Analysis of an English Teacher Talk in the Classroom Interaction at MTs Humaira Kota Bengkulu

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Abstract: This study explores the types of talk used by an English teacher during classroom interaction at MTs Humaira Kota Bengkulu and examines how these strategies facilitate student engagement. Using a qualitative descriptive method, data were collected through classroom observation, interviews, and documentation. The findings indicate that the teacher employed various communicative strategies, such as praising, asking questions, giving directions, and incorporating students' ideas resulting in increased participation and understanding. The teacher also utilized code-switching, tone modulation, and strategic gestures to support student comprehension. The novelty of this research lies in its specific focus on classroom discourse within the madrasah context, which has been underrepresented in previous studies. This research contributes to a deeper understanding of how teacher-led interaction fosters a more dynamic and interactive English learning environment in religious-based schools.

Keywords: Classroom Interaction, English Teacher Talk, Qualitative Research, Student Engagement

A. Introduction

Currently, English language learning in Indonesian continues to evolve with various approaches and challenges. The increasingly widespread use of English around the world has brought significant impacts to humanity to date. Especially in the field of education, many studies have been conducted to find problems in teaching English. In addition, English teachers in Indonesia are also strongly encouraged to find out the best methods to teach and overcome the problems faced by students to achieve the best learning outcomes. In addition, the government has also tried its best to adapt the curriculum to the needs of this globalized era (Boy Jon et al., 2021). Every school has English teachers who play an important role in classroom learning. The language used by teachers during instruction, known as *teacher talk*, is essential in facilitating students' understanding and engagement. (Nurul Afifah, Nopa Yusnilita, 2017).

Therefore, in an effort to guide learning, teachers use conversation to do three things: (1) elicit relevant knowledge from students, so that teachers can see what students already know and understand; (2) respond to things students say; (3) describe the classroom experience they share with students in such a way that the educational meaning of the experience can be understood by students (Wasi'ah, 2016). According to Krashen's (1982) input hypothesis, teacher talk for the learner is generally recognized as a potentially valuable source of comprehensible input which is viewed as an essential for language acquisition. For this reason, it is important to the teachers should realize how much they themselves talk, and what kind of talk should be performed. Cullen, R (1998) stated that while the question of how much teachers talk is still important, more emphasis is given to how effectively they are able to facilitate learning and promote communicative interaction in their classroom through. Theoretically, the researcher used the categories of teacher talk proposed by Brown (2001) in which there are 11 types of teacher talk including confronting feelings, praising or encouraging, joking, using students' ideas, verbally repeating students' responses, asking questions, giving information, correcting without rejection, giving directions, criticizing student's behaviour, and criticizing students' responses.

Teacher talk plays a key role in creating a supportive learning environment where students feel comfortable to participate and interact. By using clear and understandable language, teachers can help students understand the subject matter better and encourage them to actively participate in class discussions. Research by (Alshahrani, 2020) shows that variations in teacher talk, such as the use of open-ended questions and constructive feedback, can increase students' motivation and confidence in using English. In addition, recent research has highlighted the importance of teacher talk in fostering a collaborative classroom atmosphere. For example, a study by (Goh & Burns, 2021) emphasized that effective teacher talk not only facilitates comprehension but also encourages critical thinking skills among students. By engaging students in meaningful dialog and encouraging them to express their thoughts, teachers can create an interactive learning environment that enhances language acquisition and cognitive development. In the teaching and learning process, one of the things that is very important for the success of learning is interaction. Interaction in the classroom involves the collaborative exchange of thoughts, emotions, or ideas between several individuals, leading to mutual influence. Classroom interaction is essential for effective teaching and learning, which involves active discussions, exchanges, and meaningful discussions between teachers and students. Such interaction facilitates information exchange and encourages active participation (Lesiana et al., 2023).

