Indonesian Language Learning at MI Najil Ummah, What Form of Spoken Discourse Formed?

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Abstract

This study aims to describe the structure of spoken discourse used by teachers and students of Grade 4 MI Najil Ummah Kenep in the learning process in class. The research was carried out at MI Najil Ummah with a total of 9 students as research objects. This study uses a qualitative method that is descriptive. Data is obtained through oral discourse that is used by teachers and students during the learning process in class. The results in this study are (1) learning uses polylogic discourse more often, namely communication is carried out by more than two people with students being more active in learning guided by the teacher in class, (2) sentences in spoken discourse that are used tend to be less structured but can be understood properly. well, (3) learning uses descriptive discourse, namely the teacher can explain the material in detail and according to the students' daily situations.

Introduction

Learning activities that take place at school are a communication process that involves teachers and students. This process aims to change students' behavior towards independence. In making this change, teachers have two roles, namely as teachers and educators. Zamzani (2002) states that as teachers, teachers are obliged to provide knowledge and skills to students so that students become intelligent and skilled humans. As educators, teachers not only provide knowledge but also provide moral values and good character to students as preparations for future life.

The definition of learning itself according to Gagne and Brings is a system that aims to assist the student learning process, which contains a series of events that are designed, arranged in such a way as to influence and support the internal learning process of students (Gagne and Briggs, 1979). Meanwhile, according to Thorndike in (Djiwandono, 2008), self-learning is a process of "stamping in" (remembering), forming a relationship between stimulus and response. Furthermore, Thorndike believes that learning is the formation of a relationship or connection between stimulus and problem solving which can be done by trial and error. An important factor that influences learning is the statement of an event. Another opinion about learning was expressed by Watson in (Djiwandono, 2008), that learning is a process of reflex conditioning (response) through changing one stimulus to another, in the end there is a change in behavior in the child.

In the learning process there is always interaction between the teacher and students, of course this interaction uses oral discourse. The teacher's ability to use oral discourse is very much needed in the classroom to guide children in learning. Kridalaksana (2008) defines discourse as the most complete language unit in the grammatical hierarchy, which is the highest or largest grammatical unit, whereas according to Alwi (2003) discourse is a series of related sentences that connect one proposition to another in a unified meaning. Deese (in Tarigan, 2009) defines discourse as a set of prepositions that are interconnected to produce a sense of coherence or cohesion for the listener or reader. From the definition of discourse above, it can be concluded that discourse is a series of interrelated sentences that have a meaning or message.

Tarigan (2009) himself states that there are eight important elements contained in discourse, namely (1) language units, (2) most complete and largest/highest, (3) above sentences/clauses, (4) orderly/neat/sense of coherence, (7) spoken and written, (8) real beginning and end. According to Maingueneau (1998) there are eight important characteristics of discourse, namely (1) une organization au-delà de la phrase 'organization over sentences', (2) orienté 'directed', (3) une forme d'action 'form of action', (4) interactive 'interactive', (5) contextualisé 'contextual', (6) pris en charge par un sujet 'supported by the subject', (7) régi par des normes 'governed by norms', (8) pris dans un interdiscours 'parts in interdiscourse'.

Brown and Yule (1996) differentiate discourse based on two criteria. The first is based on language function. Based on this function, discourse is divided into two categories, namely transactional discourse and interactional discourse. Transactional discourse is discourse that is used to express content or information aimed at listeners, while interactional discourse is used to create social relationships and personal relationships, such as discourse found in dialogue and polylogue. In this case, it emphasizes learning interactions in the classroom between students and teachers, teachers and students or between students and students. This is as the name suggests, interactional discourse emphasizes the function of language as a tool of interaction.

Basically, discourse analysis wants to analyze or interpret the message intended by the speaker or writer by reconstructing the text as a product of speech or writing so that it is known that all the context that supports the discourse when the discourse is in the process of being produced, including the speaker or writer, will be presented again (reconstructed) and used as a tool for interpret. This can use the principles of locality and analogy. Several differences in the characteristics of oral and written discourse are described as follows. (1) Sentences in spoken language tend to be less structured when compared to written discourse. Oral discourse tends to contain incomplete sentences, often only consisting of sequences of words that form phrases. On the other hand, written discourse tends to be complete and long.

The use of language in written discourse can be revised first by the writer before it is delivered. (2) Language in spoken discourse rarely uses relationship marking devices because it is supported by context. On the other hand, language in written discourse often uses marking devices to show a relationship between thoughts or ideas. (3) Language in spoken discourse tends not to use long noun phrases, whereas in written discourse it often does. (4) Sentences in spoken discourse use a topic-comment structure, while sentences in written discourse tend to have a subject-predicate structure. (5) In spoken discourse, the speaker can change certain structures to refine inappropriate expressions immediately or at that time, whereas in written discourse this cannot be done. (6) In oral discourse, especially in daily conversation, speakers tend to use general vocabulary. On the other hand, in written discourse, vocabulary and technical terms which have special meanings tend to be used. (7) In spoken discourse, the same syntactic form is often repeated and "filler" is often used, such as "I think", "I think", and "Isn't that so". Things like that are rarely used in written discourse, because they are not common (Rusminto, 2009).

