
Study of Teacher Talk in English for Specific Purposes Class at Poltekkes Kemenkes Surabaya Jurusan Keperawatan Prodi D III Keperawatan Kampus Sutopo Surabaya

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Abstract

This study concerns on types of teacher talk in class and it aims to find out which type of teacher talk occurred during classroom interaction and the responses of student talk in relation to the types of teacher talk used by the teacher. The data of this study were taken from a class activity of the Regular and Non-Regular class in Poltekkes Kemenkes Surabaya Jurusan Keperawatan Prodi D III Keperawatan Kampus Sutopo Surabaya. The method used in this study is descriptive-qualitative method. The classroom interaction between teacher and students were observed and recorded on digital camera recording with visual support. The participants of this study are the English teacher and two classes that consist of 37 students in Regular class and 38 students of Non-Regular class. To complete the data, the writer also conducted interview with the teacher. The data were then analyzed using the types of teacher talk in class based on Brown (2001). The writer found that the teacher produced all types of teacher talk. Giving information was the type of teacher talk that most frequently occurred during the class. The writer also found that the teacher produced direct teacher talk more than indirect teacher talk. It affected the amount of the teacher talk, when the teacher produced direct teacher talk, it increased the teacher talk and restrained student talk. It was concluded that the teacher should try to use appropriate utterance in creating an interactive learning classroom to involve more participation from students. Teachers should limit the use of types of teacher talk that belong to direct teacher talk to increase student talk.

Keywords: Classroom Language; English for Specific Purposes; Student Talk; Teacher Talk; TEFL

1. Introduction

Teacher talk is part of classroom interaction that is important for student acquisition. Nunan (1991, p.189) argued that teacher talk has crucial importance not only for the organization of the classroom but also for the processes of the acquisition. In this case, teacher talk is important for students' achievement. He also added that the teacher have to avoid the high amount of teacher talk. However, in some classes the high amount of teacher talk still occurred. One of example, it occurred in English for Nursing class at Poltekkes Kemenkes Surabaya Jurusan Keperawatan Prodi D III Keperawatan Kampus Sutopo Surabaya. Poltekkes Kemenkes Surabaya Jurusan Keperawatan Prodi D III Keperawatan Kampus Sutopo Surabaya is one of college that holds English for Specific Purposes class.

Since English becomes an International Language, it is important to learn and teach. Teaching English has developed dramatically in the recent year because of the globalization impact. In English Language Teaching (ELT) there has been recognized a term of English for Specific Purposes (ESP) to indicate English teaching with specific discipline in its content. ESP develops and is needed in many areas of education and professions. ESP is focused on the language appropriate to the activities of a given discipline. In Indonesia ESP is usually learned and taught in tertiary levels especially in university.

Johns and Price-Machado (2001:43) defines ESP as 'a movement based on the proposition that all language teaching should be tailored to the specific learning and language use needs of identified groups of students and also sensitive to the sociocultural context in which these students will be using English'.

According to Strevens (cited in Johns and Price-Machado, 2001) ESP is focused on the learner's need and wastes no time, relevant to the learner, successful in imparting learning and more cost-effective than "General English".

In ESP class, as same as in another language class, teacher is an important factor in learning activity. Teacher plays a role in creating a suitable environment for interaction and learning. The way the teacher delivers the subject will control the classroom situation and interaction with students. Teacher's behavior also gives great influence on students' performance and participation in the classroom. The teachers use language in order to control the patterns of classroom communication.

Teacher talk refers to the language used by teacher when addressing students in classroom interaction. Teacher talk plays a very important role in the teaching process as an interactive device. Based on Cook (cited in Muhayyang, 2012) assumption, teacher supplies more speech rather than students in classroom interaction. It is obviously reasonable since the teaching under the teacher overall guidance takes, not surprisingly, 70% of the utterances in most classroom. Realizing that teacher domination in English Foreign Language class is not very good for improving learner's ability to talk in the target language, Herawati (2012) suggests teacher has to manage their talk into appropriate proportion. It means that teacher have to make learners talk more.

