$500 per day."
- "Yes, you can also use that. How about offering the room? Who wants to give an example?"*

Calling order is always preceeded by a question or statement. From the dialogue number 12, it is started by a question "*how do you say when you speak to the guest at the very first time?*". In addition, to call the students to answer, the teacher pointed to one of them. But, after it is responded by the students through giving statement or answer, the teacher still gives a chance to others by doing call order like "*Other answer?*". While in the dialogue number 13, the teacher did a call order by questioning the students like "*Who wants to give an example?*". Additionally, it can be concluded that calling order is also

used to compare another answer and underline the intended answer. But in any cases, calling order allows some students to avoid participating in the lesson by keeping their hands down (Brophy & Evertson, 1974). Here is the evidence:

- (14) T : “What’s the function of reservation section then? *No one tries to answer?*”

From the teacher talk above, it can be concluded that nobody tries to answer. The evidence then has shown a result that the students should be called on certain situation. When the questions are problems to be worked, those should be done by all students at first before the teacher calls any individual. But, when questions are not problems to be worked, it is probably best to pose the question to the class as a whole and then ask randomly chosen student to answer.

However, the teacher sometimes used wait time for his students to answer a question before giving the answer or going on to another student. The teacher waited approximately 3 seconds after asking the students a question with a purpose to encourage the student to think. But, when the students seemed confused even in 3 seconds, he did not directly give the answer but provide the clue to fix them in control. These following dialogues showed the evidence:

- (15) T : “What’s the function of reservation section then? No one tries to answer? *Well, What is the English of untuk mengisi data yang memesan kamar? Apa bahasa inggris untuk mengisi?*”
- The teacher used both English and Bahasa while giving the clue. “*Apa bahasa Inggris untuk..*” means “What is the English of..”

- S : “To fill.”
T : “Data?”
S : “Data”
T : “Yang?”
S : “Who.”
T : “Memesan?”
S : “Book.”

- (16) T : “But anyone knows what goes wrong in the example given by your friend? (*The students kept silent in few seconds*) *Your friend said your reservation have been made for bla bla bla.*”

It is such a good decision when the teacher prefers to help his students constructing their knowledge by asking them some questions like dialogue 15 “*Well, What is the English of untuk mengisi data yang memesan kamar? Apa bahasa inggris untuk mengisi?*” rather than directly gives the translation. The wait time also happened in dialogue 16 in which the students kept silent but then the teacher gave them clue such as “*Your friend said your reservation have been made for bla bla bla.*”. But when it becomes too much in the classroom it will

psychologically affect the student mentality in the sense that the students become lazy to sort out meaning from dictionary by themselves and also academically affect their vocabulary development.

Moreover, the questions given by the teacher also reflect to the students level of thinking. Because every types of question sometimes need a simple or even complex answer from the students. Asking questions allows the teacher to glimpse into the minds of students to find out not only what they know or do not know but also how they think about a topic. Through strategic questioning, the teacher can assess the current state of student thinking and be able to identify the gaps and misconceptions. Here is the evidence:

NO.	A (The questions which demanding the students to remember, identify, or define.)	B (The questions which demanding the students to analyze, evaluate, or create.)
1.	T: “Well, I want to know whether you still remember or not, what is reservation section?”	T: “Ok now, how do you say when you speak to the guest at the very first time?”
2.	T: “Well, did you still remember what are the steps of reservation? What’s the first?”	T: “Ok then, why we must check reservation chart before we receive the reservation?”
3.	T: “Ok class, did you still remember what is the first step of handling reservation?”	T: “What will you do then if the room is not available?”
4.	T: “Did you still remember what we have learned last week?”	T: “Ok next, what will you do in the upselling steps?”

From the evidence above, it can be summarized that the questions in table A are used to review previously learned material to establish a base knowledge for the new material to be learned. The teacher’s question in A1 “*Well, I want to know whether you still remember or not, what is reservation section?*” requires the students to define what reservation section is. The evidence of A2 “*Well, did you still remember what are the steps of reservation? What’s the first?*” and A3 “*Ok class, did you still remember what is the first step of handling reservation?*” are used to demand the students to identify the steps of reservation and handling the reservation itself. While the question in A4 “*Did you still remember what we have learned last week?*” requires the students only to remember or knowing the previous lesson.

In addition, as the new material is being developed, the questions in table B are used to clarify relationships within the content being discussed. For example, in B1 “*Ok now, how do you say when you speak to the guest at the very first time?*” the students are asked to create such dialogue when they speak to the guest at the very first time. While the evidence in B2 “*Ok then, why we must*

check reservation chart before we receive the reservation?" requires them to analyze logical fallacies in reasoning. However, there are also questions that demanding the students to evaluate the procedure as the hotel staff in certain situation such as in B3 "What will you do then if the room is not available?" and B4 "Ok next, what will you do in the upselling steps?".

