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THE USE OF TEACHER TALKS TO MANAGE STUDENTS' FEELINGS IN CLASSROOM INTERACTION

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Abstract. Teacher talk plays an important role not only in facilitating learning but also in supporting students emotionally and creating a comfortable learning environment. This study aimed to explore the categories of teacher talk commonly used by an English teacher in a secondary school and how these categories contribute to managing students' feelings during classroom interaction. This study adopted a qualitative method and applies the FLINT (Foreign Language Interaction) system to classify teacher talk types and to explain its role in classroom interaction. The results showed that asks questions, praises or encourages, and gives directions were the most frequently used categories of teacher talk. Among them, deals with feelings, and jokes were found to contribute significantly to students' emotional management. These types of talk helped reduce anxiety, boost students' confidence, and create a more engaging classroom atmosphere. In summary, teacher talk functions not only as a means of instruction but also as an emotional support tool that contributes to positive classroom interaction. The results assist English teachers of secondary schools to be more aware of the affective impact of their talk in class. Integrating supportive and encouraging language, even in small amounts, can enhance classroom interaction and students' emotional well-being.

Abstrak. Tuturan guru memiliki peran penting tidak hanya dalam memfasilitasi proses pembelajaran, tetapi juga dalam memberikan dukungan emosional kepada siswa dan menciptakan lingkungan belajar yang nyaman. Penelitian ini bertujuan untuk mengeksplorasi kategori-kategori tuturan guru yang umum digunakan oleh seorang guru bahasa Inggris di sekolah menengah serta bagaimana kategori-kategori tersebut berkontribusi dalam mengelola perasaan siswa selama interaksi di kelas. Penelitian ini menggunakan metode kualitatif dan menerapkan sistem FLINT (*Foreign Language Interaction*) untuk mengklasifikasikan jenis-jenis tuturan guru serta menjelaskan perannya dalam interaksi kelas. Hasil penelitian menunjukkan bahwa kategori asks questions (mengajukan pertanyaan), praises or encourages (memberikan pujian atau dorongan), dan gives directions (memberikan arahan) merupakan jenis tuturan yang paling sering digunakan. Di antara kategori tersebut, deals with feelings (menanggapi atau memperhatikan perasaan siswa) dan jokes (bercanda) ditemukan memberikan kontribusi yang signifikan terhadap pengelolaan emosi siswa. Jenis tuturan ini membantu mengurangi kecemasan, meningkatkan rasa percaya diri siswa, serta menciptakan suasana kelas yang lebih menarik dan kondusif. Secara keseluruhan, tuturan guru tidak hanya berfungsi sebagai sarana penyampaian materi, tetapi juga sebagai alat dukungan emosional yang berkontribusi terhadap interaksi kelas yang positif. Hasil penelitian ini dapat membantu guru bahasa Inggris di sekolah menengah agar lebih menyadari dampak afektif dari tuturan mereka di kelas. Penggunaan bahasa yang suportif dan memberikan dorongan, meskipun dalam jumlah yang kecil, dapat meningkatkan kualitas interaksi kelas serta kesejahteraan emosional siswa.

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INTRODUCTION

Teacher talk is one of the most important aspects of the teaching and learning process, especially in the English as a Foreign Language (EFL) classroom.Teacher talk, according to Ellis (1991), refers to the specific language used by teachers in communicating with language learners. In this regard, the ability to communicate with others is essential for teachers, as it is seen as the foundation for social relationships, especially in the classroom (Kristanti et al., 2024). Teachers can utilize their ability to communicate with their students to build close relationships in teaching learning process. In addition to serving as a tool for classroom management and a source of comprehensible input for learners, teacher talk also plays a crucial role in shaping the emotional climate within the classroom. Through teacher talk, students are exposed to language structures, forms, and vocabulary in context, which aids their language acquisition process. By considering vocabulary in context, it is recommended that educators focus on expanding students' vocabularies to improve education since a key strategy for vocabulary enrichment is learning words in context (Ni'amah, 2025). In addition, Alkhazraji (2018) points out that teacher talk enables students to acquire the language by prompting them to generate correct sentences. In other word, teacher talk is utilized to build and maintain good communication in classroom discourse (Solita et al., 2021). In EFL classrooms, where learners may not have many opportunities to use English outside of class, teacher talk becomes more important. Brown (2001) states that the way teachers speak can build or damage classroom interaction. The tone of voice, clarity, and organization of teacher talk can influence student participation, understanding, engagement in the classroom, and importantly, their emotional condition. Effective teacher talk facilitates interaction by stimulating questions, providing feedback, explaining concepts, and creating a positive and emotionally safe learning environment for students. In addition, Fikri et al., (2014) propose that appropriate teacher talk builds good atmosphere for teaching-learning process and promotes close relationship between teachers and students. Moreover, appropriate teacher talk also promotes meaningful learning (Skinner, 2019).