Based on that statement above, the writer is interesting in analyzing teacher talk especially in English for Specific Purposes classroom. This topic might be interesting to conduct since there are still many teachers who dominated the class interaction and produced more teacher talk.

There are some previous studies that are quite similar with this study. This is one of the examples, the master dissertation written by Ribas (2010). She worked in the effects of teacher talk on students' oral production. Another study who investigated teacher talk comes from Szendri (2010). She investigated teacher talk in the ESP classroom – the results of a pilot observation study conducted in the tourism context.

Another previous study that addressed teacher talk is a study from Dewi (2012). She conducted a study of teacher talk in junior classes of Atma English Course Surabaya. She attempts to find out the types of teacher talk found in junior level classes of Atma English Course Surabaya

Almost all of the studies above work on teacher talk among the English class in school or in EYL levels. While there have been some studies that also work in teacher talk among English class or in EYL levels, little has been worked on the tertiary levels especially in university. In addition, the studies above are concerned in English for General Purposes. This research proposal, however, is concerned with teacher talk in English for Specific Purposes class especially in university level.

This study is needed to conduct because from the result of the study we could identify what types of teacher talk that occurred in class and the responses of student talk in relation to the types of teacher talk used by the teacher. The purpose of this qualitative study is to analyze types of teacher talk that occurred in class and how the responses of student talk in relation to the types of teacher talk used by the teacher at Politeknik Politeknik Kesehatan Surabaya Prodi D3 Keperawatan Sutopo using Brown's theory (2001)

2. Method

This study was directed at investigating and analyzing teacher talk in English for Specific Purposes classroom interaction. This study was designed to describe naturally the types of teacher talk that occurred at English for Specific Purposes class and the responses of student talk in relation to the types of teacher talk used by the teacher. To achieve those goals, the study was conducted in some stages. There were recording, transcribing, coding, categorizing, and analyzing.

This study is conducted in Poltekkes Kemenkes Surabaya Jurusan Keperawatan Prodi D III Keperawatan Kampus Sutopo Surabaya. Poltekkes Kemenkes Surabaya Jurusan Keperawatan Prodi D III Keperawatan Kampus Sutopo Surabaya is one of state nursing academies in Surabaya. It is located on Jalan Parang Kusumo no 1 Surabaya. Poltekkes Kemenkes Surabaya Jurusan Keperawatan Prodi D III Keperawatan Kampus Sutopo Surabaya is one of institutions that run English for Specific Purposes class, especially the one for English for Nursing. Poltekkes Kemenkes Surabaya Jurusan Keperawatan Prodi D III Keperawatan Kampus Sutopo Surabaya has six classes, consist of two

classes of first grade, two classes of second grade, and second classes also of third grade. English is taught only in first and second grade. In first grade, the students are taught only General English. Students in the second grade obtain English for specific purposes, especially English in Nursing. There are two classes in second grade, Regular and Non-regular. For the purpose of this research, the writer chose to observe both Regular and Non-Regular classes.

The data obtained by conducting observation in Regular and Non-regular class during March to April. The English subject for both of class is taught twice meetings in a week. Regular class obtains English subject every Tuesday and Friday. On Tuesday, it is held from 08.00-09.40 and on Friday it is held from 09.40 to 11.00. The length of the class is 100 minutes for each meeting. There were 37 students which consist of 26 female students and 11 male students. Their average age 18-19.

Non-regular class obtains English subject on every Tuesday and Thursday with the same duration, 100 minutes, in each meeting. On Tuesday, it is held from 09.40-11.20 and on Thursday it is held on 13.30-15.10. There were 38 students in class, their average age 18-19. There were 10 male students and 28 female students. Both of classes are taught by the same teacher. The teaching aids in both of the classes were whiteboard, computer, projector, and tape recorder. The participants of this study were teacher and students of Regular and Non-Regular of second grade class at Poltekkes Kemenkes Surabaya Jurusan Keperawatan Prodi D III Keperawatan Kampus Sutopo Surabaya.

