

ANALISIS BICARA GURU DAN BICARA PEMBELAJAR DALAM INTERAKSI KELAS SMA NEGERI I PAKEL

The Analysis of Teacher Talk And Learner Talk In The Classroom Interaction of SMA Negeri I Pakel

Novaldi Nur Leo Yahya*

*Universitas Bhineka PGRI
Tulungagung Jawa Timur,
Indonesia

*email: novaldi529@gmail.com

Abstrak

Novaldi Nur Leo Yahya. 2023. Judul penelitian ini adalah “Analisis pembicaraan guru dan pembicaraan siswa dalam interaksi kelas. Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bhineka Tulungagung Pembimbing Ibu Yulia Nugrahini, M.Pd. Rancangan penelitian ini adalah metode kualitatif, sumber data dari metode ini adalah seorang guru bahasa Inggris yang mengajar siswa kelas 10 SMA Negeri I Pakel, Teknik pengumpulan data untuk penelitian ini adalah dengan melakukan observasi kelas dan memberikan angket. Tujuan dari penelitian ini adalah 1 untuk mengetahui jenis-jenis pembicaraan guru yang terjadi di kelas, Hasil penelitian menunjukkan bahwa terjadi interaksi antara guru dan peserta didik yang benar-benar interaktif, guru menggunakan tuturan untuk menyampaikan materi kepada siswa dan siswa memberikan umpan balik kepada guru.

Kata Kunci:

Ruang kelas
Interaksi
Komunikasi guru dan murid

Keywords:

classroom
interaction
communication theacher and
learner

Abstract

Novaldi Nur Leo Yahya. 2023. The title of this research is “Analysis teacher talk and student talk in class interaction. A Thesis of Department of English Education, Faculty of Teacher Training and Education Tulungagung Bhineka University Advisor Mrs. Yulia Nugrahini, M.Pd. The design of this study is a qualitative method, the data source is from this method is an English teacher who teaches grade 10 students of SMA Negeri I Pakel, The data collection technique for this research is to conduct class observations and give a questionnaire. The aims of this study were 1 to find out the types of teacher talk happened in class, The results of the study indicate that there is an interaction between the teacher and learners are truly interactive, teachers use speech to convey material to students and students provide feedback to the teacher.

PENDAHULUAN

Classroom interaction is an imperative thing in learning, indeed exceptionally critical for the educating and learning prepare. by and large awful interaction between instructor and learners will trigger disappointment in learning English. Most of the intuitive in classroom are centered on the entire classroom (Wray, 2001). Brown (2007) never characterized interaction as a collaborative trade of contemplations, sentiments, or thoughts between one or more people to have a complementary impact on one another.

The conveyance of fabric to understudies is much affected by how proficient a instructor is in passing on

data. For the most part, instructors utilize verbal and non-verbal communication in connection with understudies. Verbal communication is communication in talked or composed shape, whereas non-verbal communication is communication that for the most part employments body dialect such as hand developments, facial expressions, head shakes, and so on.

In numerous cases understudies get less data, one of the reasons is the way the fabric is conveyed is less curiously. according to (Mulyasa, 2011:78) variations in learning may be a alter within the handle of movement that points to extend understudy learning inspiration, and decrease boredom. Teaching style can be deciphered as the teacher's activities in

setting instructing and learning prepare that points to overcome understudy boredom, so within the learning handle understudies continuously appear determination, eagerness and dynamic cooperation. (J.J. Hasibuan and Moedjiono, 1995:65).

Other than that, the need of information received by understudies can too be caused by diminished understudy intrigued in learning or need of inspiration. so because of this problem the researcher intends to examine the interaction of teachers and students in the classroom, which aims to find out the extent to which students respond to teachers and the way teachers provide information to students. Concurring to Mc. Donald (Sardiman, 2009:73) inspiration could be a alter in vitality in a individual stamped by the appearance of "feeling" and gone before by a reaction to the presence of a reason. From understanding put forward by Mc. Donald contains three imperative components.

- 1) That motivation initiates a change in energy every human individual.
- 2) Motivation is marked by the emergence, feeling of "felling", one's affection.
- 3) Motivation will be stimulated because of a goal.

METODOLOGI

This chapter describes the methodology used in this study. This includes multiple methods such as research design, research procedures, research environment and themes, research tools, data collection methods, and data analysis methods.

The researchers used qualitative research in this study. According to Moleong (2017):

- 6) Qualitative research aims to gain a holistic understanding of behaviors, perceptions, motivations, behaviors, and other phenomena about what the research subject is experiencing through verbal and verbal explanations. It is research that has been done."

