

# Teacher's Talk of The ESP Instructor's Teaching Speaking at the Communication Science Department

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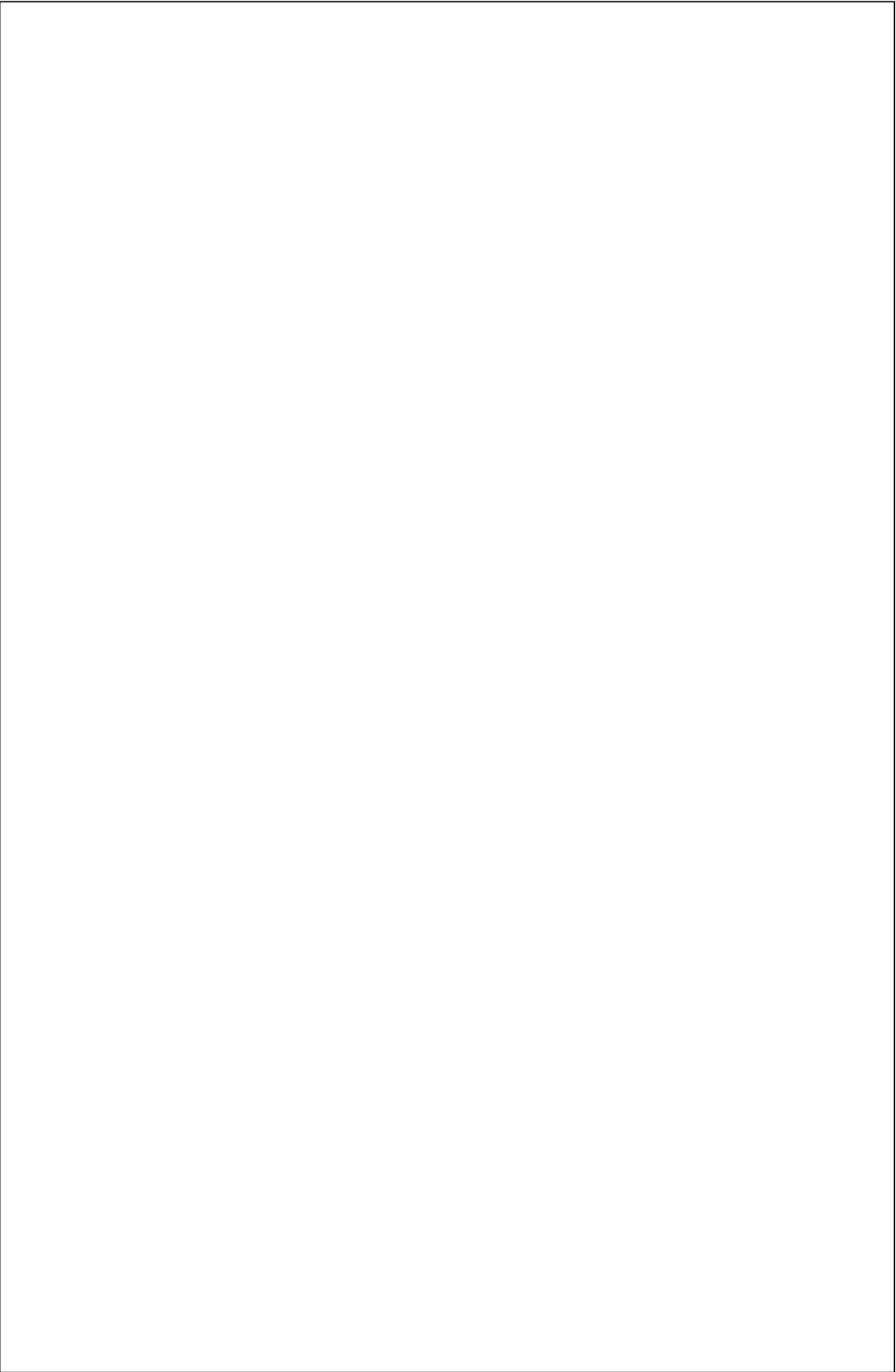
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# Insights from **EFL** Classrooms



Editors:  
Estu Widodo  
Rahmawati K.Maro

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**Insights from EFL Classrooms**  
Estu Widodo & Rahmawati K. Maro

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Hak cipta dilindungi oleh undang-undang. Dilarang mengutip atau memperbanyak sebagian atau seluruh isi buku tanpa seizin tertulis dari Penerbit.