The technique of data collecting consist of doing pre-observation, doing observation by recording audio-lingual data of the process of teaching English and doing interview with the teacher and recording the answer of the questions based on the list. While technique of data analysis consist of transcribing data from recorded classroom observation into written text, classifying the types of teacher talk that occurred in the class, identifying how the responses of student talk in relation to the types of teacher talk used by the teacher in class, transcribing the recorded data from interview with the teacher and concluding the finding from all of the collected data.

3. Types of Teacher Talk Occurred in ESP Class at Poltekkes Kemenkes Surabaya Jurusan Keperawatan Prodi D III Keperawatan Kampus Sutopo Surabaya.

In this section, the writer gives the example of teacher talk used by the teachers and also explains each type. The teacher performed all types of teacher talk in each meeting. Before explaining each type, the writer is going to present the frequency of types of teacher talk. The use of teacher talk types used by the teacher was similar in each meeting of two classes. The writer presented the table of frequency of teacher talk types.

No	Types of TT	1 st meeting Regular Class	1 st meeting Non- Regular Class	2 nd meeting Regular Class	2 nd meeting Non- Regular Class	Total
1	Deal with feelings	3	1	2	2	8
2	Praising or encouraging	8	24	6	15	53
2a	Joking	28	41	22	25	116
3	Using ideas of students	11	17	7	10	45
3a	Repeating students response verbatim	15	41	21	32	109
4	Asking question	70	157	78	104	409
5	Giving information	207	135	238	219	799
5a	Correcting without rejection	6	15	7	9	37
6	Giving directions	41	93	23	67	224
7	Criticizing student behavior	7	6	1	3	17
7a	Criticizing student response	2	6	1	5	14
Total		398	536	406	491	1831

Table 1 Number of Utterances of Teacher Talk Types

The table above presented the types of teacher talk used by the teacher in two different classes in English for Specific Purposes classes. From the table above, it can be seen that the teacher used all types of teacher talk based on Brown's theory (2001). The table 3.1 above shows that the teacher produced 1831 utterances during the four meeting observed. It can be seen that all types of teacher talk produced by teacher in both of classes.

The most frequently used types of teacher talk was giving information with 799 utterances, followed by asking question with 409 utterances and giving direction with 224 utterances. In the other hand, the smallest frequency type of teacher talk that occurred in both of class was dealing with feelings with 8 utterances. In order to give clear information about the frequency of types of teacher talk produced by the teacher, the data shown in table 3.1 was converted into percentage form and chart below.