Teacher talk reflects the instructional style of the teacher. A teacher who is very active in providing information and directions may create a teacher-centered environment, while a teacher who incorporates questions, praise, and builds on students' ideas can create a more communicative and interactive learning environment. This supportive communication style directly contributes to managing students' feelings, helping them feel motivated, valued, and comfortable to participate. Thus, studying teacher talk provides data on classroom discourse, teacher-student interaction, and the efficiency of the teaching process in second language acquisition, with a focus on its affective dimension. Effective teacher talk facilitates interaction by stimulating questions, providing feedback, explaining concepts, and creating a positive and emotionally safe learning environment for students. In fact, He (2022) further explains that when teachers show positive emotions through their words, students become more perceptive in thinking and more lively in remembering, making the class full of life, emphasizing how the positive emotions of the teacher manifested in teacher talk can enliven the classroom atmosphere and enhance students' comprehension.

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The Foreign Language Interaction (FLINT) system, utilized by Brown (2001), categorizes teacher talk into eleven categories based on their communicative functions. These are classified under two broad headings, indirect influence and direct influence. Indirect influences are utterances that elicit student participation and encourage a positive climate, while direct influences are instructional and corrective speech used to manage learning. The categories of indirect influence include: 1) deals with feelings, 2) praises or encourages, 3) jokes, 4) uses student's ideas, 5) repeat student's response, and 6) ask questions. The categories of direct influence include: 7) gives information, 8) correct without rejection, 9) gives directions, 10) criticize student's behavior, and 11) criticize student's response. Indirect influence is when teachers use their language in a subtle manner to impact students' confidence, motivation, and attitudes indirectly through encouragement, emotional support, or creating a positive classroom environment. While direct influence ensures immediate comprehension, indirect influence creates a motivating environment that encourages students to learn actively. According to Ellis (1991), in classroom interactions, teachers not only deliver content but also shape the language environment through various forms of speech such as explanations, questions, instructions, and feedback. Ellis's theory (1991) is used as a guiding theory that provides a conceptual foundation for understanding teacher talk and its various functions in classroom interaction.

Several previous studies discuss teacher talk at the secondary school level. One of the study is Handayani and Umam's study (2017) entitled "Teacher Talk Time in English Classroom." This study focuses on the significance of teacher talk in facilitating effective communication and learning in a second language classroom. The findings indicate that teacher talk time (TTT) plays a crucial role in the English language teaching (ELT) classroom, with students expressing a positive perception towards the teacher's talk, highlighting its importance in enhancing their learning experience. Furthermore, Alkhazraji (2018) also examines teacher talk in English grammar learning. The study attempts to explore the impact of Teacher Talk in English Grammar Acquisition through interaction procedures in the classroom. The findings highlight that teacher talk improves the learning of English Grammar. Students can easily learn grammar rules through the procedures of 'Speaking Turn Management' and 'Next Speaker Selection' in classroom conversation with their teacher. Another research by Jembaranita et al., (2024) "Teacher's Talk in English Classroom Using Foreign Language Interaction (FLINT) System". This research focuses on the interaction patterns between teachers and students in a foreign language learning environment. The findings reveal that the teacher predominantly used Bahasa Indonesia during English lessons, with the most frequent categories being giving information and asking questions, while the use of students' ideas was notably rare.

Although several previous studies have examined teacher talk in secondary school settings, most have focused on aspects such as the duration of teacher talk, modification strategies, or general interaction analysis. However, there is still limited research presenting a comprehensive picture of teacher talk using the FLINT system by Brown (2001), especially in the context of English teachers in junior high schools in Indonesia. In addition, there is little research specifically focusing on how the types and functions of teacher talk contribute to managing students' feelings in classroom interactions, which is crucial for creating a supportive learning environment. This research aims to fill that gap by identifying and classifying the types of teacher talk and enhancing the understanding of how these categories contribute to the effective management of students' feelings, thereby fostering the creation of a positive and communicative classroom environment at the junior high school level.

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This study aims to provide a comprehensive analysis of teacher talk by identifying its types during English classroom interactions at the junior high school level. Unlike previous studies that primarily focused on the significance of teacher talk in facilitating effective communication and learning in a second language classroom, the impact of teacher talk in English grammar acquisition, or the interaction patterns between teachers and students in a foreign language learning environment, this research emphasizes how teacher talk, categorized by the FLINT system, contributes to manage students' feelings during classroom interactions and supports effective communication in the EFL context in Indonesia. Therefore, the research question of this study is: how do the categories of teacher talk commonly used by English teachers in secondary schools contribute to manage students' feelings in classroom interaction?