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Estu Widodo  
Rahmawati K. Maro

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### Teacher's Talk of The ESP Instructor's Teaching Speaking at the Communication Science Department

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THE PURPOSE of presenting this study is to reveal the process of implementing teacher's talk in class. Besides, this study tried to explore the reasons for implementing teacher's talk and how to its implementation in ESP class. This study used descriptive qualitative research by involving 3 (three) ESP instructors who teach Speaking I (basic speaking) in the first-year students of 2018/2019 at the Communication Science Department of UMM. Observation and interview were two main instruments to gather the data. Observation was used to collect information about the teacher's talk during the process of teaching and learning in the class while interview was used to cross-checking the collected information from observation notes about the teacher's talk activity.

The result of this study showed that the ESP instructors who taught speaking at the Communication Science department used two types of teacher's talk; indirect and direct influence. There were five reasons for the instructor of ESP to use teacher's talk in teaching speaking; first, to encourage the students to speak active in the class, second, to raise up the confidence of the students' speaking skill, third, to motivate the students that English was not difficult to use in teaching and learning process in class, and fifth, to make students accustomed to English. There were three stages of the

instructors to deliver teachers' talk in teaching speaking; using guided instruction, teacher modeling, and collaborative task by asking a student to work in pairs.

**Keywords:** teacher's talk, ESP instructors, speaking

### **Background of the Study**

In the educational field, language has emerged in society as a tool for transferring knowledge and information. Mircea (2015:405) states that language is primarily a means of communication among the members of society. One of the languages which are taught and learned widely is English.

Scott (2005:1) defines that speaking is so much a part of daily life. In teaching speaking<sup>2</sup> class, a teacher is demanded to be creative in the process of teaching and learning speaking. Not only the matter of preparing the material but also how the materials are well-implemented through appropriate strategies. Harmer (2002:123) suggests three main benefits of teaching speaking are helping students to practice their speaking in a real situation, getting feedback for both teacher and student, and giving more opportunities to students in practicing their speaking. Thus, helping students to be active in speaking will be the priority of the teacher as the facilitator of teaching and learning progress who requires to be active and creative in encouraging students.

Based on the preliminary observation done at speaking class of Communication Science Department, it was found that the instructors applied different instructions<sup>3</sup> to the students: the instructors ask the students, trigger the students to actively speak in the class, and initiate the students for the confirmation of understanding about the materials. Those ways on how the teachers give instructions to the students can be called Teacher's Talk.

Teacher's talk<sup>3</sup> is used to guide the learning activity of the students in constructing a joint and share the educational knowledge with the students. In attempting to guide the learning, the teacher uses to talk to do three things: (1) elicit



relevant knowledge from students, (2) respond to things that students say, (3) describe the classroom experiences. Teacher's Talk (TT) is the language typically used by foreign language teachers in the process of teaching. Allwright and Bailey in Kristi (2015) claimed that talk is one of the foremost ways that the teachers deliver information to the learners; besides, it is also the primary means of controlling "learner behavior." Furthermore, Xiao-yan (2012) defines teacher's talk (TT) as the kind of language used by the teacher for instruction in the classroom. Teacher's talk (TT) is a special communicative activity in which its goal is to communicate with students and develop students' foreign language proficiency.

In the field of teaching English for Young Learners, Fatimah (2013) points out that the practical strategy to stimulate students to speak is applying the class speech. She found that the teacher's talk is effectively triggered the young learners to speak, though the treatment in implementing TT between young learners and university students is significantly different. Elliott (2015) stated that adult students could deal with the environment and be able to fulfill their needs either directly or by manipulating others. Consequently, an adult student is self-directed and has a self-image which reflects the sum of his experiences. Regarding some previous studies above, the researcher also puts interest in doing further investigation about analyzing types of English speaking problems experienced by students at the university level, especially in Speaking I subject.

