

## ABSTRACT

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This research was aimed at identifying the teacher's language functioned as scaffolding primary students in English learning. The teacher's language has various functions, one of the functions of teacher's language is to guide the students so that they can speak in English. This research focused on the teacher and students utterances that arose during the learning process. The utterances were recorded and transcribed, then analyzed using the Initiation-Response-Follow-up (IRF) to calculate the frequency of teacher and students' turn. Furthermore, the teacher's language analyzed by using interpersonal moves to find the utterances functioned as scaffolding students. The results showed that from 5 transcripts classroom interactions there were 1,708 teacher's utterances, only 483 utterances identified to scaffold students during the English learning. The scaffolding consists of command, questions, and follow-up. From the used of teacher's scaffolding, the command mostly used (205 utterances) which were scaffold to say words or sentences (182 utterances) and scaffold the students to speak in English (23 utterances). Followed by the question (94 utterances) which were scaffold in meaning of words (33 utterances), scaffold in signaling (26 utterances), and checking understanding (35 utterances). Then to follow-up (184 utterances) by repeating students' said (43 utterances), and correcting students' answer (141 utterances): These results showed that the learning English in primary school students still limited to the teachers' command to say words or sentences.

*Keywords: English, Teacher's Language, Scaffolding, Student Engagement, Discourse Analysis.*