RESEARCH METHODS

Qualitative method was suitable for this study as it allowed for an in-depth exploration of social phenomena, focusing on the meanings and experiences of participants (Creswell & Creswell, 2018). A qualitative method was utilized, allowing for the observation and interpretation of natural classroom interactions. This design aimed to fulfill the research objectives, which were to identify the most commonly used types of teacher talk and to examine how these types contributed to managing students' feelings during classroom interactions. In addition, this study applied classroom discourse analysis to examine how teacher talk functioned during classroom interactions. Walsh (2006) pinpoints that classroom discourse analysis focused on the language used by teachers and students, and how that language shaped learning opportunities.

The subject of this research was a male English teacher of secondary school in Jombang. The teacher was chosen because he met the inclusion criteria, notably having more than ten years of experience teaching English. This extensive experience indicated that the teacher had mature insights and rich teaching practices, which were expected to demonstrate a variety of relevant verbal communication strategies throughout the learning process. In addition to having extensive teaching experience, the teacher also frequently participated in more than ten training sessions and workshops related to English language teaching and professional development. The teacher's active involvement in these trainings showed a strong commitment to improving teaching quality, as well as a tendency to apply the latest and most effective classroom communication strategies. These qualifications made the teacher an ideal subject for this study.

Data were collected through documentation in the form of classroom video recordings. These recordings captured all verbal interactions between the teacher and students during the teaching and learning process, including explanations, instructions, teacher feedback, and student responses. Participant observation was also conducted using an observation checklist. The researcher was physically present in the classroom as a passive observer (observer as participant), without directly engaging in instruction or learning interactions. This checklist helped to record the types of teacher talk and students' emotional responses that were observed.

The data analysis framework used in this study is the model proposed by Miles et al., (2014), which includes the stages of data condensation, data display, and drawing conclusion. This framework guides the researchers in systematically processing the transcriptions of classroom interactions, starting from identifying the types of teacher talk to analyze how these utterances contribute to manage students' feelings. In this study, the researchers used specific codes for each type of teacher talk, such as DF (deals with feelings), PE (praises or encourages), J (jokes), AQ (asks questions), and GD (gives directions). In addition, the researchers interpret the data by linking the results to the theories used, notably teacher talk of the FLINT system of Brown's theory (2001).

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RESULTS AND DISCUSSION

1. Types of Teacher Talk that Commonly Used by Teacher

a. Praise or encourage

The praise or encourage type includes the teacher's statements that provide praise or encouragement to students. These statements are usually used to appreciate students' efforts, boost their confidence, and create a positive learning atmosphere. This type can be seen in the following dialogue.

Teacher : "Anyone can explain? Ada yang bisa membantu?"
(Anyone can explain? Can someone help?)

Students : "Because flood is bencana alam yang dangerous."
(Because flood is a natural disaster that is dangerous).

Teacher **: *"Ok good students. In this picture, ada rumah, ada apa lagi?"***
(Ok good students. In this picture, there is a house, what else is there?)

Students : "Trash, sampah. Tree, pohon."
(Trash, trash. Tree, tree). (PE1)

This dialogue takes place in a classroom during an English lesson. The teacher is discussing the topic of natural disasters using images as a learning medium. Students are invited to explain and mention the objects in the images alternately in English. This activity shows active interaction between the teacher and the students in understanding vocabulary and visual context. In the given dialogue, the teacher responded to a student's answer by saying, *"Ok good students. In this picture, ada rumah, ada apa lagi?"* which is classified as Praise or Encourage (PE) in the FLINT system. The phrase *"Ok good students"* is a form of verbal appreciation that acknowledges the students' contribution before transitioning to the next question. This type of encouragement motivates students to stay engaged and feel confident about their responses. By combining praise with follow-up prompts, the teacher maintains a positive classroom atmosphere while encouraging active participation.

Another praise or encourage type can also be found in the next dialogue.

Teacher : "Cause the floods. Dapat menyebabkan banjir. Bisa nggak kira-kira?"
(Cause the floods. It can cause floods. Can you estimate?)

Students : "Bisa."
(Can).

Teacher **:** "Bahasa inggrisnya bagaimana?"
(What is the English for that?)

Students : "Can."

Teacher **: *"Bagus, lebih lengkap lagi.*** Yes, it is can. Ya, itu bisa. Do you understand?"

Students : "Yes, sir." (PE2)

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This dialogue occurred when the teacher discussed the causes of flooding and related it to the students' ability to translate sentences into English. When the students answered correctly, the teacher praised them by saying, 'Good, even more complete,' as a form of positive reinforcement to motivate the students to be more confident in expressing their answers. In this dialogue, after the student provides a brief answer *'Can'* to the teacher's question, the teacher responds with *'Bagus, lebih lengkap lagi.' Yes, it is can.'* The word *'Good'* serves as a direct praise that validates the student's answer and boosts their confidence. The addition of the phrase 'more complete' then becomes a gentle encouragement for the student to expand their response, indicating that the teacher is not only looking for the correct answer but also encouraging deeper understanding and more comprehensive expression.

b. Asks questions

The ask questions type includes questions posed by the teacher to students to stimulate responses, check understanding, or direct students' attention to the learning material. The ask questions type can be found bellow.

