

**TEACHER’S TALK TO STIMULATE PRIMARY SCHOOL  
STUDENT’S ENGAGEMENT IN ENGLISH LEARNING**



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## ABSTRAK

DAHNIARNY MAULINA BAHAR. 2013. Bahasa Guru untuk Merangsang Keterlibatan Siswa Sekolah Dasar dalam Pembelajaran Bahasa Inggris. Skripsi. Jakarta: Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian ini bertujuan untuk menganalisa bahasa guru yang digunakan untuk melibatkan siswa sekolah dasar dalam belajar Bahasa Inggris. Keterlibatan siswa dalam kegiatan belajar mengajar dapat menjadi indikator dari kesuksesan pembelajaran terutama aspek pemahaman materi. Untuk jenjang sekolah dasar, bahasa guru sangat berpengaruh terhadap pencapaian perkembangan belajar siswa. Oleh karena itu, maksud dari ujaran guru menjadi penting untuk diteliti. Ujaran guru dan siswa di rekam dan ditranskripsikan, selanjutnya dikaji dengan menggunakan kajian '*Initiation-Response-Follow up*' (IRF) dan *interpersonal moves* dari Halliday untuk mengidentifikasi siapa yang berinisiatif memulai dalam interaksi kelas dan apakah fungsi dari ujaran tersebut sehingga dapat diketahui ujaran yang manakah yang dapat melibatkan siswa secara *cognitive*, *emotional* atau *behavioral*. Hasil perhitungan menunjukkan bahwa guru lebih mendominasi dalam interaksi kelas. Dari 3 transkrip interaksi terdapat 1259 ujaran guru yang terjadi, 612 ujaran digunakan untuk menginisiasi interaksi dengan siswa dan 409 ujaran digunakan sebagai *follow up* untuk membantu siswa mengerti ujaran guru, menjawab pertanyaan, mengklarifikasi dan memberi penguatan. Ujaran guru tersebut juga digunakan untuk melibatkan siswa secara *cognitive*, *emotional* dan *behavioral*. Dengan hasil tersebut dapat disimpulkan bahwa pembelajaran bahasa pada siswa sekolah dasar yang diteliti masih tergantung pada inisiatif guru.

Kata Kunci: Siswa Sekolah Dasar, Bahasa Guru, Keterlibatan Siswa, *Initiation-Response-Follow up*, *cognitive*, *emotional*, *behavioral*.

## ABSTRACT

DAHNIARNY MAULINA BAHAR. 2013. Teacher's Talk to Stimulate Primary School Students's Engagement in English Learning. A Thesis. Jakarta: English Language and Literature Department. Faculty of Language and Art.State University of Jakarta.

This research was aimed to identify the teacher's talk used to stimulate engagement primary school students's in English learning. The student's engagement in teaching and learning process could be an indicator of the succesfull teaching especially in the comprehension of material. In primary school, teacher's talk was affect the student's development. This statement was a primary reason why the function of teacher's talk become important to be analysed. The utterances between teacher and students have been recorded and transcribed, then it had been analysed used Initiation – Response – Follow up (IRF) and interpersonal moves by Halliday to identify who initiated the interaction and what the function of teacher's talk were so at the end it would be captured which teacher's talk that stimulate student's engagement cognitively, emotionally or behaviorally. The result showed that teacher was dominated in the interaction. From the three of transcript, there were 1259 utterances; 612 utterances used for initiated the interaction with the students and 409 utterances used for follow up to help students understanding the teacher's talk, answering the question, clarifying and giving a reinforcement. Those teacher's talk also used for engaging student cognitively, emotionally and behaviorally. From those result, it can be concluded that the teaching and learning process in the primary school students which have been observed depends on the initiation from teacher.

Key words : Primary school students, teacher's talk, student's engagement, Initiation-Response-Follow up.

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If the other friends tribute this last paragraph to her boyfriend, I will not do that. That's so yesterday.

Jakarta, December 2013

D.M.B





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