In this research, the role of the speaking instructor was as the participant of this study. This due to the instructors' desire that expected students to be more active to speak, participate, and be able to comprehend what the instructors utter. As the students have been at the level of university student, it can be assumed that the students have already had the background of how to respond and comprehend the instructor's talk. Thus, to lay down the subject of the research, class A of Communication Science Department students was chosen, as this department

has many offered majors for students to choose from. One of the majors provided by the Department is Public Relation (PR), a major which requires students to be talkative in speaking. Moreover, from the preliminary observation, these classes showed their activeness that most of the students in the class were enthusiastic speaking activity when the instructor instructed them comparing to the other classes. This is in accordance to the research problem of this study, to find out what teacher's talk used by the ESP instructors, what were the reasons for instructors to use teacher's talk, and how ESP instructors deliver the teacher's talk.

## REVIEW OF RELATED LITERATURE

### Speaking Skill

Fulcher (2003:23) states that speaking is the verbal use of language to communicate with each other. Moreover, Mas'udi (2003) defines that speaking activities will be good if teachers consider three reasons why speaking tasks are given to the students. The first is rehearsal; speaking activities should be designed to give the students motivation to rehearse what they have learned. The activities may like having the student's free discussion; that is believed to give them a chance to rehearse by having discussions outside the classroom. Another possible activity is asking the students to take part in a role-play of a real-life event that is usual in their environment.

The next is feedback. Teachers have to design task that can make students try to use all of the target languages they have already known, for this may offer feedbacks for both the teacher and the students. The teacher can control the class from the feedback. Teachers can evaluate whether the class is going well or not and to find out the problems.

The last is engagement. Speaking activities should be enjoyable and give high motivation to students. When all students can participate actively in an activity, they will feel delighted with the activity. Thus, the teacher should set up

the speaking activities correctly and give understanding and valuable feedback.

### Teacher's Talk in Teaching Speaking

For EFL students, a classroom is the main place where they are frequently exposed to the target language. Xiao-yan (2006), in her study, defines teacher's talk (TT) as the kind of language used by the teacher for instruction in the classroom. Meanwhile, Brown (2000) says that teaching is showing or helping someone to do something, giving instruction, guiding in the study of something, providing knowledge, and causing to know or understand. Meanwhile, Burkart (2013) says that the goal of teaching speaking skills is communicative efficiency.

### Types of Teacher's Talk

Brown (2001) stated that the teacher's talk is the way the teacher behaves to convey their statements in order to stimulate the students' responses. There are two major types of teachers' talk:

#### Indirect Influence

Indirect influence is the teacher's intention to let the students' response in their way and encourage them to do the activities. It is divided into four types, such as accepting feeling, raising and encouraging, accepting or using ideas, asking question, and asking questions in which an answer is anticipated.

#### Direct Influence

Direct influence is the teacher's limitation on the students' freedom to express their opinion. It is divided into several types, such as explaining or giving information, giving direction, criticizing the student's behavior.

### The Way Teacher's Talk is delivered in Classroom

The talk of teachers in the class plays essential matters in the process of teaching and learning. Its ways of delivery will



determine how the students will be driven into the material Fisher (2008) categorizes the opportunities for the teachers for integrating teacher's talk in the classroom into four major categories, they are:

### Teacher Modeling

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During whole-class instruction, the teachers model behaviors, skills, and strategies that they expect to see from their students. This modeling is based on an established purpose and provides students with a model for completing tasks they will encounter in another phase of instruction. In addition, teachers model the use of academic language as they engage in think aloud, shared readings, read aloud, lectures, and other whole-class events.

### Guided Instruction

1

During guided instructional events, teachers use talk to determine what students know and what they still need know. This is an opportunity to use talk in the form of questions, prompts, and cues to help complete student tasks. Although the teacher leads the guided instruction, this does not mean that students are not talking. They use 'talk' in the form of questions—of the teacher, of peers, and themselves—as well as to clarify their understanding, provide feedback to a partner, and reflect their learning.

### Collaborative Tasks

1

In this way of talk, it comes as the language of instruction, students are provided an opportunity to work together, with the teacher monitoring and supporting as needed. Talk becomes critical when students discuss tasks or ideas and question one another, negotiate to mean, clarify their understanding, and make their ideas comprehensible to their partners. It is during collaborative tasks that students must use academic language if they should focus on the content. Here again, their understanding grows as they talk with their partners to reflect on their learning.