Teacher : "No littering is Jangan mengotori. Ok students, look at the picture. Lihat gambar yang saya tunjukkan pada kalian. Now look at these. Wow."
(No littering is Jangan mengotori. Ok students, look at the picture. Look at the picture I showed you. Now look at these. Wow.)

Students : "Wow"

Teacher **: "What is the picture? What is the picture? Gambar apa ini?"**
(What is the picture? What is the picture? What is this picture?)

Student **:** "Banjir."
(Flood)

Student : "Flood." (AQ1)

This dialogue occurs when the teacher shows a picture to the students to start a discussion about the lesson material. The teacher poses the question 'What is the picture? What is this picture?' to elicit student responses and connect the visuals with the vocabulary being studied. This question is part of the type asks question because it is used to encourage students to identify and mention information based on the displayed image. In this dialogue, after directing the students' attention to a picture, the teacher repeatedly asks the question *"What is the picture? What is the picture? Gambar apa ini?"* This repeated questioning serves to fully capture the students' attention and actively encourages them to identify the object being shown. This approach demonstrates the teacher's effort to ensure visual understanding and promote direct participation from the entire class.

Another praise or encourage type used by teacher can also be found in the following dialogue.

Teacher **: "So, what do you think? Menurut kalian anak-anak, where is the trash disappear? Menghilang kemana?"**
(So, what do you think? Students, what do you think, where is the trash disappear? Disappear to?)

Students : "Ke laut."
(Into the sea)

Teacher **:** "Ya, bagus. Dalam bahasa inggris?"
(Yes, good. In English?)

Student **:** "Ocean."

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This dialogue occurs when the teacher prompts students' opinions about where the trash goes after it is thrown away. The question 'Where does the trash disappear?' is an example of a type of asks questions because it is used to stimulate students' critical thinking and encourage them to answer based on their understanding of the context of the image or the material being discussed. In this dialogue, the teacher poses the question, "*So, what do you think? Menurut kalian anak-anak, where is the trash disappear? Menghilang kemana?"* This question serves to stimulate students' critical thinking and encourages them to speculate about the fate of waste. By combining an opinion question *"what do you think?"* with a factual question about location and repeating it in two languages, the teacher effectively facilitates student participation and ensures understanding of the question.

From the expressions that indicate the type asking questions, it is evident that teachers extensively utilize questions for various purposes in learning. These questions range from encouraging observation and identification "What is the picture?", triggering critical thinking and reasoning "So, what do you think?". The use of repetitive and bilingual questions also demonstrates the teacher's effort to ensure understanding and encourage active participation from all students, creating a highly interactive and student-centered classroom atmosphere.

c. Gives directions

The gives directions type includes instructions given by the teacher to the students about what they should do, both in class activities and learning tasks. These instructions aim to guide students to stay focused and follow the learning path. This type can be found in the following dialogue.

Teacher	: "Good answer. Dari Ocean. O-c-e-a-n. Who can spell on the white board? **Ferdi please write down on the white board."** **(**Good answer. From Ocean. O-c-e-a-n. Who can spell on the white board? Ferdi please write down on the white board**)**
Students	: "O-c-e-a-n. Yes, that's true or false?"
Teacher	**:** "Benar, true." (True, true). (GD1)

The teacher gave direct instructions to one of the students (Ferdi) to write the word 'ocean' on the whiteboard. The sentence 'Ferdi please write down on the white board' is a form of teacher talk that falls under the type of giving directions, as it aims to guide the student's actions in the learning activity. In this dialogue, after the student identifies the word 'Ocean' and the teacher confirms its spelling, the teacher then specifically instructs, *'Ferdi please write down on the white board.'* This instruction serves as a clear direct command to a student to take a specific action, namely writing on the board. The teacher effectively uses this instruction to continue the class activity and engage the student individually in the learning process.

Another gives directions type used by teacher can also be found bellow.

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Teacher : "Ok. Sekarang di bagian A anak-anak, ada berbagai macam aktivitas seperti pada sunday afternoon. Pada minggu sore. Jadi disini ada gambar nomer satu, dua, tiga, empat, lima, dan enam. Dari gambar itu, mana yang kamu sukai?"
(Okay. Now in section A, students, there are various activities like on Sunday afternoon. On Sunday afternoon. So here are pictures number one, two, three, four, five, and six. Which one do you like best?)

Students : "Gambar nomer 1 pak. Gambar nomer 4 pak."
(Picture number 1, sir. Picture number 4, sir.)