Descriptions of classroom interactions initially focused on the language used by the teacher, specifically teacher questions and elicited learner responses, teacher feedback, and turn allocation behavior. These features were scrutinized based on how they

influenced interaction and opportunities for learners to engage in language production. Recent research has paid more attention to learner talk, examining not only the language produced by learners in response to the teacher, but also their communication strategies, and the relationship between task type, learner interaction, and opportunities for negotiation of meaning (Asiva Noor Rachmayani, 2015). Based on research from (Indung Putri & Pami Putri, 2021) teacher talk is still more dominant than student talk because specific student responses and student responses that are open ended or initiated by students are still low. The dominant categories of classroom interaction that occur in the classroom based on the FLINT category system are giving information, giving directions and asking questions. These categories are used by the teacher in the classroom. The teacher occasionally uses Indonesian when conveying information which aims to aid understanding of the material and avoid misunderstandings.

Based on pre-observation conducted by researchers at MTs Humaira Kota Bengkulu, to find out the situation of the teaching and learning process on students where referring to the explanation of the English teacher at the school, he also uses English in the teaching and learning process and combined with Indonesian to adjust the conditions of students, English teachers usually give assignments based on books, students are given directions first to do the task, he also uses varied questions to make students actively use the target language, for reciprocity he often uses praise when the answer is correct and prompts for the wrong answer in order to create interaction between them. The condition of students in the classroom is quite good, as seen from their high participation in every learning activity, both during group discussions and when answering questions from the teacher. They do not hesitate to express their opinions, ask questions when something is not understood, and are enthusiastic in following the assignments given. This activeness creates a dynamic learning atmosphere and encourages positive interactions between teachers and students. Based on these initial findings, the researcher was interested in further research because the learning situation was quite conducive and the use of varied English teaching strategies showed great potential in students' language skills.

Although many studies have addressed teacher talk in classroom interactions, there are still some research gaps that can be further explored. Previous research shows that teachers tend to dominate classroom conversations, which can limit students' active participation. In addition, the questioning strategies used by teachers often have not been analysed in depth. The madrasa context has also received less attention in previous research, even though a faith-based educational environment can have an impact on the interaction patterns of teachers and students. Therefore, this study can fill the gap by exploring how the types of teacher talk, questioning strategies, and language use in the classroom impact student participation and comprehension in madrasah, especially in MTs Humaira Kota Bengkulu.

This study aims to identify the types of teacher talk used by English teachers in classroom interaction at MTs Humaira Kota Bengkulu and analyse how the use of teacher talk plays a role in facilitating classroom interaction. The main focus of this study is English teacher talk, including the types of questions, feedback, and speaking strategies used to encourage student participation. The research will also explore the extent to which teacher talk can increase student engagement, clarify learning instructions, and create an interactive and effective learning environment. Thus, the results of this study are expected to provide insight into the role of teachers in improving the quality of English language learning at the madrasah level. In researching teachers' communication patterns and strategies at MTs Humaira, it is crucial to understand how teacher-student interactions occur and how these can be optimized to enhance students' learning experiences so that ways can be found to improve the quality of English language teaching, which in turn will have a positive impact on students' motivation and learning achievement. This research will not only provide insights for the development of better teaching practices, but also contribute to the existing literature on English language teaching in local contexts.

However, despite the growing interest in classroom discourse, there remains a lack of focused research on teacher talk within the context of Islamic junior secondary schools (madrasahs), particularly in regions like Bengkulu. Most previous studies have centred on general education settings, leaving a gap in understanding how teacher talk is specifically applied and adapted in religious-based institutions. This study seeks to fill that gap by providing a contextual analysis of teacher-student interaction at MTs Humaira Kota Bengkulu.

B. Methods

This study employed a descriptive qualitative research design, which is suitable for exploring natural classroom phenomena specifically teacher talk in a real educational context. The purpose of this approach is to analyse and interpret how English teacher talk is used to facilitate classroom interaction at MTs Humaira Kota Bengkulu. This research focuses on the types, functions, and patterns of teacher talk, as well as the impact it has on student participation and language acquisition. To obtain rich and in-depth data, three primary data collection techniques were used: observation, interviews, and documentation. Observations were conducted during classroom activities to capture the real-time use of teacher talk, while semi-structured interviews were held with the English teacher to explore perceptions and strategies in communication. Additional documents, such as lesson plans and instructional materials, were collected to support contextual understanding. The participants in this study were one English teacher and a class of students at MTs Humaira Kota Bengkulu, selected purposively based on relevance and availability. The researcher played an active role as a non-participant observer to

