ABSTRACT

This study investigated the teacher talk at English First Delta Plaza Surabaya. The focus of this research is particularly on the types of teacher talk that occurred during the learning process. Employing a qualitative research design approach, the data for this study were collected in two small group classrooms with mix-aged students. The participants were two teachers in different classes. The data was collected through naturalistic observation. The data were analyzed by using Foreign Language Interaction (FLINT) System developed by Moskowitz (1971). The finding revealed that both of the teachers did not apply all of the types of teacher talk theorized by Moskowitz (1971) during the learning process. Both of the teachers show a different result on the type of teacher talk they produced. From seven types of teacher talk: asking question, giving direction, and giving information happened to be the most frequent types of teacher talk that occurred. Meanwhile, criticizing students’ behavior has the smallest number that occurred during the learning process. Among the seven types, both of the teachers also never performed criticizing students’ responses in their interaction. It is recommended for teachers to increase other types such as dealing with feelings to follow up students’ vocabulary about expressing feelings. Consequently, the students will be more courageous to express what they feel through words and minimize potentially negative students’ behavior.

Keywords: teacher talk, small-group, mix-aged class, FLINT, student-centered