Teacher **: "Ok, dari gambar yang kamu sukai, urutkan dari yang paling favorit."**
(Ok, from the pictures you like, rank them from most to least favorite).
(GD2)

The teacher gives directions to the students to choose images of their favorite activities from section A and to arrange them according to their preferences. The statement 'sort from the most favorite' is a form of teacher talk type gives directions, as the teacher instructs the students to perform a specific task as part of the learning activity. In this dialogue, after the students identify their favorite images, the teacher gives the instruction, *"Ok, dari gambar yang kamu sukai, urutkan dari yang paling favorit."* This direction serves to guide students in the next, more complex task, which is to organize their choices based on preferences. The teacher effectively uses this command to direct students in activities that require personal thinking and decision-making.

From the list of utterances included in the Gives Directions type, it can be concluded that the teacher consistently uses clear and direct instructions to guide classroom activities and manage student behavior. These instructions serve to direct students' focus on specific materials (e.g., images or textbook), initiate new tasks and activities, and ensure smooth transitions between segments of learning. The use of explicit commands allows the teacher to effectively organize classroom dynamics and facilitate active student participation at every stage of the learning process.

d. Deals with feelings

The deals with feelings type involves teacher expressions that respond to or accommodate students' feelings, such as fear, confusion, or embarrassment. This type of speech helps create an emotionally supportive and inclusive learning environment. The deals with feelings type can be found in the following dialogue.

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Teacher : "Ayo, jangan bicara sendiri. Look at the picture. Number one. Look at the picture number 4.2. What happen in each picture? Apa yang terjadi pada gambar itu?"
(Come on, don't talk to yourself. Look at the picture. Number one. Look at the picture number 4.2. What happen in each picture? What happened to the picture?).

Students : "Terjadi bencana banjir."
(There was a flood disaster).

Teacher **:** "Ya betul, in English please."
(Yes, that's right, in English please).

Students **:** "Hmmm (Shy to speak)."

Teacher **: "Ya, tidak apa-apa. Banjir bahasa inggrisnya apa?"**
(Yes, it's okay. What is flood in English?).

Students **:** "Flood."

Teacher **:** "Ok, good." (DF1)

She student appears shy and hesitant to respond in English. The teacher responds with the phrase 'Yes, it's okay,' as a form of empathy and emotional support. This statement falls into the type that deals with feelings because the teacher tries to alleviate the student's embarrassment or fear, creating a more supportive learning environment and encouraging participation without pressure. In this dialogue, after the students show doubt or shyness to speak, the teacher responds with the sentence *"Ya, tidak apa-apa."* This statement directly serves to acknowledge and accept the students' feelings, providing reassurance and reducing pressure. By normalizing the feeling of shyness, the teacher creates a safe and supportive environment, then gently redirects the students back to the question "*Banjir bahasa inggrisnya apa?"* without forcing them, facilitating their participation.

The following is another dialogue that contains the deals with feelings type.

Teacher : "Ok, dari gambar yang kamu sukai, urutkan dari yang paling favorit. Misalnya saya paling suka aktivitas pada gambar nomer empat. Kamu harus menjawab because my hobby is swimming at the swimming pool, saya suka berenang di kolam renang."
(Okay, from the pictures you like, rank them from most to least favorite. For example, I like the activity in picture number four the most. You should answer because my hobby is swimming at the swimming pool, I like swimming in the pool.)

Students : "Saya tidak bisa bahasa inggrisnya pak. (In a slightly resigned tone)"
(I can't speak English sir)

Teacher : "**Pasti bisa kalau menggunakan kamus yang kamu bawa.** Boleh menggunakan bahasa indonesia terlebih dahulu, kemudian baru menulis bahasa inggrisnya."
(You definitely can if you use the dictionary you brought with you. You can use Indonesian first, then write the English) (DF1)

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A student shows a sense of despair because they feel unable to use English. The teacher responds by providing support through the statement 'You can definitely do it if you use the dictionary you brought,' which demonstrates empathy and encouragement. This statement falls into the type that deals with feelings because the teacher is trying to rebuild the student's confidence and reduce frustration by offering a calming and realistic solution. In this dialogue, when a student expresses a sense of surrender by saying *"Saya tidak bisa bahasa inggrisnya pak."* ' the teacher responds with *"Pasti bisa kalau menggunakan kamus yang kamu bawa."* This statement serves to directly address the student's feelings of despair, providing encouragement and a concrete solution. By reassuring the student that they have a supportive tool (the dictionary), the teacher effectively alleviates feelings of ineptitude and instills confidence, encouraging them to overcome the difficulties they are experiencing.

e. Jokes

Teacher uses jokes in the teaching and learning process to capture the students' attention and foster more positive interactions. A dialogue containing a teacher's joke can be seen below.