A research method is a step or method used to study an object. According to Gay (2012:

- 7) Descriptive methods are the collection, analysis and interpretation of comprehensive narrative and visual non-numerical data in order to gain greater insight into a particular phenomenon. They are based on different beliefs and designed for different purposes than quantitative research methods. A descriptive qualitative method was used for this study. You can describe the exact situation based on facts and describe the types of teacher and learner conversations that occur in classroom interactions.

HASIL DAN PEMBAHASAN

Within the discourse area, the analyst showed the reply of the primary investigate question about the sorts of instructor conversation happen within the classroom interaction, the moment investigate address were the sorts of learner conversation happen within the classroom interaction and final researchquestion were how the interaction between instructor and learner within the classroom. The graphic of interaction connected each single types of conversation both of instructor and learner. The design of classroom interaction has been displayed on the information result within the past portion of this chaptergaris vertikal.

KESIMPULAN

Related to the comes about of the discoveries and discourse of inquire about at SMAN 1 Pakel, it can be concluded that course interaction happens amid the educating and learning prepare in common went well. The educator employments a few ways of communication. the educator employments instructor conversation strategies such as addressing, giving bearings and criticizing and understudies, a few moreover utilize understudy discourse such as

understudy discourse reactions, reaction of learner start and in some cases hush. Interaction on lesson in common went well, meaning both instructors and understudies agreeable to construct intuitively conditions within the classroom interaction. Analysts moreover found a few comes about that a few of those comes about spoken to in this proposal.

REFERENSI

Allwright, D & Bailey. (1991) " Focus on The Language Classroom: An Introduction to Classroom Research for Language Teacher". New york. Cambridge University Press (hal.19)

Brown, H. D. (2007). Teaching by Principle: An Interactive Approach to Language Pedagogy. Second Edition. New York: Addison Wesley Longman, Inc. (hal.1)

Brown, H.D. (2007). Teaching by Principle- An Interactive Approach to Language Pedagogy (3rd edition). London. Longman, Pearson Education Ltd. (hal.1)

51 Brown, H.D. (2000). "Principle of Language and Teaching". New York. Longman (hal.8)

Ellis, R. (2008). The Study of the Second language acquisition. London : Oxford University Press. (hal.2)

Flandres, N.A (1989). "Teacher Influence, Pupil attitudes and achievement". US. Minneapolis: University of Minnesota (hal.18)

Gay L.R. 2012 "Research Education" United States of America.Pearson Education. (hal.26,27,28)

Gharbavi A & Ravani,H. (2014). "Is Teacher Talk Pernicious To Students? A Discourse Analysis Of Teacher Talk". (hal.6)

Harmer, Jeremy. 2012. The Practice Of English Language Teaching. PearsonLongman ELT. (hal.15,16)

Krashen. (2014). Theory of Second Language Acquisition Researcher and Professor. Posted 15 th February by diane. (hal.12)

Mercer, N. & Dawes, L. (2008). The value of exploratory talk. In N, Mercer, & S. Hodgkinson (Eds), Exploring Talk in School. London : Sage (hal.46)

Murtiningrum, S. (2009). Classroom Interaction in English Teaching. Unpublished Thesis. Yogyakarta. Sanata Dharma university. (hal.42)

Nunan, D. (2002). Language Teaching Methodology: A Text book for teacher. Englewood Cliffs, NJ: Prentice Hall Inc. (hal.2)

Nunan, D. "Bringing about change in language education". Hongkong. The University of Hongkong (hal.1)

Nunung, S. (2015). "Classroom Interaction Strategies Employed by English Teacher at Lower Secondary Schools. Malang. University Negeri Malang. Vol. 26. No. 2. (hal.7)

Nurhasanah. (2013) "The Analysis of Teacher Talk and Learner Talk in the Classroom Interaction". (hal.7,47)

Pinter, A. (2006). Teaching Young Language Learner. Oxford : Oxford University Press.

Pratama, D.W. (2015). Teacher And Learners' Talk in the Classroom Interaction At Tenth Grade of Sma Jawahirul Hikmah Tulungagung in Academi Year 2014/2015. States Islamia Institute (IAIN) of Tulungagung.

Setiawati, L. (2012). "A Descriptive Study On The Teacher Talk At EYL Classroom". Indonesian Journal of Applied Linguistics, Vol 1 No.21 (hal.6)

Richard, J.C. & Nunan, D (1990). "Second Language Learning". New York : Cambridge University Press. (hal.11)

Wray David. "Classroom Interaction In Social Learning, from theory to practice". London. Taylor and Francis e-library (hal.1)

Wang & Lin. (2008). The Teacher's Capability to promote students" participation is what will make or break mobile. (hal.10)

Xiauo, Y. (2006). School of Foreign Languages and Literature. Chongqing Normal University. University & Yangtze Normal University. (hal.10)