A STUDY OF MEANING NEGOTIATION IN CLASS WITH DIRECT METHOD AND TPR METHOD

A THESIS

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07.80.0032

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FACULTY OF LETTERS
SOEGIJAPRANATA CATHOLIC UNIVERSITY
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ABSTRACT

This research talks about meaning negotiation achieved in a classroom at Semarang International School in Semarang, Indonesia. The subjects are three to four year old students at the school, and one teacher. In this research the writer studies how the initiation-response feedback (IRF) pattern occurs in that classroom and later, how it represents student talking time (STT) and teacher talking time (TTT). Lastly, the writer sees how the meaning negotiation is achieved between the teachers and students by using the direct method and total physical response (TPR). The writer uses observation and recordings in collecting the data. After that, the writer analyzes the interactions that happen in the classroom. Furthermore, the writer breaks down the IRF pattern then finds out how the meaning negotiation is achieved through direct method and TPR. The results show various patterns of IRF and different percentages of STT and TTT. However, this diversity of STT and TTT is not preventing the achievement of meaning negotiation in the classroom.

Keywords: *IRF, direct method, total physical response, STT-TTT, meaning negotiation.*

ABSTRAK

Penelitian ini membicarakan mengenai kesepakatan arti yang dicapai di dalam sebuah kelas di Semarang International School *di Semarang, Indonesia. Subyek penelitian ini adalah murid-murid umur tiga sampai empat tahun di sekolah tersebut dan juga satu orang guru. Di dalam penelitian ini, penulis mempelajari bagaimana pola* ini tiation-response feeback *(IRF) muncul di dalam kelas, dan kemudian melihat bagaimana IRF ini mewakili* student talking time *(STT) dan* teacher talking time *(TTT). Terakhir, penulis melihat bagaimana kesepakatan arti dicapai antara guru dan murid dengan menggunakan metode langsung dan respon total fisik (TPR) Penulis menggunakan cara pengamatan dan perekaman dalam mengumpulkan data. Setelah itu, penulis menganalisa interaksi-interaksi yang terjadi di dalam kelas. Selanjutnya, penulis menjabarkan pola IRF dan mencari tahu bagaimana kesepakatan arti dicapai dengan metode langsung dan TPR. Hasilnya, menunjukkan beragam pola IRF dan prosentase berbeda pada STT dan TTT. Namun, perbedaan dari STT dan TTT ini tidak menghalangi pencapaian kesepakatan arti di dalam kelas.*

Kata kunci: *IRF, metode langsung, respon fisik total, STT-TTT, kesepakatan arti.*