## **Independent Tasks**

It might seem strange to suggest that talk plays a critical role during independent activities, but think about the self-talk (inner speaking) we use when we complete some independent tasks. Some of this self-talk occurs in our minds, whereas some are vocalized. Again, thinking occurs as we use language, and this type of talk is an important aspect of learning. As students work independently, they may also use talk to receive input on their work and give feedback to others.

## **RESEARCH METHOD**

### **Research Design**

<sup>2</sup> This research is aimed to find out the teachers' talk and reason in teaching and learning speaking, and trigger students to be more active to speak thus the appropriate research design used is qualitative as qualitative research design tries to investigate the contextual environment of phenomenon coming from individual(s) taken as participant without considering to manipulate any numerical data (Ary, 2006). Further qualitative approach incorporates much more on the literary form of writing and experience in conducting open-ended interviews and observations (Creswell, 2012).

### **Research Subject**

The subjects of this study were the instructors of ESP speaking I class A of Communication Department of UMM, the academic year 2018 – 2019. There were some considerations in choosing the instructors as the participant of this research. First, the instructors have more than three years <sup>3</sup> of experience in teaching English for Specific Purposes, which are expected to be more active in speaking and able to invite the students to comprehend better the material delivered. Second, their background of education as the alumni of English Education Department strengthens them in the matter of class management. Third, these instructors teach the class where the researcher did the preliminary observation on class A and B of Communication Science department where

the result showed that the students of this class participated more and actively spoke English in response to the instructors' instruction compared to the other classes when the instructors interacted with them.

### **Research Instrument**

The instruments applied in this research were observation and interview to answer the research problems. The observation is done by recording and taking notes on the phenomenon which is taking place in the class. Meanwhile, the interview is done to confirm and explain in detail the data which are collected from the observation.

### **Observation**

This study used non-participant observation because the researcher did not participate in the activities being observed. As a non-participant observer, researcher sat on the back row of the classroom, filled the observation sheet and recorded, and focused on the teachers' talk.

### **Interview**

This research used unstructured interview. The data obtained from the interview was in the form of note, transcribed conversation related to teachers' talk from the video was also used to get more valid data and to confirm the data taken from the observation.

### **Data Collection**

The data collection is described as follows:

1. Preparing the observation sheet and video recorder
2. Conducting observation by identifying verbal data. The time for observation are three meetings in which per meeting was conducted for 90 minutes completed by video recording
3. Making notes on instructors' instruction to the students by filling the observation sheet during the process of teaching and learning.

4. Interviewing the Instructor of ESP Speaking I.

### Data Analysis

Data analysis is important in order to conclude the results of the research since the function of data analysis is to know the result of the research or investigation as follows:

1. Coding the verbal data gathered from the video recorder
2. Rechecking the observation sheet result with the data gathered from video recorder
3. Writing / listing the verbal data
4. Confirming the observation with the interview data related to the research problem
5. Verifying and interpreting the data into descriptive analysis and discussion
6. Making conclusion.

## FINDING AND DISCUSSION

### The Teacher's Talk

In this session, the researcher answers the first problem provided on the first chapter concerning the teacher's talk that is used by the instructor in teaching speaking of the Communication Science department of UMM. Two types of teacher's talk were found and presented below.

#### Indirect Influence

Indirect influence is the teacher's intention to let the students' response in their way and encourage them to do the activities. There are two types of indirect influence which were found from the observation; they are asking question, praising and encouraging.

##### a. Asking question

Asking a question is the instructor's intention to ask question to the students. Brown (2000) stated that the type of question used in the teacher's talk mostly was an anticipated

question-answer or simple question. It means that both the questions and answers were not complicated but simple. Moreover, the questions and answers might not come in full English utterances.

Based on the observation, the instructors of the speaking class mostly asked the questions to the students to trigger them to speak English. Below are the quotations from the observation done on December 13, 2018:

Instructor : **Where is your friend?**

Student A : On their way, oversleep (Appendix 1; line 3 and 4)

This talk was done by the instructor at the beginning of the class to check the students' attendance as the students' presence still incomplete. The instructor tried to initiate students' speaking by asking them, and the students were answering and telling the instructor why their friends were absent from the class.