Teacher	: "Yang lain, apa arti communication?" (Other students, what does communication mean?)
Students	: "Komunikasi." (Communication)
Teacher	**:** "Bagus, komunikasi. Kemudian for the second, yang kedua. I want you to bring dictionary. Jadi kamu harus bawa apa?" (Good, communication. Then for the second, the second. I want you to bring dictionary. So what should you bring?)
Students	: "Makanan." (Food)
Teacher	: "**Makanan? Apa benar kamu harus bawa makanan**? Apa artinya dictionary?" (Food? Is it true that you have to bring food? What does dictionary mean?)
Students	**:** "Kamus." (Dictionary)
Teacher	**:** "Ya, harus bawa kamus." (Yes, you must bring a dictionary)

The teacher inserts humor when a student answers 'food' instead of 'dictionary' as the meaning of 'dictionary.' The teacher responds by joking, 'Food? Are you sure you need to bring food?' before correcting with the right answer. This light-hearted joke is a type of humor because it makes the classroom atmosphere more relaxed and enjoyable, while also positively maintaining student engagement without embarrassing them. In this dialogue, when a student incorrectly answers *"Makanan"* for the meaning of "dictionary," the teacher responds with, *"Makanan? Apa benar kamu harus bawa makanan?"* This remark serves as humor that arises from the misunderstanding. The teacher does not directly correct the student but instead repeats the student's answer with a questioning tone that indicates surprise, thus creating a funny moment that invites laughter. This joke effectively lightens the atmosphere while subtly guiding the student towards the correct answer.

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From the list of teacher utterances categorized as "jokes," it can be concluded that humor is used as a strategy to create a light and interactive classroom atmosphere. Teachers not only deliver material but also try to build rapport with students through jokes and unexpected questions. With questions like *"Apakah money?"* or responses like *"Makanan? Apa benar kamu harus bawa makanan?"*, teachers effectively lighten the mood, capture students' attention, and turn potential mistakes into enjoyable moments, showing that humor can be a powerful tool to enhance engagement and learning comfort.

Based on the analysis of teacher utterances using the FLINT system, it was found that the most frequently used category of teacher talk was asks questions (56 utterances), followed by praise or encourage (34 utterances), gives directions (14 utterances), deals with feelings (5 utterances) and jokes (2 utterances). The type asks questions is the most frequently occurring because teachers actively encourage student participation and maintain their engagement during the learning process. Questions are also used as a tool to check understanding and guide discussions. Meanwhile, types such as deals with feelings and jokes rarely appear because the main focus of teachers is more on delivering the material and classroom control, so expressions oriented towards emotional or humorous aspects are not often used in daily classroom interactions.

In terms of communicative function, the teacher's talk can be categorized into two types: direct influence and indirect influence. Direct influence refers to utterances that serve instructional or controlling purposes, such as Asks Questions (56) and Gives Directions (14). These types were used frequently to lead the classroom, elicit responses, and manage learning tasks. On the other hand, indirect influence includes utterances that support students emotionally or socially, such as Praises or Encourages (34), Deals with Feelings (5), and Jokes (2). Although indirect categories appeared less frequently overall, the considerable number of praise utterances indicates that the teacher actively acknowledged students' efforts and provided emotional reinforcement. This shows that while the primary focus remained on instructional goals, emotional support through teacher talk was also a significant part of classroom interaction.

2. Teacher's Talks that Contribute to Manage Students' Feelings

After examining the types of teacher talk most commonly used during classroom interaction, this section focuses on identifying specific teacher utterances that contribute to managing students' emotional states. The analysis highlights how certain categories particularly those involving praise, encouragement, humor, and empathy play an important role in supporting students' confidence, reducing anxiety, and fostering a positive classroom environment.

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a. Praise or encourage

Teacher : "Saya mau tanya, what happened in the picture? Who can?"
(I want to ask, what happened in the picture? Who can?)

Students : "Banjir, pak." (The students made a loud noise, and one student came back to the classroom after being in the bathroom.)
(Flood, Sir)

Teacher **:** "Apa yang terjadi?"
(What happened?)

Students : "Flood."

Teacher **: "Ya, flood. Eko is very smart."** (While clapping hands and followed by the students' applause)
(Yes, flood. Eko is very smart) (PE3)

This dialogue takes place when the teacher asks the students about the content of the picture, and a bit of chaos occurs in the class because one of the students just returned from the bathroom. In this dialogue, the teacher praises by saying, "Eko is very smart," while clapping, which is then followed by all the students. This statement falls into the type of praise or encouragement and serves as a form of emotional support that reinforces the students' self-confidence. By providing recognition openly, the teacher creates a positive classroom atmosphere and makes students feel appreciated, which directly impacts their emotional management and learning motivation.

b. Deal with Feeling

Teacher : "Ayo, yang sebelah sini (while pointing to the student on his left). What kind?"

