ABSTRACT

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This study had an objective to analyze the teacher talk used by prospective English teachers in classroom interaction based on FIACS (1970) Flanders Interaction Analysis Categories System. The subject of this study was three prospective English teachers at SMA Negeri 9 Semarang. This study used descriptive qualitative research namely interaction analysis and focused on teacher talk used by prospective English teachers in classroom interaction to be analyzed. Recording video in teaching-learning process and interview using FIACS (1970) Flanders Interaction Analysis Category System were used as the instruments of the data collection. The result exposed that types of teacher talk used by prospective English teachers, they were accepting feeling (5% – 7%), asking questions (40% – 50%), giving direction (8% – 19%), lecturing (11% – 30%), criticizing or justifying authority (2% – 4%), accepting or using ideas of students (1% – 4%), and praising or encouragement (3% – 13%). The most dominant type of teacher talk used by prospective English teachers that occurred in classroom interaction was asking questions with total percentage more than 40%. This study found the factors that influence on using teacher talk used by prospective English teachers in classroom interaction, such us knowledge of language classroom, pedagogical competences and students' participation. Based on those findings, the factors that found in classroom interaction affected to teacher talk used by prospective English teachers in teaching and learning performance. It could be concluded that both theoretical and practical knowledge about teacher talk for prospective English teachers gave impact in teaching and learning process.