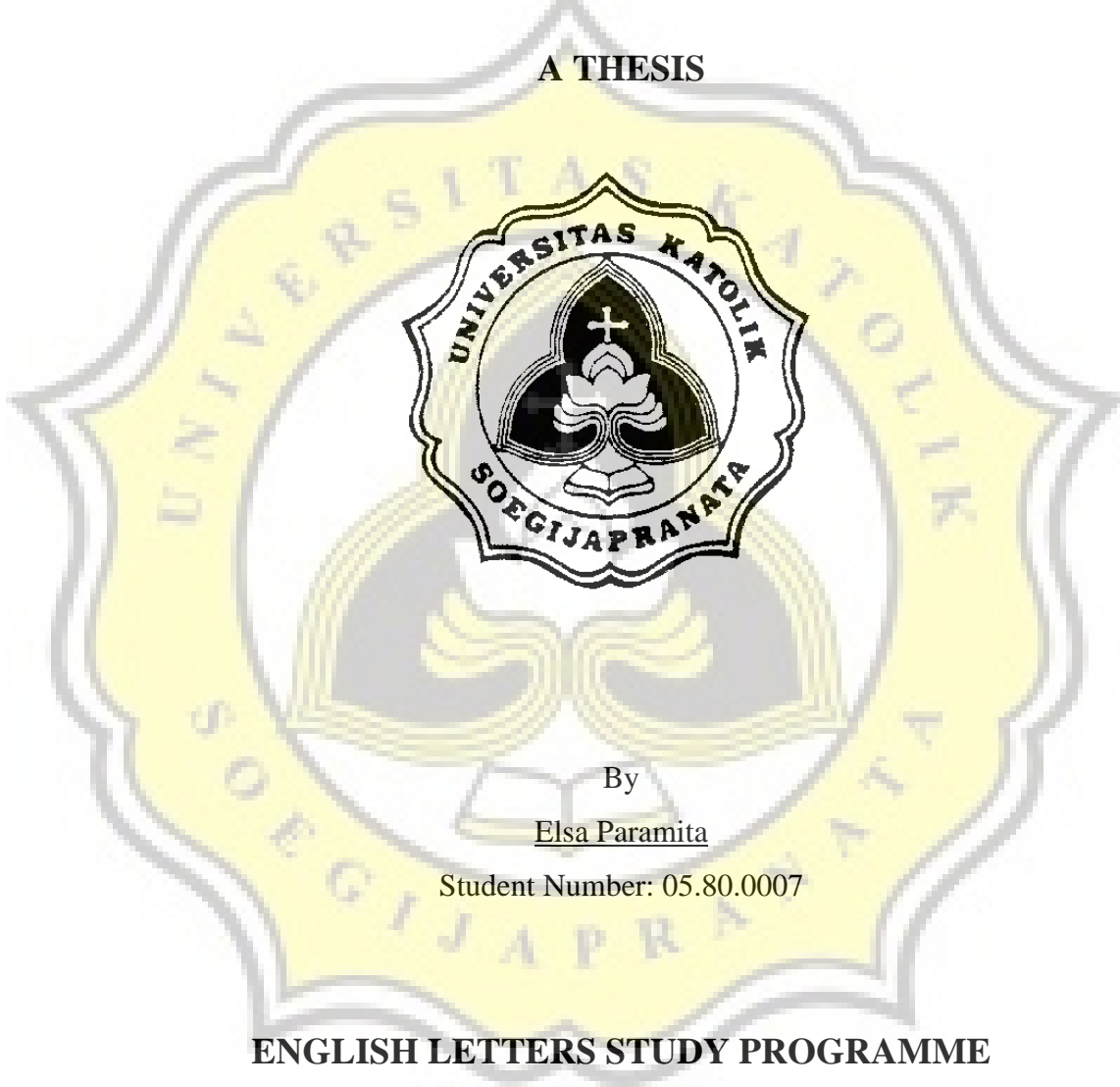


**DIFFERENT ACTIVITY FRAMES AND TEACHERS' OTHER
INITIATIONS AS SCAFFOLDING IN THE PROCESS OF
MEANING NEGOTIATION IN THE CLASSROOM INTERACTION
AT THE IMMERSION CLASSES OF THERESIANA
ELEMENTARY SCHOOL**