(Come on, over here. What kind?)

Students : "Sampah plastik Pak."
(Plastic waste sir)

Teacher : "Yes, plastic, bottle, and then?" (There are students who are talking to themselves, then the teacher asks questions related to the topic being discussed to regain their focus.)

Students : "Tidak bisa pakai bahasa inggris Pak."
(Can't speak English sir)

Teacher : **"Its ok, boleh pakai bahasa indonesia."**
(Its ok, you can use Indonesian)

Students : "Sampah plastik Pak."
(Plastic waste sir)

A student found it difficult to answer in English and expressed his inability, then the teacher responded by allowing the use of Indonesian. The teacher's statement "It's ok, you can use Indonesian" shows a type of deal with feelings that directly functions to manage the students' emotions. This response reflects the teacher's empathy towards the students' anxiety or insecurity when facing language limitations. By providing flexibility, the teacher alleviates the emotional pressure on the students and encourages active participation without fear or shame. This strategy supports the creation of a more inclusive and emotionally comfortable learning environment.

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c. Gives directions

Teacher : "Silahkan dikerjakan, I give you twenty minutes untuk mengerjakan soal itu. Apakah ada yang ditanyakan?" (Please do it, I give you 20 minutes to do the task. Do you have any questions?)

Students : "Pak, apakah harus ditulis semua? Ini terlalu banyak pak, apakah boleh hanya satu saja?" (Sir, do they all have to be written down? This is too much, sir, can you just give one?) (The student asked in a tone of wanting to give up.)

Teacher : "Kamu pasti bisa, tidak harus dikerjakan semua. **Pilih minimal tiga aktivitas yang paling kamu senangi dalam gambar tersebut, kemudian tulis di buku tulis masing masing, bahasa indonesia dan bahasa inggrisnya.**" (You definitely can, but you don't have to do them all. Choose at least three of the activities you enjoy most in the picture, then write them down in your notebooks, in both Indonesian and English)

A student complained that the assigned tasks felt too overwhelming and showed signs of wanting to give up, so the teacher provided more flexible guidance to help the student complete the tasks more easily. The teacher's statement "Choose at least three activities that you like the most..." is a form of the type gives directions that not only provides instructions but also functions as a strategy for emotional management. In this context, the direction is designed to empathetically and solution-orientedly respond to students' feelings of overwhelm. The teacher sets more reasonable and manageable limits for the students, so they continue to feel capable and motivated to complete the task. This shows that gives directions can also have an emotional function, especially when the given directions consider the students' psychological conditions.

d. Jokes

Teacher : "Ok. Listen carefully. Dengarkan baik-baik. Ok students, before I start the English lesson. **Saya akan memberikan kamu apa? Apakah Money?"**
(Ok. Listen carefully. Listen carefully. Ok students, before I start the English lesson. What will I give you? Is it money?)

Students : "Money."

Teacher **:** "Wow money. I want money sir." (With enthusiasm)

Before starting the lesson, the teacher lightens the mood by making a light joke about giving 'money' to the students, which is immediately met with enthusiasm from the students. The teacher's statement "What will I give you? Is it Money?" is an example of a type of joke in teacher talk that also serves as an emotional management strategy. In this situation, light-hearted humor is used to motivate and capture students' attention before the lesson begins. The students' enthusiastic responses indicate that the teacher's humor successfully creates a more enjoyable and familiar classroom atmosphere. This is important in reducing tension, enhancing comfort, and building positive emotional relationships between teachers and students.

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The analysis of teacher utterances revealed that several types of teacher talk contributed significantly to managing students' emotional states during classroom interaction. Utterances such as "Good job!", "You are very smart," or "Don't worry, you can try again" were not only instructional but also emotionally supportive. These utterances mostly fell under the categories of Praises or Encourages, Deals with Feelings, and Jokes. Each of these served different emotional functions: praise helped increase students' confidence and motivation, empathetic responses reduced anxiety and created a sense of safety, while humor helped relax the atmosphere and maintain student engagement. Although these utterances were not the most frequent compared to question-asking or giving directions, they played a crucial role in shaping a more joyful and emotionally supportive classroom environment.

Furthermore, these emotionally responsive utterances show that teacher talk can help manage students' feelings in addition to guiding instruction. Through small but meaningful interactions, such as encouraging remarks, light jokes, or showing understanding when students hesitate, the teacher actively shaped the emotional tone of the classroom. This shows that teacher talk is not only a linguistic tool but also a powerful medium for building student-teacher rapport and fostering emotional well-being. The presence of these utterances demonstrates the teacher's sensitivity toward the emotional needs of students, which ultimately supports both their engagement and learning.