minimize interference in the learning process. Data were analysed using (Miles and Huberman's, 2014) interactive model, which includes data reduction, data display, and conclusion drawing/verification. Data reduction, the researcher organized, selected, and simplified raw data from field notes, interview transcripts, and documents by focusing on utterances related to types of teacher talk. Data display, relevant information was presented in matrices and descriptive summaries to visualize patterns and relationships between teacher talk and student responses. Conclusion drawing and verification, emerging patterns were interpreted to generate findings, which were then cross-checked with data from multiple sources to ensure consistency.

To ensure credibility and validity, triangulation was employed by comparing findings from observation, interview, and document analysis. Thematic analysis was also applied to identify patterns and recurring themes in the teacher's classroom discourse, with special attention to the types of teacher talk categorized by Brown (2001). Through this methodological framework, the study aims to provide a comprehensive understanding of how teacher talk supports interactive and effective English language learning in a madrasah context.

C. Results and Discussion

English language learning at MTs Humaira Kota Bengkulu shows an approach that is in line with the principles of the *Merdeka Curriculum*, namely student-centred learning, emphasizing differentiation, and encouraging active participation and character building. English teachers in this madrasah do not only act as material providers, but as interaction facilitators who are responsive to students' emotional conditions and abilities. In the learning process, teachers flexibly combine English and Indonesian (code-switching) to ensure that all students, with varying levels of ability, can understand the material well. This strategy is a form of implementing differentiated learning, in accordance with the spirit of the Merdeka Curriculum which emphasizes learning independence and meeting students' individual needs. Teachers also apply participatory and communicative methods through various forms of teacher talk, such as giving praise, provoking student ideas, giving constructive feedback, and encouraging group discussions. The focus of learning seems to be directed at developing students' communication skills, especially speaking skills and understanding narrative texts in the context of everyday life. In addition, teachers use approaches that motivate and arouse students' curiosity, such as the use of open-ended questions and the utilization of humor in the classroom. Thus, English learning at MTs Humaira is not only oriented towards mastering the material, but also fostering students' confidence in using English actively in classroom interactions.

Based on the results of the researcher's research through observation, interviews with English teachers, as well as tracing existing documents and archives to complement the results of the research, then to see a picture analysis of an english teacher talk in the classroom interaction at MTS Humaira Kota Bengkulu. All data from this research are described as follows:

1. Types of teacher talk

   Theoretically, the researcher used the categories of teacher talk proposed by Brown (2001) in the study by (Wirawan & Sahiruddin, 2021) which there are 11 types of teacher talk including confronting feelings, praising or encouraging, joking, using students' ideas, verbally repeating students' responses, asking questions, giving information, correcting without rejection, giving directions, criticizing student's behaviour, and criticizing students' responses.

   Based on the researcher's observation on May 22, 2025, the types of teacher talk used by English teachers are as follows:

   a. Confronting feelings

      Before starting the lesson, the teacher usually greets the students first to ensure the students' emotional condition or feelings which shows empathy and builds a strong interpersonal, in this study found several examples of the use of expressions facing students' feelings.
      "Good morning, everyone. How's it going today?"
      "You look tired today. Are you okay?"
      "You seem a little quiet today. Do you want to share something?"

      Based on the observation, the teacher opens the lesson by greeting the students using expressions that show attention to their emotional state. Expressions such as "Good morning, everyone. How are you today?" or "You seem a little quiet today. Would you like to share something?" show that the teacher is not only focused on delivering the material, but is also concerned about the students' psychological well-being. This practice is important because it can create a more comfortable and friendly classroom atmosphere, and show teacher empathy towards students. In the context of madrasah, this is very relevant because it supports character education and moral development of students.