The instructor asked questions again to the students to trigger them to speak by asking them to share their story related to their problem. The student began to tell the story she had.

Instructor : **The other person, check it, do you have a problem?**

Student C : My problem is friendzone.

Instructor : **Friendzone with? With your friend?**

Student C : I like my friend since he was in the second grade of Senior High School, sometimes he called and spent our time together... because we are friend, ga ada kata cinta pokoknya gitu lah. And before I went to Malang, I told him about my feeling. That I like him.

Instructor : **"So, you tell him first?"**

Students C : "Yes and he tell me that he like me too, but he has another girlfriend" (Appendix 1; line 19 to 24)

Based on the dialogue above, it can be seen that the instructor invited another student to share the story by asking



questions to them. In addition, other detailed questions in the dialogue were also asked to trigger them to speak more.

The quotations taken from the conversation between the instructor and the students above show that the instructor used simple and anticipated questions to trigger students to actively speak and engage themselves in teaching and learning activities in the class.

b. Praising and Encouraging

According to Brown (2001), praising and encouraging are the teacher's intention to encourage the students to speak more, give them confidence and to confirm whether the answer from the student is correct or incorrect. Based on the result of the observation, the expression used by the instructor was "thank you."

Below is the quotation from the observation related to praising and encouraging.

- Student A : "in my opinion, before you go to bed you refresh your  
brain, ... coba minum milk hangat"  
Instructor : "hot milk?"  
Student A : "oh... hot milk, and you listen to music."  
Instructor : **"thank you for your suggestion."**

(Appendix 1; line 45 to 48)

Based on the conversation above, it can be seen that the instructor used praising because it was an encouragement for the students to speak more and as the appreciation of what the student had said to the instructor. It was to raise their confidence to speak English more.

**Direct Influence**

Direct influence is the teacher's limitation on the students' freedom to express their opinion. The result of the data analysis showed that there was one direct influence of the teacher's talk used by the instructor, namely explaining or giving information. The detailed information is presented below.

a. Explaining or Giving Information

Explaining or giving information is the way the teacher delivers the information or lecturing, which is generally used to get across essential facts, opinions, concepts, or generalizations to the students. In this study, it was specified to tell the students who had made a mistake to get the correct response without using words in intonation, which communicated critics (corrected without rejection).

The example of explaining and giving information can be seen in the following excerpt:

Instructor : "What is your problem? Can you share it with us?"  
Student A : "I pernah melakukan kesalahan"  
Instructor : "**I have a mistake...**"  
Student A : "I have a mistake in my life, and for me, it is so important" (Appendix 1; line 11 to 16)

The bolded quotation above shows that the lecturer tried to give information to the students about the correct form of the sentence about the mistake that the student made. The instructor directly corrected the student without telling the student that the sentence she made was an incorrect sentence of English, and the student responded immediately to correct the sentence she made.

Another example of explaining and giving information:

Student : I remember our first topic. Maybe we learn the different from American accent and British accent."  
Instructor : "American accent?"  
Student : "And now I how to pronunciation."  
Instructors : "**How to pronounce.**"  
Student : "And how to writing."  
Instructor : "Give me one example!"  
Student : "Like football and soccer, football in a British accent."

## Teacher's Talk of The ESP Instructor's Teaching

Instructor : "**British English**"

Student : "Yes, and soccer in an American accent."

(Appendix 2; line 4 to 12)

In the conversation above, the lecturer again gave information to the students about the correct vocabulary without telling them that they made a mistake. The instructor revised the vocabulary directly, and the student noticed the mistake and directly corrected the mistake.

Then, to strengthen the data obtained in observation, the researcher reviews the interview summary conducted on December 28, 2018, as the evidence below:

No. I don't tell them directly that they are wrong. **I usually correct them directly without telling them their diction or pronunciation is wrong**, right after I spontaneously correct them. They usually aware of their mistakes and correct them based on what I have just said. (Appendix 3; line 23 to 24)

From the results of the interview, the interviewee's answer is following the data obtained from the communication/ interaction between the instructor and the students during the teaching and learning process. The instructor used explaining or giving information to correct students' mistakes directly without telling them that they were wrong.

