ABSTRACT

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This research aimed to analyze the types of teacher's talk that occurred in the teaching speaking recount text and to elaborate on the teacher's reasons why applied those types of teacher's talk. This study focused on analyzing teacher's talk during the teaching and learning process by using Flanders Analysis Categories System (FIACS). This research was conducted in the tenth grade at SMA Negeri 1 Medan. The source of data in this study was an English teacher who taught the tenth-grade classes. This research was conducted by using qualitative methods. The researcher used observation and interview techniques to get the data collection. According to the result findings, all the types of teacher's talk based on the Flanders Interaction Categories System (FIACS) occurred in the teaching speaking recount text. Those types were accepts feelings, praises or encourages, accepts or uses students' ideas, asks questions, lectures, gives directions, and criticizes or justifies authority. The teacher's reason why those types of teacher's talk occurred in teaching speaking recount text. Accepts feelings happened because the teacher aimed to make the students comfortable. Praises or encourages occurred because the teacher intended to motivate the students. Accepts or uses students' ideas happened because the teacher purposed to clarify and develop the student's ideas. Asks questions occurred because the teacher desired the students to practice their English verbally by answering the teacher's questions. Lectures happened because the teacher needed to explain the topic. Gives directions occurred because this made the students know what should they do, so they will be disciplined and serious. Criticizes or justifies authority happened because the teacher had to correct students' behavior.

Keywords: Teacher's Talk, Teaching Speaking, Recount Text, Flanders Interaction Analysis Categories System (FIACS)