

ABSTRACT

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This research aimed to analysed the types of teacher talk that are being applied in EFL speaking class and to elaborate the reasons why teacher talk applied as the way they are for eleventh grade students at SMKN 1 Medan. The research used qualitative method with observation and interview as the instruments of the data collection. The researcher observed the classroom interaction during speaking class and interviewed the English teacher based on the Flanders Interaction Analysis Categories Systems (FIACS). The findings showed that the teacher applied all seven types of teacher talk. Asking questions (25%) was used to stimulate students' thinking, guide them toward the learning objectives, and encourage active classroom participation. Giving directions (22.37%) was used to help students understand learning tasks, ensure learning activities ran smoothly, and guide students during classroom activities. Praise or encouragement (21.05%) was used to recognize students' correct answers and learning efforts, increase their motivation and confidence, and encourage positive learning behaviors. Lecturing (15.13%) was used to provide the necessary knowledge, clarify concepts, and connect the lesson to the learning objectives. Using students' ideas (9.87%) was applied to value students' contributions, develop the discussion based on their responses, and connect their ideas to the lesson. Criticizing or justifying authority (5.26%) was used to maintain appropriate classroom behavior, reinforce classroom rules, and restore order when classroom discipline was disrupted. Lastly, accepting students' feeling (1.32%) was used to acknowledge students' emotions, show empathy, and maintain a supportive classroom atmosphere. In conclusion, the findings indicate that the teacher used all seven types of teacher talk to support the teaching and learning process in the EFL speaking classroom.

Keywords: Teacher Talk, Speaking Class, Flanders Interaction Analysis

Categories Systems (FIACS), Language Learning