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Based on the data from the observation and interview above, the researcher concluded that the instructor used the both direct and indirect influence of teacher's talk. The indirect influence was given through praising and encouraging and asking a question. Meanwhile, indirect influence was applied by explaining or giving information.

### **The Reasons for Using Teacher's Talk**

2

To answer the second problem, the researcher conducted the interviews on December 28, 2018, and January 11, 2019. The interviews were asking about the reasons for the instructor



2  
to use the teacher's talk in teaching speaking. The quotations from the interviews related to the reasons are:

"The one and the only reason why I use them is I want my students to speak in my class. I want them to speak actively in the class no matter what mistake they make in speaking." ( Appendix 3; S1, line 33 to 34)

Another reason in using teacher's talk is:

"First, I want my students to speak English active in the class. Second, I want my students to be confident in the class. No matter how bad their English are. Third, I want to motivate my student that English is not a difficult language. It is just a matter of the practice to them. The more they practice, the more they will be great in speaking. Next, why I use the teacher's talk is because I use it as the language of communication in the class. I can call it the guideline for me to bring the class into the right process of teaching and learning. I use it so that the flow of sharing and transferring knowledge runs smoothly. And the last, I use it so that the students' will get accustomed to the English and as time goes by." (Appendix 4; S2, line 37 to 38)

"I think the reason for me to use that because I want to make my students to be active students. What I mean by active here is that they are able to speak actively in the class by using English." ( Appendix 4; S3, line 37 to 38)

Based on the quotations above, it can be seen that there were some reasons for the instructors' to use teacher's talk in teaching speaking. The first reason for the instructors used teacher's talk in teaching speaking was to encourage the students to speak actively in the class. The second reason was to raise the confidence of the students' speaking skills. Third, the instructors wanted to motivate the students and explain that English was not a difficult thing to learn. Fourth, the teacher's talk was used in teaching speaking because the



instructor used it as the language<sup>7</sup> of communication in the class and also as the guideline for the process of teaching and learning. The last, the instructors used the teacher's talk so that the students would get accustomed to English, the students would be familiar with it, and they would understand the language eventually.

### How to Use Teacher's Talk

In order to answer the last problem in this study, the researcher made the observation note in order to<sup>7</sup> check what teacher's talks which were used by the instructor in the process of teaching and learning and how the instructor used them in communicating with the students in the classroom. Besides, the interviews<sup>2</sup> were also used to enrich the data dealing with the way the teacher's talk was delivered to the students. The ways of teacher's talk were delivered are presented below;

#### a. Guided Instruction

Guided instruction was one way of the instructor to deliver the teacher talk. According to Fisher (2008), teachers use to talk to determine what students know and what they still need<sup>1</sup> to know. This is an opportunity to use talk in the form of questions, prompts, and cues to help students complete their tasks. Although guided instruction is teacher-led, this does not mean that students are not talking<sup>1</sup>. The instructors delivered talk through questions to clarify understanding, provide feedback to the students, and reflect once more on the learning process. In this study, there were several teacher's talks which were delivered to the students through guided<sup>10</sup> instruction. They were delivered in the form of question to the students to encourage the students to answer the question and speak in the class, they were:

Where's your friend?

Do you ever have a problem?

Yes or no?

What is your problem?

Can you share to us?  
What mistake?  
How you solve the problem?  
Friendzone? With your friend?  
To keep in touch?  
You feel sad?  
Do you have a suggestion for me?

Those quotations above were in the form of questions from the instructor to the students. Although they were in the form of questions, they were still in the way of guided instruction to the student. The questions asked were intended to be answered by the students in accordance with the questions. Those teacher's talk above was delivered in the form of question. They were in accordance with the theory, which stated one of the ways for the teacher to deliver the teacher's talk was through guided instruction in the form of asking question.

#### b. Teacher Modeling

During whole-class instruction, the teachers modeled behaviors, skills, and strategies that they expected to see from their students. This modeling was based on an established purpose and provided the students with a mental model for completing tasks they would encounter in another phase of instruction.