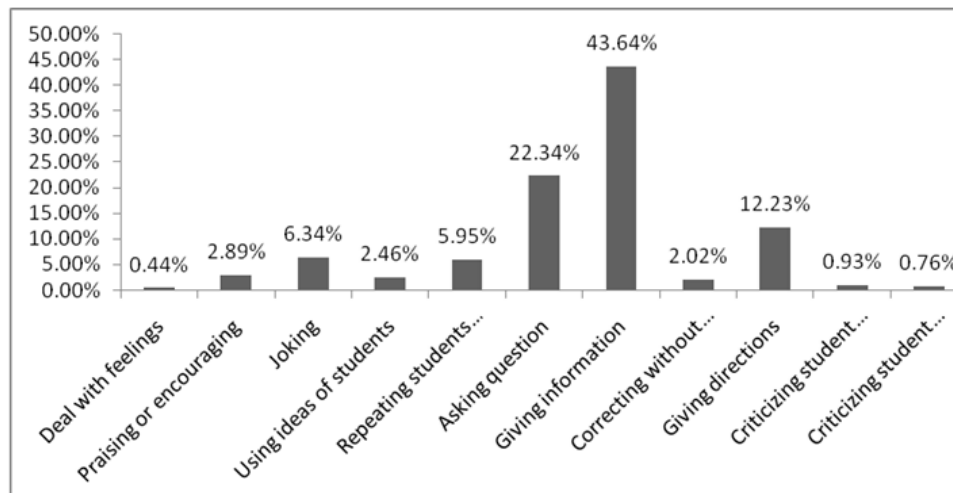


Chart 1 Frequencies of Types of Teacher Talk

3.1 Dealing with feelings

The smallest frequency in types of teacher talk that occurred in the class was dealing with feelings. However, these types of teacher talk produced by the teacher in both of those classes. There were only eight utterances occurred in four meetings. The teacher produced this type of teacher talk in order to help the students to understand their feelings and attitudes by letting them know that they will not be punished when they are expressing their emotions. The example of giving direction made by the teacher is provided below.

First Meeting Non-Regular Class

There were only one utterances of dealing with feelings found in this meeting. The following is one of the examples.

(D0001)	T	:	Good afternoon everybody
	Ss	:	Good afternoon sir
(D0002)	T	:	How are you today?
	Ss	:	Fine

3.2 Praising or Encouraging

Praising and encouraging were teacher's statements carrying the value judgment of approval. This type of teacher talk occurred in both of the classes. The teacher often gave praise and encourage to the students during the class interaction. The teacher's purpose in praising and encouraging the student is to give honors to them who actively participate in teaching and learning process. There were 53 utterances produced by the teacher in both of those classes. The following is an example of praising or encouraging produced by the teacher.

First Meeting Non-Regular Class

There were 24 utterances of praising and encouraging found in this meeting. The following is one of the examples.

(A067)	T	:	Make a documentation. It means you make a brief report
	S	:	Evaluation
(A068)	T	:	Brief evaluation, good

3.3 Joking

In order to make the classroom interaction relax, sometimes the teacher made a joke. Joking occurred in all the meetings in both of those classes. There were 116 utterances of joking that produced by the teacher during the classroom interaction. This type of teacher talk occurred in both of class. The teacher performed a joke in order to make the student enjoy in classroom activities. The following is an example of joking that occurred in the class.

First Meeting Regular Class

There were 28 utterances of joking found in this meeting. The following is one of the examples.

(B0332)	T	:	Stroll means take a walk
	Ss	:	Oh take a walk
	S	:	Jalan-jalan
(B0333)	T	:	Bukan bawa trolley
	Ss	:	Hahahaha

It can be seen from the transcription, the teacher often use Indonesian Language when performed this type of teacher talk. In the classroom activities sometimes the teacher made funny sentences, funny intonation and even a funny gesture. The teacher did it in order to make the students laugh.

3.4 Using Ideas of Students

In a classroom interaction, sometimes the teacher was using ideas of students. This type dealt with the teacher responses toward the student's idea. From four meetings observed, it can be found that the teacher produced 45 utterances of using ideas of students in all classes. This type of teacher talk occurred in all meeting of Regular and Non-Regular class. The teacher purpose in use idea of student was to develop the student's idea become clearer. The following is an example of using ideas of students produced by the teacher.

Second Meeting Non-Regular Class

There were only ten utterances of using ideas of students found in this meeting. The following is one of the examples.

(C0134)	T	:	Explain the...
	S	:	Procedure
(C0135)	T	:	Explain the procedure, or the implementation, or nursing cares.

3.5 Repeating Students Response Verbatim

During the classroom interaction, students often responded the teacher's talk. Regarding to it, the teacher sometimes repeated students' response verbatim. Based on the transcription, the teacher very often produced this type of teacher talk. There were 109 utterances produced by the teacher.

This type of teacher talk occurred in all meeting of Regular and Non-Regular class. The teacher often repeated the student's response verbatim. Based on the transcriptions, it frequently occurred when the students responded or answered the teacher's talk correctly. The teacher repeated the students' responses, in order to give information that the students' answer was correct. The example of repeating students response verbatim found in all meetings is provided below.

Second Meeting Non-Regular Class

There were 32 utterances of repeating students response verbatim found in this meeting. The following is one of the examples.