Effective interaction is important for teachers and students so that the teaching and learning process runs smoothly. To achieve effective communication requires an understanding of various factors related to social distance and closeness to achieve a desired goal. Language skills can be mastered as optimally as possible by students if the teacher can demonstrate good speech acting skills in delivering lessons in class. The teacher's proficiency in speech acts plays a role in improving students' language skills by using Indonesian well and correctly, orally and in writing. The use of Indonesian in teaching and learning activities in the classroom is a communication reality that takes place in classroom interactions. In these interactions, the teacher always uses Indonesian to facilitate the process of conveying meaning. Teachers as people who have an important role in teaching and learning interactions always use speech as a medium to convey ideas to students. The use of speech by teachers as a medium for conveying ideas to students is not always loyal to one particular type of speech act.

The results of previous research conducted by Harti entitled "Discourse Analysis of Teacher and Student Interaction in Learning to Read Poetry for Class V of SD Negeri 2 Ngabeyan Karanganom Klaten Academic Year 2016/2017" show a regular pattern of exchange. The conversation in class leads to one goal of achieving learning objectives. In class

conversations, the role of the teacher is dominant, students speak whenever there is an opportunity given by the teacher. Meanwhile, other research conducted by Ani Mavisiul Hawa and Subyantoro with the title "Analysis of Oral Discourse in Learning in Elementary Schools" found that learning more often uses polylogue discourse, namely communication carried out by more than two people with students being more active in learning guided by the teacher in class. . The basis and also the novelty of this research is the exchange structure of spoken discourse itself so that researchers focus on studying the exchange structure rather than the language itself..

Initial observations in classroom learning at MI Najil Ummah Kenep contained interactions that occurred between teachers and students. This interaction is in accordance with the learning implementation plan, starting with the teacher opening the lesson with greetings and praying, there are several kinds of prayers, starting with Asmaul Husna, prayers and short letters, carrying out avirmations and also attendance, all of which are done verbally, then the teacher reviews a little of the previous lesson. , convey the learning objectives at that time, then enter the core of the learning, the teacher explains the material using the lecture method followed by providing interaction between the teacher and students by providing opportunities for discussion and questions and answers, then students do assignments according to the instructions of the teaching materials provided. In the closing part of the lesson, the teacher usually evaluates and reflects on the students and ends with closing greetings.

From this description, the researcher will conduct a study and research with the title " Learning Bahasa At Mi Najil Ummah, What Form Of Spoken Discourse Is Formed?" from the background above there is a problem formulation for this research, namely how the structure of oral discourse is used by teachers and students of Class 4 MI Najil Ummah Kenep in the learning process in class? From the objectives that have been explained, this research is important to carry out to describe the structure of oral discourse used by teachers and students of Class 4 MI Najil Ummah in the classroom learning process.

Method

Research Design

Research on Analysis of Oral Discourse in Learning at Madrasah Ibtidaiah uses descriptive qualitative research methods. This means that the researcher wants to explain the facts or situations that appear in the structure of oral discourse in the interactions between teachers and students of Class 4 MI Najil Ummah Kenep in the learning process in the classroom. Qualitative descriptive research itself is research that describes or depicts research objects based on visible facts or as they really are (Nawawi and Martini, 1996). Qualitative descriptive research attempts to describe all existing symptoms or conditions, namely the condition of the symptoms according to what they were at the time the research

was conducted (Mukhtar, 2013). The data taken is classified based on certain scientific criteria as a result of literature study (Djadjasudarma, 1993). The qualitative descriptive method is a method which in this case can answer the problem formulation in this research with the following steps: collecting data, analyzing and interpreting the structure of oral discourse used by teachers and students in class 4 of MI Najil Ummah.

Research Prosedure

The research data collection procedure was preceded by initial observations. Next, data collection uses listening, recording and note-taking techniques. The listening technique is carried out directly when learning begins to mark the emergence of the use of spoken discourse between the teacher and students. The listening technique uses the free-involved listening technique (SBLC), that is, the researcher is not involved in the event, so he does not participate in the process of the person who is speaking (Sudaryanto, 2001). In this way, the conversation that occurs is carried out as usual in class.

The data validity checking technique uses triangulation techniques. In this case, the triangulation used is source triangulation. Triangulation of methods and theories cannot be carried out because the researcher is not a participating researcher, the researcher is only an observer. Source triangulation was carried out by comparing recorded data and field notes during the observation process. If there are deficiencies in the recording results, they are supplemented with field notes made during data collection and vice versa. This can happen because during recording it is possible that unclear sounds can be heard on the recording device.