      Confronting feelings is an important form of empathy in creating a positive learning environment. By showing concern for students' emotional states, teachers can build strong interpersonal relationships. This helps students feel more comfortable and safer to participate in learning, which is particularly relevant in the context of madrasahs that support character education.

b. Praising or Encouraging

Teachers give praise and motivation when they answer correctly or try to answer questions, this is done to encourage students' confidence and increase active participation. This strategy is important to create a positive learning environment, especially in the context of a madrasah that encourages character building.

"Good job, That's a nice answer!"
"Yeahhh that's right."
"Excellent! You really understand the material."
"I like the way you tried to answer. Keep going!"
"That's a smart way to think about it!"

Based on the researcher's observation, the use of praise like this makes students more active and not afraid of being wrong in answering the teacher's questions. This supports a positive and inclusive learning environment.

Giving praise and encouragement to students when they answer correctly or make an effort to answer a question is an effective strategy to boost students' confidence. Praise creates a positive and inclusive learning environment, which encourages students to actively participate without fear of making mistakes. It also supports students' character development in madrasah.

c. Joking

Teachers usually provide humor jokes to create a comfortable classroom atmosphere and to break the ice, the researcher found several examples of how teachers use jokes in class although not always intentionally.

"After the teacher asked a question and the students answered it, which was greeted with laughter because the students' answers were sometimes just talking."
"What is DM? answered by one of the students, namely dialogue (laughing together) DM is direct massage."
"If you write 'I eated my lunch', your lunch might come back to correct you! (Followed by class laughter)"

From the example above, the researcher found humor in the learning process, this kind of humor not only makes the learning atmosphere more fun, but also helps reduce tension and make students feel more comfortable in participating in the lesson. s It is one of the strategies to keep students emotionally engaged.

Using humor in teaching can create a comfortable and fun classroom atmosphere. Humor helps reduce tension and makes students feel more involved in the learning process. It is an effective strategy to keep students emotionally engaged and create better social bonds between them.

d. Using student's ideas

Developing student ideas is usually used to clarify or summarize student responses, this is to show that student opinions are valued and used for learning materials. This study revealed some uses of using ideas of students. The examples can be seen in the list below:

"Where is the moral value in narrative text? one of the students answered in the orientation section. Yes, it is true that in the orientation there is a moral value in it."

"Student: This story is in past tense because it already happened."

"Teacher: Good point! That's right, narrative texts usually use past tense because they talk about events that have already happened."

The teacher also utilizes the ideas that arise from the students for discussion and understanding development. For example, when a student says "The story is in past tense because it already happened, "the teacher affirms by adding further explanation. This strategy reflects that the teacher values students' contributions and tries to build participatory learning. It also shows that the learning process is two-way and interactive.

Using students' ideas in discussions shows that their opinions are valued and considered important in the learning process. It creates a participatory and interactive learning atmosphere, where students feel that their contributions have value. It also encourages students to think critically and engage more deeply in learning.

e. Verbally repeating students' responses

The teacher repeats the student's answer to confirm and strengthen understanding to show that the teacher appreciates the contribution of the student's answer. Researchers found several examples:

"Student: Resolution how to resolve."

"Teacher: Yes, Resolution is how to resolve the problem in the text."

"Student: Orientation is the beginning. Teacher: Yes, orientation introduces the characters and the setting."

In the learning process, the teacher repeats students' answers with emphasis or additional information to strengthen understanding. For example, when a

student answers" Resolution is how to resolve" the teacher repeats and completes it with" Yes, Resolution is how to resolve the problem in the text. By repeating the student's answer, the teacher not only confirms the correctness, but also shows that the student's answer is valued and important for the learning process together.

Repeating students' answers helps to confirm and reinforce their understanding. By affirming students' answers, the teacher shows that their contributions are valued and important to the learning process. It also helps students to better understand the material being taught.

f. Asking questions
Teachers actively use questions to explore students' understanding and encourage interaction. The use of open and closed questions shows a good probing strategy. This is in line with the theory that teacher talk should facilitate students' intellectual engagement.
   "The teacher asked, what is narrative text?"
   "Teachers also use open questions such as, who can repeat/explain about narrative text and part of narrative text?"
   "Where is moral value?"
   "What do you think about orientation?"