(C0277)	T	:	So, what you do always greet your patient
(C0278)	T	:	Selalu memberi salam kepada...
	Ss	:	Pasien.
(C0279)	T	:	Pasien

3.6 Asking Questions

Asking questions was a type of teacher talk that also occurred in all meetings. During the four meetings, the teacher very often produced this type of teacher talk. Based on the transcriptions, there were 409 utterances occurred in all meetings. Asking questions were the second most frequently types

of teacher talk that occurred in both of those classes. The example of asking question made by the teacher is provided below.

Second Meeting Regular Class

There were 78 utterances of asking question found in this meeting. The following is one of the examples.

- (D0028) T : Okay, again remember the procedure, greeting and then?
(D0029) T : And then what, greeting?
S : Introduce

3.7 Giving Information

Based on the observation, this type of teacher talk occurred in all meetings. In classroom interaction, the teacher often gave information to the students. It can be showed in form of lecturing. From the table 3.1, it can be seen that giving direction was type of teacher talk that the most frequently used by the teacher. There were 799 utterances made by the teacher during four meetings. The example of giving information made by the teacher is provided below.

First Meeting Regular Class

There were 207 utterances of giving information found in this meeting. The following is one of the examples.

- (B0134) T : You need to talk to your patient, if you talk to your patients it means you give courage
(B0135) T : You motivate them. You are showing that you care to them.

3.8 Correcting Without Rejection

Based on the observation, this type of teacher talk occurred in all meetings. During teaching process, the teacher sometimes corrected the students' answers or responses without rejection. There were 37 utterances of correcting without rejection produced by the teacher during four meeting observed in both of those classes. The example of correcting without rejection made by the teacher is provided below.

Second Meeting Regular Class

There only seven utterances of correcting without rejection found in this meeting. The following is one of the examples.

- (D0257) T : Sunrise until?
S : Sunset
Ss : Hahahaha
(D0258) T : Dawn bukan sunset

3.9 Giving Direction

Giving direction was one type of teacher talk that also occurred in this study. There were 224 utterances occurred in four meetings. Giving direction was one types of teacher talk that frequently occurred during four meetings. It can be seen from the table and chart above, giving direction was third most frequently type produced by the teacher in both of those classes. The example of giving direction made by the teacher is provided below.

First Meeting Non-Regular Class

There were 93 utterances of giving direction found in this meeting. The following is one of the examples.

- (A350) T : I want you, you, and you! Pick up one here and you emmm, you answer!
(A351) T : You are the nurse. Stand up please! Just choose one of that!

3.10 Criticizing Student Behavior

Criticizing student behavior is one type of teacher talk that also occurred in this study. There were only 17 utterances occurred in four meetings. Criticizing student behavior was types of teacher talk

that rarely produced by the teacher in this study. The example of criticizing student behavior made by the teacher is provided below.

First Meeting Regular Class

There were only seven utterances of criticizing student behavior found in this meeting. The following is one of the examples.

(B0044) T : **Ini kalian berdua! Ngomong sendiri aja.**
 (B0045) T : Kamu bangun
 S : Gak papa pak, saya di sini aja.

3.11 Criticizing Student Response

Criticizing student response is one type of teacher talk that also occurred in this study. There were only 14 utterances occurred in four meetings. From the transcriptions and the table, it can be seen that criticizing student response was rarely occurred in all of the meeting. However, this type of teacher talk occurred in each meeting. It can be seen from the transcription, teacher usually criticized student response when the students made a mistake. The teacher's purpose in criticized student response was to let the students know that their answer or response is incorrect. The example of criticizing student response made by the teacher is provided below.

First Meeting Non-Regular Class

There were only six utterances of criticizing student response found in this meeting. The following is one of the examples.

