

ABSTRACT

Bella, Bleasy Putri Responsi, Registration Number: 2203321005, The Interactional Features of Teacher Talk in Classroom Interaction in Teaching Recount Text for Eighth Grade of SMP Methodist-An Pancur Batu, A Thesis, English Education Department. Faculty of Languages and Arts, Medan State University, 2024.

This research examines the interactional features of teacher talk employed by an English teacher during lessons on recount text for eighth-grade students at SMP Methodist-An Pancur Batu. It is aimed to examine classroom interaction through teacher talk. Utilizing a descriptive qualitative approach, the researcher gathered data through direct observation, video recording, and interview. A Self-Evaluation of Teacher Talk (SETT) framework designed by Walsh (2006) was used to determine and interpret the findings. The results indicate that the English teacher successfully produced a comprehensive range of interactional features as outlined by Walsh (2006). The analysis identified a total of fourteen interactional features of teacher talk, with the most frequently utilized being extended learner turn (19.70%) and display questions (19.70%), which significantly enhanced student engagement and participation. Other notable features included referential questions (11.82%) and content feedback (5.42%), which contributed to a supportive learning environment. The findings revealed that the teacher effectively employed scaffolding and direct repair techniques to facilitate comprehension and encourage student interaction. Additionally, the study highlighted the importance of maintaining a balance in classroom interaction, where the teacher's questioning methods and feedback strategies played a crucial role in promoting student understanding. This research not only provides valuable insights into effective teaching practices but also serves as a resource for enhancing classroom interactions in English language education.

***Keywords:* classroom interaction, interactional features, teacher talk**