ABSTRACT

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This research aims to find out the categories of teacher's talk and students' talk used in English Classroom Intercation, the rules that Teacher use in English Classroom Interaction and how the Classroom Interaction can affect the students' learning process to increase their ability in use English Language. This study focuses on the teacher's talk and students' talk in English classroom interaction which conducted in an eleventh grade classroom of SMAS Methodist 1 Medan.
In this research, the FLINT is used to identify the categories of Teacher's Talk and Students' Talk in Classroom Interaction. Moreover, this study is conducted in the form of descriptive qualitative research, where the researcher as the non-participant observer on the classroom. The subject of this study is a senior high school, English teacher, and the eleventh graders of SMAS Methodist 1 Medan.
From the data that has been taken, it is obtained that the categories of teacher talk used by teacher in English Classroom Interaction in the eleventh graders of SMAS Methodist 1 Medan are (1) Asks Question, (2) Give Directions, and (3) Repeats students response verbatim. The students' talk categories of students' talk used by students in English Classroom Interaction in the eleventh graders of SMAS Methodist 1 Medan are students (1) Response specific, (2) Students response open ended or student initiated, (3) Uses the native language. The rules of Teacher's Talk to manage their learning process in English Classroom Interaction is Teacher as Controller and Teacher as Tutor. In conclusion, the researher has found that the teacher who teaches in English Classroom Interaction in an eleventh graders classroom of SMAS Methodist 1 Medan has performed some categories of teacher's talk and students' talk from FLINT analysis system. Those categories of teacher's talk and students' talk used are found to be able used English Language in their life.

Keywords: *Teacher's Talk, Students' Talk, Rules of Teacher's Talk, FLINT.*