(A151) T : You, Agung! Use different expression! Tadi she said
 my name is Siti. You, now, use another expression!
 S : My name is...
 (A152) T : **No, no, no. Not my name, she already uses it!**

4. the responses of student talk in relation to the types of teacher talk used by the teacher

In this section, after finding the types of teacher talk occurred in ESP Class at Poltekkes Kemenkes Surabaya Jurusan Keperawatan Prodi D III Keperawatan Kampus Sutopo Surabaya, the writer attempted to analyze how the responses of student talk in relation to the types of teacher talk used by the teacher. According to Brown (2001), there are two functions of teacher talk; indirect influence and direct influence. From these two functions, it can be seen the responses of student talk in relation to the types of teacher talk used by the teacher in ESP Class at Poltekkes Kemenkes Surabaya Jurusan Keperawatan Prodi D III Keperawatan Kampus Sutopo Surabaya.

Before explaining the responses of student talk in relation to the types of teacher talk used by the teacher in ESP Class at Poltekkes Kemenkes Surabaya Jurusan Keperawatan Prodi D III Keperawatan Kampus Sutopo Surabaya, the writer is going to present the frequency of two functions of teacher talk. The writer presented the table of frequency of direct and indirect teacher talk.

No	Types of TT		Total	%	
1	Indirect Teacher Talk	Deal with feelings	8	740	40.42%
2		Praising or encouraging	53		
2a		Joking	116		
3		Using ideas of students	45		
3a		Repeating students response verbatim	109		
4		Asking question	409		
5	Direct Teacher Talk	Giving information	799	1091	59.58%
5a		Correcting without rejection	37		
6		Giving directions	224		
7		Criticizing student behavior	17		
7a		Criticizing student response	14		
		Total	1831	1831	100%

Table 2 Frequency of Direct and Indirect Teacher Talk

It can be seen from the table above, the amount of indirect teacher talk that occurred in four meetings was higher than the amount of direct teacher talk. The teacher produced 740 utterances of direct teacher talk. It took 40.42% from the whole utterances that were produced by the teacher from both of classes. Meanwhile, the higher one, the indirect teacher talk took 59.58% from whole utterances produced by the teacher during four meetings. The teacher produced 1093 utterances of indirect teacher talk.

Before explaining further about how the responses of student talk in relation to the types of teacher talk used by the teacher, the writer is going to show the amount of teacher talk and student talk. The writer presented the table and chart of frequency of teacher talk and student talk.

	Teacher Talk	Student Talk	Total
First Meeting Non-Regular Class	536	373	909
Second Meeting Non-Regular Class	491	204	695
First Meeting Regular Class	398	268	666
Second Meeting Regular Class	406	234	640
Total	1831	1079	2910
Percentage	63%	37%	100%

