

ABSTRACT

Delfina. Verbal Interaction in Small Class Size of English Classroom. A Thesis. English Applied Linguistics Study Program. Post Graduate School. State University of Medan. 2016.

This study deals with the verbal interaction practiced in small class size of English classroom of SMA CT foundation Medan in the perspective of conversation analysis. The objectives of the study are to found out the patterns of interaction between two teachers who teach 20 students in a similar class and created reasons why the participants practice the way they do. This research was conducted in descriptive qualitative design. The transcription data were collected in one classroom at SMA CT Foundation, an elementary school classroom in Deli Serdang regency which has adopted a small classroom size for five years through observation, recording and in depth interview. The transcription data of participants' utterances were analyzed in Nasaji and Wells' theoretical framework (2001). There was also interviews with two teachers and four students both male and female. The findings of the study showed that that there are four types of exchange structure practiced by the participants. They are IRF, IRE, IRFRFRF, and IRFRFRE. From fourteen categories of teacher talk three categories were not practiced by the teachers. They are rejection in evaluation move, and confirmation and reformation in follow up move. The categories frequently used by the teachers in teaching small class of CT foundation were introduction and information delivery in preparatory initiation move, information gathering, known answer questions, demanding, authentic questions in initiation move, acknowledgement, in evaluation move, and four types of follow up move such as solicitation, clarification, extension, and association. The verbal interaction between the teachers and students was dominated by the use of questions namely known questions and solicitations to initiate the students' talk and responded by information back and counter inquiry talk categories. The reason for the teacher practiced frequently known questions and solicitations to initiate the students' talk is the target of teaching English and their belief and perception toward their learning process, while students' verbal interaction is affected by their closeness with their teachers and school regulations.



ABSTRAK

Delfina. Verbal Interaction in Small Class Size of English Classroom. A Thesis. Program Studi Linguistik Terapan Bahasa Inggris, Pasca Sarjana Universitas Negeri Medan 2016.

Penelitian ini berkaitan dengan interaksi bahasa verbal secara rutin terjadi di kelas dengan jumlah siswa sedikit ketika pembelajaran Bahasa Inggris di SMA CT Foundation Medan dengan pendekatan analisa percakapan. Tujuan penelitian ini adalah untuk menemukan bentuk interaksi diantara dua orang guru yang mengajar 20 orang siswa di kelas yang sama dan menentukan alasan yang mendasari kecendrungan praktik penggunaan bahasa verba yang terjadi. Penelitian menggunakan metode kualitatif deskriptif. Data transkrip percakapan didapat dari satu kelas di SMA CT Foundation, sebuah sekolah yang telah menerapkan kelas kecil selama lima tahun terakhir, melalui observasi, perekaman dan interview langsung. Data transkripsi dari ujaran kemudian dianalisa dengan teori Nasaji dan Wells (2000). Kemudian interview dilakukan terhadap kedua orang guru dan 4 orang siswa laki-laki dan perempuan. Hasilnya menunjukkan bahwa terdapat empat variasi struktur percakapan yang digunakan. Empat variasi tersebut meliputi IRF, IRE, IRFRFRF, and IRFRFRE. Dari empat belas kategori ujaran guru tiga katagori tidak muncul. Tiga katagori tersebut adalah *rejection* pada *evaluation move*, dan *confirmation* dan *reformation* pada *follow up move*. Katagori yang sering digunakan oleh guru di kelas tersebut adalah *introduction* dan *information delivery* pada *preparatory initiation move*, *information gathering*, *known answer questions*, *demanding*, *authentic questions* pada *initiation move*, *acknowledgement*, pada *evaluation move*, and *four types of follow up move such as solicitation, clarification, extension, and association*. Interaksi bahasa verbal yang terjadi antara guru dan siswa didominasi oleh *known questions and solicitations* untuk memancing partisipasi interaksi bahasa siswa dan dijawab dengan jenis *information back* dan *counter inquiry*. Yang mendasari kecendrungan guru menggunakan katagori tersebut adalah target pembelajaran Bahasa Inggris dan keyakinan dan persepsi guru terhadap pembelajaran, bahwa dengan interaksi seperti itu mereka yakin siswa akan menjadi aktif dan target pembelajaran tercapai, sementara interaksi verbal yang digunakan siswa dikarenakan kedekatan hubungan anantara guru dan siswa dan tuntutan peraturan sekolah.