

ABSTRACT

Wedermawan Gea, Registration Number 2203321062, Teacher Talk in Mixed Abilities Students Using the Flanders Interaction Analysis Category System at Grade Ninth SMP Gajah Mada Medan, Thesis, English and Literature Department, Faculty of Languages and Arts, Universitas Negeri Medan, 2024.

This study was aimed to identify types of teacher talk and analyze verbal communication adaptations used by the English teacher for mixed-ability students in grade IX at SMP Gajah Mada Medan. Flander's Interaction Analysis Categories System (FIACS) theory was utilized by the researcher to identify teacher talk. Qualitative design was used in this study, where the data was taken from observation and documentation. The researcher found seven types of teacher talk: receiving feelings, praising/encouraging, accepting/using students' ideas, asking questions, lecturing, giving directions, and criticizing/justifying authority. Questioning dominated while accepting feelings was used the least. Diverse strategies were used by the teacher for different ability levels of students.

Keywords: Teacher Talk, Mixed-Ability Students, Flanders Interaction Analysis Categories System (FIACS).

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