Teachers actively ask students different types of questions, both factual and exploratory. Questions such as "What is narrative text? "or "Where is the moral value?" are used to explore students' understanding and encourage them to think critically. The results from the observation show that the teacher uses a variety of questioning techniques and adjusts to the students' ability level. This shows that teachers try to build effective and in-depth interactions through directed questions.

Asking questions is an effective way to explore students' understanding and encourage interaction. Open and closed questions help teachers to assess students' level of understanding and encourage them to think more deeply. It creates opportunities for students to be actively involved in discussions.

g. Giving information
The teacher provides an explanation of the material. This type shows the teacher's role as the main source of information in the classroom, but it needs to be balanced by encouraging students to construct meaning independently. Researchers found examples that teachers use in class.

"Narrative text is a type of text that tells a story, either imaginative or based on modified facts, with a chronological and interrelated sequence of events. The main purpose of this text is to entertain the reader and convey a moral message or life lesson through an interesting story"

"Explain the abbreviations that exist around us".

"Simple past tense is used to talk about actions that happened in the past. For example: 'She visited her grandmother yesterday."

"In narrative texts, we usually have three parts: orientation, complication, and resolution."

The teacher conveys information directly as a form of material explanation to students. Example sentences such as "Narrative text is a type of text that tells a story..."show the teacher's role as the main source in conveying basic concepts. However, the teacher also tries to balance this role by encouraging students to construct knowledge through discussion and reflection. Information that is delivered clearly and systematically helps students understand the structure and purpose of narrative text.

Providing information directly is the teacher's primary role as a source of knowledge in the classroom. However, it is important to balance this role by encouraging students to construct their own understanding. Clear and systematic explanations help students understand the basic concepts and structure of the material being taught.

h. Correcting without rejection

The teacher corrects students' mistakes without criticizing them, this type of teacher's talk is to provide the correct pronunciation of certain words. Researchers found examples that teachers used:

"Student answer, He go to school"

"Almost right. We say, He goes to school. Good try!"

"Student: Narrative text is to provide information."

"Teacher: That's a good thought, but narrative texts are primarily to entertain. Narrative texts can also provide lessons, but their main purpose is to entertain the reader. Nice try!"

When students make mistakes, teachers give corrections in a subtle and supportive manner. Sentences like" Almost right. We say, 'He goes to school.' Good try!" shows that the teacher still appreciates the student's effort even if the answer is not quite right. This approach is essential for keeping students motivated and creating a learning environment that is free from fear or shame for making mistakes. It is also in line with the principle of humanistic and constructive learning.

Correcting students' mistakes without criticizing them is an approach that supports students' motivation and confidence. By providing constructive feedback, teachers create a learning environment free from fear or embarrassment, which is essential for effective learning.

i. Giving directions
   Giving direction refers to the teacher's instruction that might be a direction, request, or commands towards the students. Giving direction is usually given by the teacher in order to encourage students to have active participation in the classroom. Researchers found examples that teachers used.
   "Open your book"
   "Please now, make a short story about activity in the morning."
   "Work in pairs and discuss the meaning of the story."
   "Take out your notebooks and write down new vocabulary."
   "Now, let's read the text together, line by line."

   Teachers give instructions with clear language to direct students' learning activities. Phrases such as "Open your book" or "Make a short story about activity in the morning" show that the teacher directs students in performing learning tasks. These instructions are direct and aim to stimulate students' active involvement in the learning process. Observations show that teachers use systematic and easy-to-understand instructions.

   Providing clear directions helps students understand the tasks and activities they need to perform. Systematic and easy-to-understand instructions encourage students' active engagement in the learning process, which is essential for achieving learning objectives.

j. Criticizing student's behaviour
   The teacher corrects student behavior politely in order to maintain student discipline. Researchers found examples that teachers used.
   "Please don't talk while your friend is presenting."
   "Don't make noise in class."
   "Please raise your hand if you wish to speak."
   "Let's respect our friend who is trying to concentrate."

   In maintaining classroom discipline, the teacher gives polite reprimands for inappropriate student behavior. For example, when students talk while their friends are presenting, the teacher says" Please don't talk while your friend is presenting. "This is not done to punish, but to form positive habits and respect

for others. Observations noted that this approach was done calmly and did not embarrass students in front of the class.