The results show that several categories, especially praises or encourages (37 utterances), deals with feelings (5 utterances), and jokes (2 utterances), play important emotional functions. Although asks questions (56 utterances) and gives directions (16 utterances) are the most frequently used, teacher talk that conveys empathy, encouragement, and humor significantly contributes to building a supportive and motivating learning environment. These results confirm that teacher talk involving praise, emotional reassurance, and humor plays a vital role in creating a classroom climate that supports students emotionally as well as academically. This aligns with Brown (2001), who argues that teachers' verbal interaction not only delivers instructional content but also promotes students' emotional well-being through effective and supportive communication. These results also reflect broader patterns found in previous research, showing that teacher talk serves both instructional and affective purposes in EFL classroom settings. Similar results were also reported by Handayani and Umam (2017), who emphasized that teacher talk time plays a crucial role in shaping students' understanding and classroom atmosphere. Likewise, He (2022) highlighted that teacher talk functions emotionally by reducing students' anxiety and fostering motivation, which strongly supports the results of this study. In this regard, teacher talk not only served that instructional purpose but also shaped the emotional climate of the classroom. This aligns with Brown (2001), who argues that teacher talk can help manage students' feelings by expressing praise, providing comfort, or using humor. The teacher's utterances demonstrate both the instructional and affective dimensions of teacher talk in action.

The results of this study are in line with several previous studies that emphasize the importance of teacher talk in shaping both classroom interaction and student engagement. Handayani and Umam (2017) added that teacher talk time plays a crucial role in improving student understanding and classroom communication, aligning with the present study's finding that teacher talk does not only guide learning but also influences the emotional atmosphere. Similarly, Jembaranita et al., (2024), using the FLINT system, found that questioning and giving information were dominant types in teacher talk, just as Asks Questions was the most frequent in this study. However, while Sarah's research noted the lack of student idea usage as an indicator of teacher-centered interaction, the present study found moments where the teacher used praise and humor to build a more relaxed and student-friendly environment.

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The consistency of emotionally supportive talk across both observed classes indicates that the teacher intentionally used language not only to manage learning but also to shape a positive emotional environment. Despite differences in student responses or dynamics between classes, the teacher maintained a tone that was both encouraging and empathetic. Laughter, applause, and relaxed participation observed during the lessons reflected how teacher talk directly influenced the students' comfort and emotional engagement. In other words, teacher talk in an EFL classroom goes beyond delivering instructions or asking questions, it also serves as a tool for managing students' emotions. Categories such as praise, emotional reassurance, and humor contribute meaningfully to the classroom atmosphere. When used effectively, teacher talk not only supports language acquisition but also fosters motivation, confidence, and emotional well-being in students, as pin pointed by Ellis (1991) and Brown (2001).

Furthermore, the results of this study demonstrate that teacher talk also plays an important role in managing students' emotional states during classroom interaction. Categories such as praises or encourages, deals with feelings, gives directions, and jokes were found to significantly contribute to emotional regulation. Emotionally responsive teachers talk such as giving flexible directions and using humor, seen in utterances like "Choose at least three activities…" or "What will I give you? Is it money?" fosters a more relaxed and engaging classroom atmosphere. These strategies show that teacher talk is not limited to guiding academic tasks but can also be intentionally crafted to address students' feelings of stress, shyness, or disengagement. Therefore, managing students' emotions through carefully chosen words and tones becomes an essential part of effective classroom communication. This highlights the dual role of teacher talks in both academic instruction and emotional support, aligning with He's view (2022) on the emotional function of teacher discourse in language learning contexts. Teacher education programs may consider emphasizing the dual role of teacher talk, as both instructional and emotional support during pre-service training.

CONCLUSIONS AND SUGGESTIONS

This study examines the categories of teacher talk most commonly used during English classroom interaction in secondary school and explores how those categories contribute to managing students' feelings. Based on the results, the teacher most frequently uses asks questions, praises or encourages, and gives directions. among these, praises or encourages, deals with feelings, gives directions (when the teacher adjusts tasks to reduce pressure), and jokes contribute meaningfully to students' emotional management. These types of teacher talk reduce anxiety, build confidence, re-engage hesitant learners, and foster a more joyful and supportive classroom climate. The most commonly used teacher talk is characterized by frequent questioning to guide learning, regular praise to motivate, and clear directions to organize classroom tasks. Overall, teacher talk functions not only as a tool for delivering content but also as a powerful, ongoing medium for emotional support and student engagement in the English learning process. English teachers should be more aware of the affective impact of their talk in classroom interaction. Integrating supportive and encouraging language, even in small amounts, can enhance classroom interaction and students' emotional well-being. This study only focuses on verbal communication and recruits a male teacher. For future researchers, it is recommended to expand the study by involving different teaching contexts, larger populations, or focusing on nonverbal communication. Additionally, future studies may explore teacher talk from the perspective of gender differences, as male and female teachers might vary in how they express praise, manage feelings, or use humor during classroom interaction.

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