ABSTRACT

Simangunsong, Fadlin. Registration Number: 2173121023. Teachers' Initiation and Response in Online Classroom (A Case Study of English Teacher at Grade VIII of SMP Kemala Bhayangkari Medan). A Thesis. English Education Study Program, Languages and Arts Faculty, Universitas Negeri Medan, 2021.

This Study aims to analyze the categories of an English teachers' initiation and response in online classroom. A qualitative case study method used in this study. The data were collected for one meeting/ 40 minutes. There was an English teacher at grade VIII in SMP Kemala Bhayangkari Medan. The data analyzed by using Flanders's formula. This study found some categories of teachers' initiation and response, there were six categories that used by the teacher from seven categories based on FIACS, four categories of response, that are Accept Feelings, Praises or Encourage, Accepts or Uses Ideas of Students, and Ask Questions. Meanwhile, two categories of initiation, that are Lecturing and Giving Direction. It was found that giving direction was dominantly, there were 105 times (21.88%), accept feelings 2 times (2%), praise or encouragement 76 times (15.83%), asking questions 48 times (10%), and lecturing/lecture 78 times (16.25%). In this case, the researcher did not find the Criticizing or Justifying Authority category used by the teacher during teaching and learning process. The total of utterances produced by the teacher were 128 responses and 183 initiations. The total of teachers' initiation showed 38.13%, bigger than the total of teachers' response that showed 26.76%. It means that the teacher gave more initiations (directions and lecturing/lecture) than gave responses (questions and praises or encourages) in online learning process.

Keywords: *Teachers' Initiation, Teachers' Response, FIACS, English Classroom Interaction.*