Based on <sup>2</sup> the data obtained from the observation, the instructor delivered some teacher's talk in the form of teacher modeling. They were as follows:

I have a mistake  
How to pronounce  
British English

### Teacher's Talk of The ESP Instructor's Teaching

Another data obtained from the interview also showed that the instructor used teacher modeling as one way to deliver teacher talk as presented below;

"I also give an example of my students, how certain material is delivered. Just like when I have the material about a procedure. I give an example to my students first so that they will follow the way I explain to them." (Appendix 4; T2 line 25 to 26)

"I tell them the mistake, and I asked them to repeat what I am saying in correcting the mistake. I am giving them an example so that they will understand it." (Appendix 5; T3 line 19 to 20)

The instructor uttered those quotations above indicated that the teacher's talk was delivered to the students by giving an example to the students how the sentence, phrase, and word were made in the correct form of English. This was aimed to give awareness to the students about their mistakes and revise the mistake immediately after getting the examples from the instructor.

#### c. Collaborative Task

Another way the instructor delivered the teacher's talk was by collaborative task. The instructor gave the assignment to the students by asking them to work in pairs. Later, the instructor asked them to give a question to each other. This became the opportunity for the instructor to see the collaborative work of the students and how they corporate to each other as proved below:

"I also used collaborative task. When I assign my students to work in a project, then I will ask them to do it in pairs. For example, the material about self-introduction. I usually ask my students to work in pair and sit face to face. From there, they will question each other and present it after that." (Appendix 5; line 19 to 20)



Based on the quotation above, the instructor delivered the teacher's talk in the way of the collaborative task. This could be seen from the explanation above that the instructor gave students tasks in pairs and asked them to do it in group of two, which indicated that the collaborative task was used to deliver the teacher's talk.

## Discussion

Based on the results of this study, it could be seen that the instructors of the speaking class of the Communication Science department of UMM used teacher's talk in encouraging the students to speak actively in the class. This matter was in accordance to what Xiao-Yan (2012) said that teacher's talk as the kind of language used by the teacher for instruction in the class. Besides, the teacher's talk was the language used by the instructors communicated to the students who were encouraged to be able to communicate in English. When the teachers talked to the students, and the students understood what the teachers were talking about, they are not only giving the subject but may also be giving the language lesson, Krashen and Tarrel (1983). The researcher also found that in teaching speaking, the instructor used two types of teacher's talk. They were indirect influence and direct influence. This finding was in line with Brown's theory (2001), which was stated in chapter 2. It is stated that there were two major types of teacher talk; direct and indirect influence. In this study, Indirect influence was not only given to the students through asking a question to the students but also praising and encouraging was also used to appreciate students' performance. On the other hand, direct influence was applied by the instructors in the class by explaining or giving information to the students.

Next, there are several reasons for the researcher in using teacher's talk in teaching speaking; First, the instructors used the teacher's talk in teaching speaking was to encourage the students to speak actively in the class. Second, another reason was also found in the interview with other instructors. Another reason was to raise the confidence of the students'

speaking skill. Third, the instructors wanted to motivate the students and explain that English was not a difficult thing to learn. Fourth, the teacher's talk was used in teaching speaking because the instructor used it as the language<sup>7</sup> of communication in the class and also as the guideline for the process of teaching and learning. The last, the instructors used the teacher's talk so that the students would get accustomed to English, the students would be familiar with it, and they will understand the language eventually. Those matters are in line with Brown (2000), which stated that teaching is showing or helping someone to do something, giving instruction, guiding in the study of something, providing knowledge, and causing<sup>3</sup> know or understand. Furthermore, Burkart (2013) says that the goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest.

Then, based on the data obtained from observation checklist and interview from the instructor, it was obtained that there were three ways of the instructors in using the teacher's talk; First, they were through guided instruction in the form of question which was intended to invite students' response and to make them speak English. Second, through teacher modeling, teacher modeling was also used by giving the students the example of the correct sentence of English. This was intended so that the students will be able to mimic the example which had been given by the instructor. The last, through collaborative tasks, the teacher's talk was delivered in the form of direction to the students by asking them to do assignments in pairs.