All the evidence presented is then reinforced by the Bloom's taxonomy which states that the cognitive domain involves knowledge and the development of intellectual skills (Bloom, 1956) in which table A deserves the (Lower Order Thinking) that includes some objectives to remember, identify, and define. While table B deserves the HOT (Higher Order Thinking) which includes some objectives to analyze for a reason, evaluate the procedure, and also create. These all include the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills.

However, all the explanation above ends up with a statement that asking questions can be effectively used to provide independent practice. Independent practice is most critical when students are learning skill, such as a foreign language. Independent practice is where students must complete the work by themselves without any help.

In cognitive terms, practice serves as rehearsal for transferring information from short-term memory to long-term memory. For this to work, the information must first be established in students' working memories. This is the section where students must be able to understand the concept that was taught and complete it on their own. In line with the goal of teaching ESP which is to develop students' communicative competence, the questions given previously will benefitely provide the students to do most of the items they are assigned on their own. (Brophy & Good, 1986).

The evidence can be seen in the last meeting in which after reviewing the material, the teacher then provided them the time to practice with their peers. During the role play, there was no indirect teacher talks that existed. Because there are only the expressions related to content which are performed.

CONCLUSION

In this study, there are four conclusions related to the research questions. The first, acceptance of feeling can be effectively used by the subject teacher to engage and enable the students to talk to one another. In other words, the subject teacher mentally forms positive bonds to improve the students' social development. The second, praise or encouragement also has a significant effect on social development. It affects peer acceptance and classmates' perception of individual student's ability. Additionally, accept and/the use of students' ideas can be effectively used to improve the students' motivation and learning goal. It can be seen that the students pay attention to the model, practice it, and reproduce it because they have understood that this is what the teacher likes and

they want to please the teacher. Moreover, asking questions provides independent practice for the students. In line with the goal of teaching ESP that is to develop students' communicative competence, the questions given previously will benefitely provide the students to do most of the items they are assigned on their own. In summary, the subject teachers can be as good as professional ESP and language teachers if they pay attention to the quality of using indirect teacher talk categories in ESP class.

SUGGESTIONS

Regarding to the result of this study, there are some suggestions would like to be given especially to controlling indirect teacher talk. The first, praise needs to be used effectively. The teacher should be certain that the praise is sincere, specific, and contingent upon students' behavior. Because it tells the students what they did right, so that they will know what to do in the future. The second, the teacher should not give clue more often after giving such question because it can psychologically affect the student mentality in which they become lazy to find out the meaning from dictionary by themselves and also academically affect their vocabulary development. In addition, the teacher should not give a question that the students do not have the background knowledge because it can decrease their motivation.

REFERENCES

- Walsh, S. 2006. *Investigating Classroom Discourse*. New York: Routledge.
- Xu, Xiao-Hui. (2010). *Analysis Of Teacher Talk On The Basis Of Relevance Theory/Analyse Du Discours De L'enseignant Sur La Base De La Theorie De La Pertinence*. Canadian Social Science, 6(3), 45.
- Suprobawati, Septemdira Intan Sari. (2015). *Features Of Teacher Talk To Lead Student Involvement In Classroom Discussion In An EFL Class At Sma Negeri 1 Gresik*. State University Of Surabaya, Surabaya.
- Lasantu, Zenith Rachmayanti. (2012). *Study of Teacher Talk in English for Specific Purposes Class at Poltekkes Kemenkes Surabaya Jurusan Keperawatan Prodi D III Keperawatan Kampus Sutopo Surabaya*. Airlangga University, Surabaya.
- Szendrii, Ildikó. (2010). *Teacher Talk In The ESP Classroom – The Results Of A Pilot Observation Study Conducted In The Tourism Context*. Budapest Business School, Budapest.
- Johnson, Robert Keith. (1990). *Developing Teachers' Language Resources*. Second Language Teacher Education: Cambridge University Press.
- Kryspin, William J, & Feldhusen, John Frederick. (1974). *Writing Behavioral Objectives: A Guide To Planning Instruction*: Burgess Publishing Company.
- Suryanti, Nunung. (2015). *Classroom Interaction Strategies Employed By English Teachers At Lower*

- Secondary Schools*. State University of Malang, Malang.
- Ahmed, Mohammad Kaosar. (2014). *The ESP Teacher: Issues, Tasks and Challenges*. International Islamic University Chittagong, Bangladesh.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge: Cambridge University Press.
- Wu, H., & Badger, R. G. (2009). *In a strange and uncharted land: ESP teachers' strategies for dealing with unpredicted problems in subject knowledge during class*. *English for Specific Purposes*, 28(1), 19-32.
- Slavin, Robert E. 2000. *Educational Psychology: Theory and Practice*: Johns Hopkins University.