

ABSTRAK

DONNI SEPTIANTO.Pernyataan Analisis Kritis Terhadap Pengalaman Belajar yang Direncanakan dalam Silabus Bahasa Inggris Sekolah Dasar.Skripsi.Jurusan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Jakarta.2012.

Penelitian ini bertujuan untuk mengungkapkan pengalaman belajar yang direncanakan pada kegiatan belajar dan mengajar bahasa Inggris di sekolah dasar. Penelitian ini adalah sebuah analisis deskriptif yang menggunakan *Systemic Functional Linguistic* (SFL) dalam menganalisis teks. Teks yang akan dianalisis ialah pernyataan pada kegiatan pembelajaran (disebut sebagai klaus selanjutnya) yang terwakilkan pada silabus sebagai bagian sebuah program perencanaan pembelajaran bahasa Inggris untuk kelas IV, V dan VI pada dua sekolah dasar di Jakarta Timur. Fokus penelitian ini adalah komponen *experiential* sebagai bagian komponen fungsional dalam sistem semantik sebuah teks. Hasil analisis mengungkapkan bahwa siswa direncanakan untuk lebih banyak terlibat dalam pembelajaran yang berkaitan dengan pengalaman konkret dengan bahasa Inggris lisan seperti mengulangi ucapan-ucapan, bertanya dan menjawab pertanyaan, dll. Selain itu, mereka akan dilibatkan belajar dengan bahasa Inggris tulisan seperti menulis, mengatur ulang, menyalin, dll. Siswa akan terlibat dalam proses berpikir dengan bahasa Inggris seperti mengidentifikasi, pemahaman, dll. Berdasarkan hasil penelitian, dapat disimpulkan bahwa kegiatan belajar pada silabus telah mengutarakan pengalaman belajar yang diperlukan dalam mencapai kompetensi dasar. Namun dari segi kualitas, sebagian besar dari klaus tidak menggunakan kata kerja utama yang bervariasi, yang dapat diartikan bahwa pembelajaran bersifat monoton. Selain itu, bahan pembelajaran sebagai partisipan yang tertulis dalam *goal*, *verbiage*, dan *phenomenon* pada proses tidak dinyatakan dengan jelas. Hal itu menyebabkan ketidakjelasan akan kegiatan yang seharusnya dilakukan oleh siswa.

Kata kunci: Silabus, pengalaman belajar yang direncanakan, *systemic functional linguistic*, pembelajaran Bahasa Inggris di sekolah dasar.

ABSTRACT

DONNI SEPTIANTO. *Critical Analysis Statements of the Planned Learning Experiences of the English Syllabus for Primary School.* A Skripsi. English Department. Faculty of Languages and Arts. State University of Jakarta 2012.

The purpose of this study was to reveal the planned learning experiences as represented in the learning activities of teaching and learning English for primary school. It is a descriptive analytic study which employs the application of Systemic Functional Grammar to the analysis of texts. The texts to be analyzed were statements of the learning activities (which were then termed as clauses) represented in the syllabus as the English program plans for grade IV, V and VI at two primary schools in East Jakarta. The focus of the analysis was the experiential component as one of the functional components of the semantic system of the texts. The result revealed that students are likely to be mostly engaged in the concrete experiences with spoken English such as repeating utterances, asking and answering questions, etc. Second, they would be also engaged in concrete experiences with written English such as writing, rearranging, copying, etc. Last, the students would be engaged in the thinking process with English such as identifying, understanding, etc. Based on the result, it can be concluded that the learning activities articulated the experiences needed to achieve the basic competences. However, in terms of quality, most of the clauses do not use varied main verbs, meaning that the learning activities tend to be monotonous. In addition, the learning materials as the goal, verbiage, and phenomenon of the processes are not clearly stated. These have led the uncleanness of the activities supposed to be done by the students

Key words: Syllabus, Planned learning experiences, Systemic Functional Linguistic, English for Primary school

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