A THESIS



By

Elsa Paramita

Student Number: 05.80.0007

**ENGLISH LETTERS STUDY PROGRAMME
FACULTY OF LETTERS
SOEGIJAPRANATA CATHOLIC UNIVERSITY
SEMARANG**

2011

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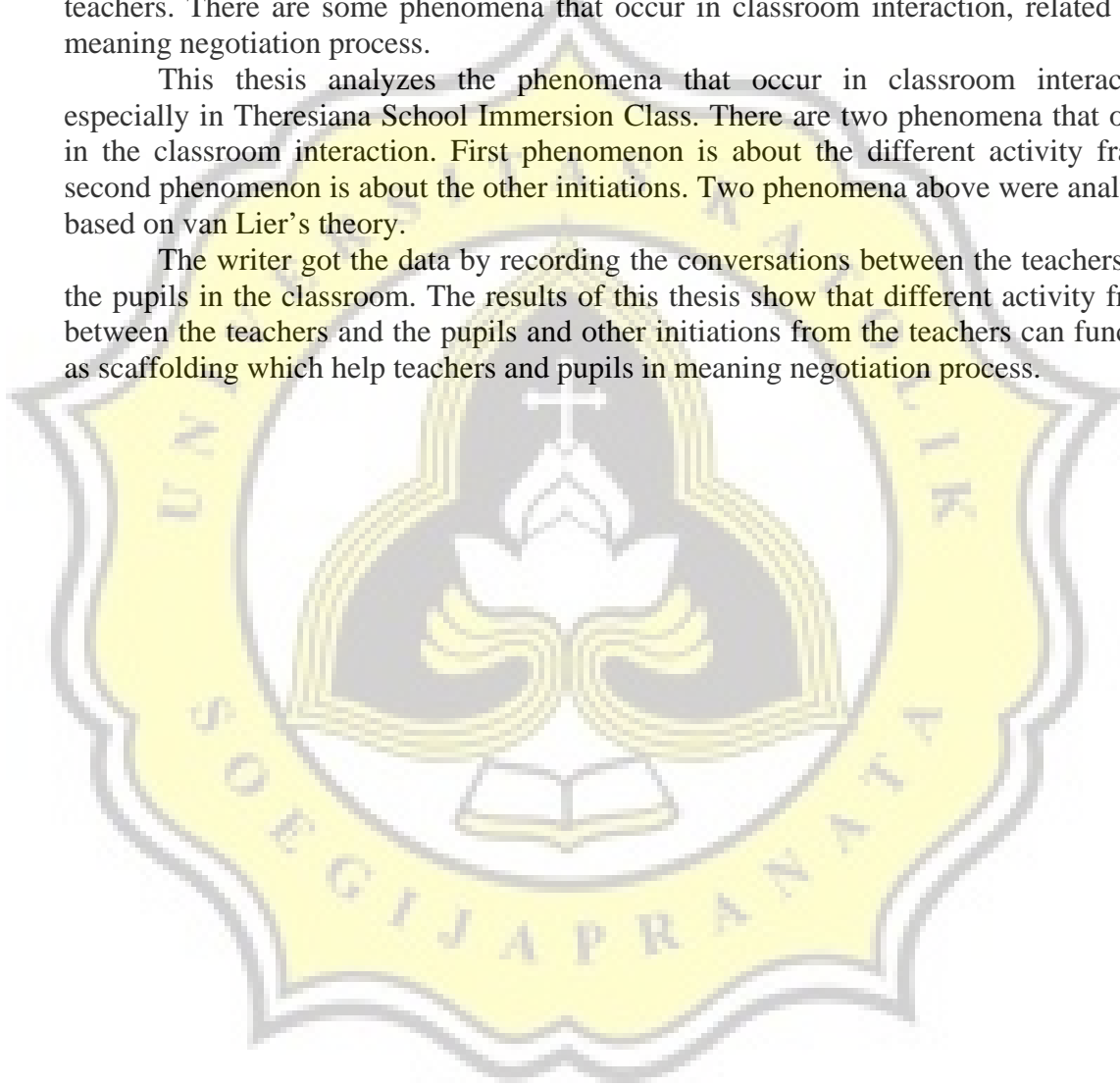
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ABSTRACT

Classroom interaction is important in the teaching learning process, because interaction is a bridge for the pupils to understand the lesson that is delivered by the teachers. There are some phenomena that occur in classroom interaction, related with meaning negotiation process.

This thesis analyzes the phenomena that occur in classroom interaction, especially in Theresiana School Immersion Class. There are two phenomena that occur in the classroom interaction. First phenomenon is about the different activity frame; second phenomenon is about the other initiations. Two phenomena above were analyzed based on van Lier's theory.

The writer got the data by recording the conversations between the teachers and the pupils in the classroom. The results of this thesis show that different activity frame between the teachers and the pupils and other initiations from the teachers can function as scaffolding which help teachers and pupils in meaning negotiation process.



ABSTRAK

Interaksi dalam ruang kelas adalah proses yang sangat penting dalam proses belajar mengajar, karena interaksi adalah sebuah jembatan bagi para murid untuk mengerti pelajaran yang disampaikan oleh para guru. Ada beberapa fenomena yang terjadi di dalam interaksi di ruang kelas, yang berhubungan dengan proses negosiasi arti.

Skripsi ini menganalisa fenomena yang terjadi di interaksi dalam ruang kelas, khususnya di Sekolah Theresiana Kelas Imersi. Terdapat dua fenomena yang terjadi di dalam interaksi di ruang kelas. Fenomena pertama adalah perbedaan bingkai aktivitas; fenomena kedua adalah adanya inisiatif lain. Dua fenomena di atas dianalisa berdasarkan teori dari van Lier.

Penulis memperoleh data dengan merekam percakapan- percakapan antara para guru dan para murid di ruang kelas. Hasil dari skripsi ini menunjukkan bahwa perbedaan bingkai aktivitas antara para guru dan para murid dan adanya inisiatif lain dari para guru dapat berfungsi sebagai scaffolding yang membantu para guru dan para murid dalam proses negosiasi arti.