Correcting student behavior politely helps maintain discipline in the classroom without making students feel pressured or embarrassed. This approach is important for building positive habits and mutual respect among students.

k. Criticizing students' responses
The teacher provides feedback to students' incorrect answers, with a constructive approach. Used to provide feedback while maintaining student confidence. Researchers found examples that teachers used.
   "MVP, Student answer (Make VP)
   "That's not correct, MVP is (Most Valueble Player)."
   "Student. A narrative is a poem. Teacher: Not really, a narrative is a story, not a poem. But it's a good effort."
   "Student: Present tense for past events. Teacher: Remember, we used past tense for past events. Let's fix it together."

When students give incorrect answers, the teacher clarifies in a constructive way. For example, when a student says" A narrative is a poem, "the teacher corrects by saying" Not really, a narrative is a story, not a poem. But it's a good effort. "This approach encourages students to rethink and correct their mistakes without feeling patronized. It creates a learning atmosphere that encourages continuous exploration and improvement.

Providing constructive feedback on incorrect answers helps students to learn from their mistakes. In this way, teachers encourage students to rethink and correct mistakes without feeling pressured. This creates a learning atmosphere that supports continuous exploration and improvement.

This was also revealed by Mr. Rahmat Tanzil Saputra from the results of the interview as the English teacher he explained:
"The types of class talks are one of them, namely participatory communication, then also interaction between teachers and students in a reciprocal manner, communication that can motivate and then provoke student curiosity, then we can also use communication in accordance with the abilities of students, and we also use the type of conversation that adapts to the ability of students, so diverse, differentiated communication is also used in learning activities."

2. Teacher's Use of Teacher Talk to Facilitate Interaction
   a. Encouraging Participation:
   Based on researcher observation, by giving praise and encouragement, the teacher successfully creates a positive atmosphere. This can be seen from the number of students who respond actively during the learning process. One important strategy that teachers use is to encourage students to actively participate in learning. It can be seen that the teacher consistently uses praise sentences such as *"very good", 'excellent', and "very good"* whenever students give correct answers or show effort in answering. In addition, teachers also provide nonverbal motivation through smiles, applause, and positive body gestures, which show appreciation for students' courage and participation.

   This was also expressed by Mr. Rahmat Tanzil Saputra M.pd as the English teacher he explained
   "The students show their participation in a variety of ways, some immediately comment when we give instructions, some are through actions, for example they come forward and write ahead, some are through passive actions, for example they write in a book then later I give a response to give praise and encourage their participation, there are also those who follow according to the direction."

   As a researcher, I find this strategy very effective in creating an inclusive learning environment. The use of teacher talk in the form of encouragement can build students' self-confidence, especially in the context of foreign language learning, which often creates a sense of doubt or fear of being wrong. The praise given by the teacher is proven to be able to foster students' intrinsic motivation, which in turn contributes to increased student engagement in the learning process.

   b. Promoting Comprehension through Code-Switching
   Based on researcher observation, teachers also use the strategy of switching from English to Indonesian to ensure students understand the material, especially for complex terms or concepts. In practice, teachers do not fully use English when teaching, but rather combine it with Indonesian. The main purpose of this strategy is to ensure that all students fully understand the material being taught, especially complex parts such as sentence formulas, text structures or technical vocabulary.

   This was also expressed by Mr. Rahmat Tanzil Saputra M.pd as the English teacher he explained:
   "For the use of language, Indonesian and English are usually combined when it is necessary to use English at certain points, for example for the use of sentence

formulas, parts of the text already use English. And also for the delivery of others combined when we have mentioned the English we repeat the instructions again using Indonesian, it is very effective to follow up on the differences in santri, because there are those who quickly understand some who already know first then there are those who really don't know what we convey if we use full English"

As a researcher, I see that the use of code-switching reflects an inclusive and adaptive approach to learning. This strategy is able to bridge the gap of understanding between students, so that no one is left behind in the learning process. In addition, this strategy also gives students the opportunity to understand the context of English usage without losing the main meaning of the material presented.

c. Feedback Delivery
Based on researcher observation, the teacher provides direct feedback, both positive and corrective. Teachers also utilize teacher conversation in the form of providing feedback on student responses. Teachers give feedback directly, both in the form of positive reinforcement and correction of mistakes. Interestingly, teachers deliver correction feedback in a subtle way that does not embarrass students. This is important to maintain students' confidence and create a safe and supportive classroom atmosphere.

