

Evaluasi teacher talk di dalam sebuah kelas bahasa inggris sebagai bahasa asing untuk anak-anak: studi kasus di sebuah tempat kursus bahasa inggris di Depok = Evaluation of teacher talk in a young learner efl classroom: a case study in an english course centre in Depok /  
Pribadi Hadhi

Pribadi Hadhi, author

Deskripsi Lengkap: <https://lib.ui.ac.id/detail?id=20423648&lokasi=lokal>

---

Abstrak

**ABSTRAK**

Penelitian ini bertujuan untuk mengungkapkan apakah penggunaan teacher talk di kelas bahasa Inggris untuk anak-anak sudah sesuai dengan prinsip-prinsip teacher talk untuk pemelajar anak-anak, yaitu teacher talk, teacher questions, dan teacher feedback. Penelitian ini merupakan penelitian studi kasus dengan ancangan kualitatif. Data dalam penelitian ini diperoleh melalui observasi kelas. Hasil penelitian menunjukkan bahwa penggunaan teacher talk dapat dilihat dari dua aspek yaitu jenis mode dan interactional feature. Jenis mode dan interactional feature yang sesuai dengan prinsip-prinsip teacher talk untuk pemelajar anak-anak yaitu the materials mode, the skills and systems mode, the classroom context mode, referential question, extended learner turn dan corrective feedback. Sedangkan jenis mode dan interactional feature yang tidak sesuai dengan prinsip-prinsip teacher talk untuk pemelajar anak-anak yaitu the managerial mode, display question dan extended teacher turn. Dengan demikian, dapat disimpulkan bahwa penggunaan teacher talk di kelas bahasa Inggris untuk anak-anak tidak sepenuhnya sesuai dengan prinsip-prinsip teacher talk untuk pemelajar anak-anak. Oleh karena itu, pengajar sebaiknya memperhatikan penggunaan teacher talk yang disesuaikan dengan prinsip-prinsip teacher talk untuk pemelajar anak-anak demi mencapai tujuan pembelajaran.

**ABSTRACT**

The focus of this study is the appropriateness of teacher talk used in a young learner English as a Foreign Language (EFL) classroom in accordance with the principles of teacher talk for young learners, namely: teacher talk, teacher questions, and teacher feedback. This design of this study is a case study that applies qualitative approach. The instrument used to collect the data is classroom observations. The results of this study show that teacher talk is seen through two aspects: mode and interactional feature. Some modes and interactional features are appropriate with the principles of teacher talk for young learners, namely the materials mode, the skills and systems mode, the classroom context mode, referential question, extended learner turn and corrective feedback. However, the other modes and interactional features are not appropriate with the principles of teacher talk for young learners. They are the managerial mode, display question and extended teacher turn. In sum, teacher talk used in a young learner EFL classroom is not fully appropriate with the principles of teacher talk for young learners. The teacher in a young learner EFL classroom, then, should take into account about her use of teacher talk to achieve the institutional goals.