Table 3 the Amount of Teacher Talk and Student Talk

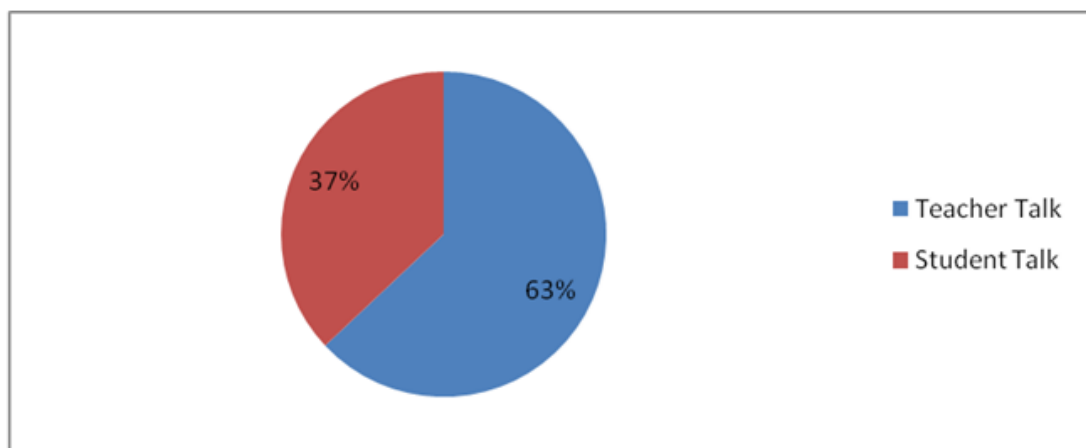


Chart 2 Frequencies of the Amount of Teacher Talk and Student Talk

From the table and the chart above, it can be seen that the percentage of teacher talk produced by the teacher in ESP class at Poltekkes Kemenkes Surabaya Jurusan Keperawatan Prodi D III Keperawatan Kampus Sutopo Surabaya is higher than student talk. The teacher produced 1831 utterances during four meetings observed. Meanwhile, the students only produced 1079 utterances. Teacher dominated the class by producing 63 % utterances, while the students produced only 37%.

A study conducted by Khusnah (2010) found that the amount of student talk related to types of teacher talk produced by the teacher. As seen at table 3.2, the type of teacher talk that belongs to direct teacher outnumbers types of teacher talk that belongs to indirect teacher talk. Indirect teacher talk usually refers to a minimum teacher talk and maximum student talk, a minimum lecture and maximum discussion. Brown (2001) states indirect teacher talk takes place when teacher intentionally decides to let the students respond verbally and encourages them to do so. Indirect teacher talk results in a minimum teacher talk and maximum student talk. In other words, indirect teacher talk encourages students' participation in classroom verbal interaction. The more teacher uses indirect teacher talk, the more the students will actively participate in the verbal interaction.

On the other hand, Brown (2001) also states that direct teacher talk happens when teacher curtails the students' verbal response. Direct teacher talk comes about when the active control of the teacher increases and often aims at conformity and compliance. It tends to increase the teacher talk and restrains student talk. The more direct teacher talk, the more domination of the teacher. This verbal domination conditions students to become passive and dependent on him.

In this study, teacher performed indirect teacher talk only 40.42% from the total of his utterances. Whereas, to obtain more student talk, the teacher needs to increase the production of indirect teacher talk. In fact, the teacher produced more direct teacher talk. The direct teacher talk limited the student talk by not inviting the students to respond verbally. When the teacher gave lectures, gave directions, criticized student behavior and response, he limited the students opportunity to respond verbally.

In teaching English for Specific Purposes, teaching learning process should use what is called Students Active Learning and students talk time (Abdurrohman, 2012). It means that teacher should limit their talk to give students more time to participate. However, in this study, the teacher still produced a high amount of teacher talk. Although he performed all types, the high amount of direct teacher talk restrained the students' opportunity to talk.

At last, in order to increase the amount of student talk the teacher should limit their teacher time. They also have to maintain the use of direct and indirect teacher talk in teaching process.

5. Conclusion

This study was designed to find out the types of teacher talk that occurred in English for Specific Purposes Class. This study also aimed at identifying the responses of student talk in relation to the types of teacher talk used by the teacher. As the basic theory to analyze the data of the study, the writer was used seven types of teacher talk proposed by Brown (2001). After analyzing the data, the writer found that the teacher produced all of teacher talk type during four meeting observed in both of the classes. The teacher used a total of 1831 utterances during class observation. Among those teacher talk types, giving direction was the most frequently (43.64%) occurred during class observation. It was followed by asking questions (22.34%) and giving direction (12.23%). The least frequently occurred type was dealing with feelings (0.44%)

In this study, the teacher produced more giving information than the other types because he believed that giving information is important during teaching and learning activity. He produced giving information to make the students understand about the lesson and to give the students example how to compose conversations as a nurse. Asking questions were produced by the teacher only as a strategy to increase his students' participation during classroom.

The writer also found that the teacher produced both direct teacher talk and indirect teacher talk. The amount of direct teacher talk (59.58%) was higher than indirect teacher talk (40.42%). The high amount of direct teacher talk affects the amount of student talk. The teacher produced 1831 (63%) utterances, while the students produced 1079 (37%). This result related with the function of direct teacher talk which increase the teacher talk and restrains student talk. This situation makes the classroom interaction categorized as teacher-centered.

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