

## **ABSTRACT**

This research entitled An Analysis of Anomalous Exchange in Young Learners' Classroom Interaction aims to analyze the classroom interaction in teaching learning process and the categories of anomalous exchanges that occur during classroom interaction in a fifth grade of an elementary school.

The research employed a qualitative design, embracing characteristic of a case study. The data were from video of teaching learning process in an elementary school. The participants of this research were an English teacher and 21 fifth graders of an elementary school in Bandung. The data gained were transcribed and analyzed by using frameworks of Foreign Language Interaction Analysis (FLINT) system (Moskowitz, 1971), anomalous exchange (Suherdi, 2009), and types of teachers' questions (Kinsella, 1991 and Bloom, 1956).

The findings showed that the classroom interaction was dominated by Teacher Talk in which the teacher delivered information mostly through question and answer activities. Unanswered questions by the learners and no feedback from the teacher contributed to the occurrence of anomalous exchanges. In terms of anomalous exchanges, the findings revealed that defective exchanges and elliptical exchanges mostly occurred during the classroom interaction. Several factors which influenced the occurrence of these exchanges were the topic discussed, the wait-time, the types of teacher's questions, and the non-conducive learners' situation.

It is recommended that further research to take another scope of classroom interaction such as focusing on teacher's type of question, teacher talk, student talk and many others to give more significant contributions to teaching and learning language.

*Keywords:* Classroom Interaction, Anomalous Exchange, Young Learners

## ABSTRAK

Penelitian ini yang berjudul Analisis *Anomalous Exchange* dalam Interaksi Kelas di Sekolah Dasar bertujuan untuk menganalisis interaksi kelas dalam proses belajar mengajar dan kategori *anomalous exchange* yang muncul selama interaksi kelas di kelas lima Sekolah Dasar.

Penelitian ini menggunakan kualitatif design, yakni studi kasus. Data dalam penelitian ini diperoleh dari video proses belajar mengajar di sebuah Sekolah Dasar. Partisipannya ialah seorang guru Bahasa Inggris dan 21 orang siswa kelas lima di sebuah Sekolah Dasar di Bandung. Data yang diperoleh kemudian ditranskripkan dan dianalisis menggunakan rumusan teori *Foreign Language Interaction Analysis* (FLINT) system (Moskowitz, 1971), *anomalous exchange* (Suherdi, 2009), dan *types of teachers' questions* (Kinsella, 1991 and Bloom, 1956).

Hasil penelitian ini menunjukkan bahwa interaksi di kelas didominasi oleh guru dimana guru sebagian besar menyampaikan informasi melalui aktivitas tanya jawab. Beberapa pertanyaan yang tidak terjawab oleh siswa dan tidak adanya *feedback* dari guru mengacu timbulnya *anomalous exchange*. Dalam hal *anomalous exchanges*, hasil penelitian menunjukkan bahwa *defective exchanges* dan *elliptical exchanges* sering kali muncul selama interaksi kelas. Beberapa faktor yang mempengaruhi munculnya *exchanges* ini ialah topic yang dibahas, tenggang waktu, jenis pertanyaan dari guru, dan situasi siswa yang tidak kondusif.

Direkomendasikan untuk penelitian selanjutnya untuk mengambil cakupan interaksi kelas yang lain seperti fokus pada jenis-jenis pertanyaan guru, teacher talk, student talk, dan sebagainya. Hal itu bertujuan untuk memberikan kontribusi yang lebih signifikan dalam pembelajaran bahasa.

*Kata kunci:* Interaksi Kelas, Anomalous Exchange, dan Anak Sekolah Dasar