This was also expressed by Mr. Rahmat Tanzil Saputra M.pd as the English teacher he explained:
"For feedback, I usually do it when we finish learning a material presented, then I start by reflecting and then I ask students to repeat the material that has been learned, understood, then what to do with the material. The interaction that is felt is that there is reciprocity, when the teacher gives directions / orders it can be directly responded to by the students, the interaction also depends on what the teacher says, so the response we get depends on what we say."

As a researcher, I have observed that this feedback approach is very effective in improving the quality of interaction in the classroom. Constructive feedback helps students to recognize their mistakes without feeling pressured. It also improves the interpersonal relationship between teachers and students, where teachers are not seen as judgmental, but as facilitators who support the development of students' abilities.

d. Managing Turn-Taking and Group Dynamics
Based on researcher observation, the teacher gives all students the opportunity to answer and discuss, both individually and in groups.

> This was also expressed by Mr. Rahmat Tanzil Saputra M.pd as the English teacher he explained:
> *"For students who work in groups, we usually adjust it first, we divide it equally, if for the response they also complement each other so far, then they can also be peer teaching for their friends, by becoming peer teachers, they can help direct their friends personally too"*
>
> As a researcher, I see that the management of interactions in this group reflects the teacher's ability to effectively manage classroom dynamics. The teacher does not only act as a presenter of material, but also as a facilitator who organizes the flow of discussion, ensures equal participation, and encourages cooperation between students. This is very important in language learning, because communication between students is also part of the language acquisition process.

Based on the observation, English teachers at MTs Humaira actively use various types of teachers talk according to Brown's (2001) classification, such as giving directions, asking questions, praising, using humor, correcting without rejecting, and code-switching between English and Indonesian. The use of these strategies is not only to deliver the material, but also to create a fun, supportive and communicative classroom atmosphere. Strategies such as praising, joking, and using open-ended questions help to increase student participation and create meaningful interactions according to Vygotsky's theory of scaffolding.

When compared to previous research, these findings show a more communicative and adaptive approach. For example, in contrast to the findings of (Evenddy et al, 2021) who emphasized teacher-centered interaction, teachers at MTs Humaira used a more interactive and contextual approach. Compared to (Nurul Afifah, Nopa Yusnilita, 2017) study, the corrective approach at MTs Humaira is more supportive with praise and positive feedback. In addition, the results of this study are in line with (Azizi, 2024) findings regarding the importance of language adjustment, but teachers at MTs Humaira also managed classroom dynamics through more diverse strategies. The uniqueness of this study lies in the religious context of the madrasah and the more humanist approach of the teachers, suggesting that the right variety of teacher talk can significantly improve the quality of English language learning.

D. Conclusion

This study has explored the use of teacher talk in classroom interaction by an English teacher at MTs Humaira Bengkulu City. The results showed that the teacher applied a

variety of teacher talk strategies that were in line with Brown's (2001) framework, including confronting feelings, praising or encouraging, joking, using students' ideas, repeating students' responses orally, asking questions, giving information, correcting without rejection, giving directions, criticizing students' behavior, and criticizing students' responses. The teacher's talk reflected an adaptive, student-centered approach consistent with the Merdeka Curriculum, fostering participatory communication and differentiated instruction. Classroom interaction was characterized by mutual engagement, clarity, and positive reinforcement, which enhanced students' motivation and confidence in learning English. Future research is recommended to explore teacher talk across different subjects, levels, and school contexts to gain broader insights. For teaching practice, English teachers are encouraged to consciously develop their classroom language use, balancing instructional clarity with student involvement to create more interactive and inclusive learning environments.

E. Acknowledgement

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