## CONCLUSION AND SUGGESTION

### Conclusions

According to the research finding of this study, the researcher may have three points to conclude. These three points are presented below:

The instructors of ESP in the speaking class of Communication Science department used two types of teacher's talk; the indirect and direct influence. The indirect influence was given by asking a question to the students and by praising and encouraging the students. Meanwhile, direct influence was given to the students by explaining or giving information.

There were five reasons for the instructors of ESP to use teacher's talk in teaching speaking. The first reason was to encourage the students to speak active in the class. The second reason was to raise the confidence of the students' speaking skills. Third, the instructors wanted to motivate the students and explain that English was not a difficult thing to learn. Fourth, the instructor used it as the language of communication in the class and also as the guideline for the process of teaching and learning. The last, the instructors used the teacher's talk so that the students would get accustomed to English.

There were three ways of the instructors to deliver teachers' talk in teaching speaking. The teacher's talk was given through guided instruction in the form of asking a question, teacher modeling which was done through giving student examples of correct vocabularies, and the last, teacher's talk was given through collaborative task by asking the student to work in pair.

## **Suggestions**

### **For English Teachers**

Based on the conclusion of this research, it was found that the instructor asked a question the most to the students as an effective way to encourage the students. Therefore, teachers may also use this strategy to invite students' responses and activeness in speaking class.



### **For Further Researchers**

This study was conducted in a speaking class at the level of university students. For further and more in-depth study, further researchers are recommended to have the study on the different levels of the students, such as in elementary, junior, or even in senior high school, and any other institution. Moreover, this study was conducted to the students of the Communication Science Department, which further researcher may also conduct this kind of study to other departments so that the researchers are hoped to have varieties of result.

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## GLOSSARY

Board game is kind of game in which pieces are moved in particular ways on a board marked with certain pattern.

Brain-based activities are a strategy based on structure, working, functional strategy and coordination mode.

Cascading knowledge is a way of sharing knowledge and experience among professionals.

Digital photography is a form of photography using cameras containing arrays of electronic photodetectors to capture images focused by a lens, as opposed to an exposure on photographic film.

Direct learning strategy is an instructional approach starting with a known principle and then attention moves to the unknown.

Discovery learning is an inquiry-based, constructivist learning theory that takes place in problem solving situations in which the learners draw on their own past experience and existing knowledge to discover facts and relationships and new truths to be learned.

English as a Foreign Language is the teaching of English to people whose first language is not English.

English as a Second Language is the study of the English language by non-native speakers, which takes place in an established English-speaking country.

## Glossary

English for specific purposes is the use of a particular variety of English in a specific context of use and justified by learners' needs.

Feedback is information about how one is doing in effort to reach a goal.

Higher-order thinking skills (HOTS) is a concept thinking that distinguishes critical thinking skills from low-order learning outcomes, such as those attained by rote memorization.

Imagined identity is how an individual see and positions him or herself when communicating in the target language.

Indirect learning strategy is instructional approaches that start with an unknown principle and then attention moves to a known one.

Learning strategy is cognitive operations that learners apply while in the classroom or other learning situations

Material development is teaching aspect that focused on selection, adaptation, and creation of teaching materials.

Metacognitive strategies are methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'.

Microsoft Word is the word processing part of the Microsoft Office Suite that used mostly to enter, edit, format, save, retrieve and print many documents.

Needs Analysis is a formal, systematic process of identifying and evaluating common or specific students' needs and also focused in their gaps.

Preservice training is a period of guided, supervised teaching aimed to introduced them into the teaching role for a particular class by a mentor or cooperating teacher.

Project-Based Learning is an instructional approach built upon learning activities and real tasks that have brought challenges for students to solve.

Second Language Acquisition is the study of how students learn a second language (L2) additionally to their first language (L1).

Teachers' talk is everything teachers say when they are in the classroom.

Teaching materials are the materials which the teacher can use to help students learn a foreign language through visual or audio perception

Traditional game is a children's game that is played by two or more people who aim for entertainment and education.

Word processing is kind of software offering many features and commands which allow users to produce attractive business documents easily and efficiently.

Young learner is a term that refer to children from their first year of formal schooling, usually they are between 5-7 years old.

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# Teacher's Talk of The ESP Instructor's Teaching Speaking at the Communication Science Department

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