

**TEACHER TALK IN CLASSROOM INTERACTION OF YOUNG ENGLISH  
LEARNERS: A CASE STUDY**

A THESIS

Submitted in partial fulfillment for Magister's degree in English Language Education Study  
Program



By

**Elsah Amaliah**

**2010438**

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# TEACHER TALK IN CLASSROOM INTERACTION OF YOUNG ENGLISH LEARNERS: A CASE STUDY

Oleh  
Elsah Amaliah

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## APPROVAL PAGE

A Thesis

TEACHER TALK IN CLASSROOM INTERACTION FOR YOUNG ENGLISH  
LEARNERS: A CASE STUDY

By  
Elsah Amaliah  
2010438

Approved by:

Supervisor I



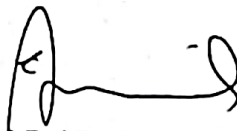
Ika Lestari Damayanti, M. A., Ph. D  
NIP. 197709192001122001

Supervisor II



Dr. Lulu Laela Amalia, M. Pd  
NIP. 197504092007102001

Head of English Language Education Study Program



Prof. Emi Emilia, M.Ed., Ph.D.  
NIP. 1966091619900112001

## ABSTRACT

This case study is aimed at investigating classroom interactions, specifically identifying types of teacher talk in an English language classroom for young learners. This study involved an English teacher in a private elementary school and his 3rd graders. The data were collected through recorded observations of three meetings and analyzed using the Foreign Language Interaction (FLINT) system that categorizes talk based on its purposes such as dealing with feelings, giving praise, using students' ideas, asking questions, giving information or lecturing, giving direction and giving response or criticizing. The FLINT analysis captured that all categories of teacher talk was used by the participating teacher for motivating students to be involved and to be engaged in the classroom interaction as asking question became the most frequent teacher talk appeared in up to 45 times utterances for each meeting. However, of all strategies, one type of talk that was rarely captured is dealing with students' feeling since the teacher was focused on the teacher talk that ensuring the improvement of students in classroom interaction to boost students' cognitive potential such as focusing on the lesson content. As the analysis showed, the use of English within the interaction by the teacher has encouraged the students' response that reinforce students to be engaged in accomplishing learning objectives. On the other hand, Bahasa Indonesia was sometimes used by the teacher to assist, to clarify and to facilitate for better students' understanding during the teaching and learning process. This study provided a broad reference for EYL teachers who are to be more engaged with the students by recognizing various teacher talk that leads in helping the students participating in classroom. Further research is needed to grasp more comprehensive investigation in larger participants on how teacher talk is seen as an intervention to help students in learning English and to accomplish the learning objectives more comprehensively in young learner's context.

**Keywords: Classroom Interaction, FLINT, IRF, Teacher Talk, Young Learners**

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