Data Analysis

In this study, the researcher used qualitative data analysis techniques, namely by directly analyzing the spoken discourse used in classroom learning through the process of (1) data reduction, namely the author selects and sorts the data to be analyzed in the form of words, sentences or expressions. from teachers and students, namely direct methods and indirect methods; (2) data display, namely the author displays data that has been selected and sorted; (3) verification, namely the author concludes the results of the analysis of oral discourse in learning in class 4 MI Najil Ummah Kenep.

Results and Discussion

The results and discussion in research regarding Spoken Discourse can be presented as follows:

A. Initial Part

At the beginning of the oral discourse structure used by teachers and class students is the opening section which contains greetings and abstractions or explanations. In this research on the structure of oral discourse, there is interaction between the teacher as speaker and the students as speakers, the greeting as an opening is followed by prayer and then the prayer itself is also unique because there are three segments, namely the prayer segment, asmaul husna, and memorizing short letters. Then the overall initial activities can be described as follows.

1. Mock questions by the teacher

In contrast to real questions, pretend questions are usually asked to find out information, explanations, reasons, and so on that are actually known to the speaker, namely the teacher, as in the following example: "Everyone answered well, right? I'm already feeling weak this morning, even though it's not yet noon, right? Come on, be enthusiastic," Pretend questions aim at morning affirmation, build atmosphere and build closeness to facilitate the learning process.

2. Real questions by the teacher

This question is used to build an atmosphere like the following example "how are the children?" and the student answers "good", a real question can be interpreted as really asking for information, explanation, reason, information that the teacher does not really know.

3. Request directly by the teacher

Direct requests are utterances that contain requests in the form of commands that require answers or actions from the speakers, namely students. for example, "Come on, the leader will lead the prayer first before learning starts!", then the class leader will lead the prayer. This direct request contains instructions for the students to do something like leading the prayer. Indeed, this direct request must be firm to provide assertive learning for children.

B. Core Part

In this core part, the oral discourse that appears is very varied, many exchanges and transactions occur. This exchange usually takes the form of an initiative in the form of an introduction by the teacher, usually also containing a question, an answer to a question, and feedback based on the answer in the form of a question.

The transaction begins with the teacher explaining something to the students, the teacher directs the students to focus on learning, and the teacher provokes the students to ask questions and provide responses regarding what has been discussed, along with several utterances or discourses that appear in this core activity.

1. Informative

Informative is an utterance in the form of a statement containing opinions, ideas, examples, reasons, and so on that the speaker shows to the speaker. Information here is carried out by the teacher to students before explaining the material, for example as follows "who at home often helps their parents? As a good child, you have to help your parents, like a wake-up song, what's the song? The purpose of this informative speech is to find out students' references about the material that will be discussed.

2. Expressive

Expressive is a personal statement that can contain comments, appreciation, or emotional expression. The students expressively answered the teacher's question "I want to do the morning prayer, ma'am" (I did the morning prayer this morning, ma'am), the teacher responded "Wow, that's really clever." This expressive speech is very important for giving appreciation to children, even though it is only in the form of words, but this appreciation is very important for motivating children.

3. Answer questions or responses

Answer questions or responses directed at him. Students answer questions given by the teacher, then the teacher answers, as well as some students who actively ask the teacher and the teacher gives answers to the students, the teacher is able to provide feedback to students (take action) this feedback is important to assess the effectiveness of student learning

4. Correction

Correction is an utterance intended to correct a student's answer. The teacher provides correction "Tifa's answer is good but not correct,..." Acceptance and appreciation by the teacher to students after the students can answer the question correctly by the teacher "the answer is correct, let's give the children applause!" This is important to motivate children to be brave in answering questions and also dare to express their opinions.

C. Final Part

The final part of the oral discourse is the closing part of the discourse. The end of the discourse is marked by the teacher giving the conclusion "Today we learned about what? We learn about clean living, children at home must maintain the cleanliness of the surrounding environment, don't throw rubbish carelessly, bathe diligently, brush their teeth and help their parents, women usually help sweep, clean windows, etc., men can also helping mother or father, helping in the fields, helping to find grass for the goats and cows to eat, ..." and the teacher closed the lesson with the closing greeting "wassalamu'alaikum warohmatullahi wa barakaatuh".

CONCLUSION

The oral discourse structure used by teachers and students of Class 4 SD MI Najil Ummah Kenep in the learning process in this class is divided into three parts, namely beginning, main and end: (1) Beginning: There is an opening greeting from the teacher to the students, namely greeting as a marker. learning is opened and continued with prayer, (2) In the core part, exchanges and transactions appear. The exchange takes the form of an initiative in the form of an introduction by the teacher containing a question, an answer to a question, and feedback based on the answer in the form of a question. The transaction begins with the teacher explaining something to the students, the teacher directs the students to focus on learning, and the teacher provokes the students to provide responses regarding what is being discussed and asked.

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