Interaksi kelas berdasarkan pertanyaan pengajar dalam Bahasa Jepang Dasar menggunakan ancangan self evaluation of teacher talk (SETT) = Class interaction based on teacher s questions in Basic Level Japanese Class using self evaluation of teacher talk SETT framework

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Abstrak

[Penelitian ini membahas interaksi kelas berdasarkan pertanyaan pengajar dalam kelas tata bahasa Jepang dasar menggunakan ancangan Self Evaluation of Teacher Talk (SETT). Pertanyaan yang diajukan oleh pengajar adalah bagian dari tuturan pengajar di dalam kelas yang memicu interaksi. Pada penelitian ini pertanyaan mengacu pada hasil penelitian Long dan Sato (1983) mengenai tipe pertanyaan berdasarkan tujuan (display question dan referential question) dan tipe pertanyaan berdasarkan fungsi (negosiasi makna). Sementara itu, untuk mengetahui interaksi yang terbangun dari pertanyaan yang diajukan oleh pengajar digunakan ancangan SETT yang dapat mengetahui lebih dalam akan modus kelas (Walsh, 2006). Data diperoleh dengan melakukan observasi kelas melalui perekaman dan pencatatan. Kemudian dilakukan transkripsi untuk mengetahui lebih dalam kualitas pertanyaan dan fitur-fitur interaksi lain yang terbangun. Hasil penelitian menunjukkan bahwa pengajar bertanya dengan pertanyaan display questions, referential questions, dan melakukan negosiasi makna kepada pemelajar. Pengajar sering kali melakukan pengecekan pemahaman yang merupakan bagian dari negosiasi makna, namun tidak tertera dalam ancangan SETT. Adapun hasil penelitian tentang modus kelas adalah pengajar berada pada empat modus kelas, yaitu modus kelas manajerial, modus kelas material, modus kelas keterampilan dan sistem, dan modus konteks kelas ......This research discusses class inter modus konteks kelasaction based on teacher?s questions in basiclevel Japanese class using Self Evaluation of Teacher Talk (SETT) framework. The questions are parts of teacher?s talk in the class triggering the interaction. In this research, the questions refer to Long and Sato?s research findings (1983) about kinds of the questions based on purposes (display question and referential question) and based on functions (negotiation of meaning). Meanwhile, to analyze the interaction built up by the teacher?s questions is used SETT framework (Walsh, 2006). The data were gained by classroom observation through recording and taking notes. Then, transcription was done in order to know more deeply about the quality of the questions and other interaction features. The result of this research shows that the teacher uses display questions, referential questions, and does negotiation of meaning. In addition, the teacher often does comprehension checks which are parts of negotiation of meaning, but those are not stated on the SETT framework. However, the teacher is in four classroom modes: managerial mode, materials mode, skills and systems mode, and classroom context mode;This research discusses class inter modus konteks kelasaction based on teacher's questions in basiclevel Japanese class using Self Evaluation of Teacher Talk (SETT) framework. The questions are parts of teacher's talk in the class triggering the interaction. In this research, the questions refer to Long and Sato's research findings (1983) about kinds of the questions based on purposes (display question and referential question) and based on functions (negotiation of meaning). Meanwhile, to analyze the interaction built up by the teacher's questions is used SETT framework (Walsh, 2006). The data were gained by classroom observation through recording and taking notes. Then, transcription was done in order to know more deeply about the quality of the questions

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