ANALISIS PERCAKAPAN DALAM WACANA KELAS
DI SEKOLAH MENENGAH ATAS
(Studi Kasus di SMA Negeri 4 Bandung)

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ABSTRAK

Transformasi keilmuan dalam pembelajaran merupakan aktivitas berbahasa, sehingga percakapan menjadi sangat penting dalam pembelajaran. Realitasnya saat ini menurut Kementerian Pendidikan dan Kebudayaan, penyampaian materi-materi pelajaran di kelas cenderung seragam, monoton, dan satu arah yang disebabkan paradigma guru yang masih menggunakan sistem ceramah, hafalan serta dikte yang cenderung bersifat teoretis dan tidak terkait dengan lingkungan murid itu berada dan cenderung tidak demokratis. Percakapan guru dan murid menjadi penting diteliti untuk menjawab permasalahan tersebut. Mengambil studi kasus percakapan guru dan murid di SMA Negeri 4 Bandung dalam pelajaran Bahasa Indonesia penelitian ini mencoba mendeskripsikan percakapan guru dan murid tersebut lewat tinjauan analisis karakteristik, struktur, organisasi sekuen, dan frekuensi keikutsertaan murid laki-laki dan perempuan dalam percakapan. Penelitian ini menggunakan pendekatan ilmu *conversation analysis* dan metode deskriptif. Hasil penelitian ini menunjukkan dari 626 giliran bicara terdapat sembilan karakteristik percakapan guru dan murid yaitu (1) kerja sama dalam menyusun kalimat dan mencari kata (2) tumpang tindih (*overlapping*); (3) tawa; (4) pembicaraan yang minim masa hening; (5) penanda wacana dalam bahasa Indonesia dan bahasa Sunda untuk menunjukkan ekspresi; (6) penggunaan bahasa yang berbeda dalam percakapan di kelas yang menunjukkan kedekatan jarak sosial antara guru dengan murid; (7) sering dilakukan pengulangan baik padanan kata, kata yang sama, ataupun pertanyaan jawaban; (8) adanya pendirian yang menunjukkan sikap setuju ataupun tidak setuju; dan (9) narasi yang membicarakan mata pelajaran ataupun membicarakan hal lain. Upaya penerapan persamaan kesempatan dan keberagaman peserta didik ditunjukkan pada poin (1) dan (8) sedangkan upaya menciptakan situasi kelas yang mendukung pembelajaran yang demokratis ditunjukkan pada poin (3), (6), dan (9). Struktur percakapan murid dan guru, ditemukan transaksi (1) pancingan guru (41,55%), (2) penerangan guru (10,39%), (3) pengarahan guru (19,48%), (4) pancingan murid (10,39%), (5) penerangan murid (12,99%), dan (6) pengarahan murid (5,19%). Kecenderungan pancingan guru berupa pertanyaan yang sering muncul sebagai upaya guru memosisikan diri sebagai orang yang setara dengan murid untuk mendorong murid berpartisipasi aktif dalam percakapan. Organisasi sekuen percakapan guru dan murid perluasan *pre-expansion* 21 kali, *insert-expansion* 12 kali, dan *post-expansion* 25 kali. Perluasan yang terjadi banyak dilakukan oleh guru menunjukkan guru secara aktif terlibat dalam pemberian arahan dan tuntunan terkait materi pelajaran. Keikutsertaan dalam percakapan ditemukan murid laki-laki (17,75 kali per murid) lebih banyak daripada murid perempuan (6,73 kali per murid). Giliran bicara lebih banyak diambil murid (361 kali atau 57,67%) daripada guru (265 kali atau 42,33%) dari keseluruhan giliran bicara. Dalam upaya menerapkan demokratisasi pembelajaran guru tidak mendominasi dalam kelas melainkan memberikan kesempatan kepada murid untuk memberikan gagasan.

Kata kunci: analisis percakapan, wacana kelas

CONVERSATIONS ANALYSIS IN CLASSROOM DISCOURSE
AT SENIOR HIGH SCHOOL
(Case Study in SMA Negeri 4 Bandung)

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ABSTRACT

Scientific transformation in learning is a language activity, so conversation becomes very important in learning. The current reality according from the Ministry of Education and Culture, the articulation of the content matter in the classroom tends to be uniform, monotonous, and not dialectical caused by the paradigm of teachers who still using the speech system, with rote and dictation that theoretical and unrelated to the student's sphere are located and tend not democratic. Teacher and students conversation is important to be studied to answer the problem. Taking a case study of teacher and student conversation at SMA Negeri 4 Bandung in Indonesian language lesson, this research tries to describe the teacher and student conversation through the analysis of the characteristics, structure, sequence organization, and frequency of male and female student participation in the conversation. This research applies of approach conversation analysis and descriptive method. The results of this research indicate that 626 turn of speech found there are nine characteristic of conversations of teachers and students are (1) cooperation in make sentences and searching for word (2) overlapping; (3) minimal conversation during silence; (5) bookmark of discourse in Indonesian and Sundanese language to show expression; (6) the use of difference languages in the classroom conversations that mark the proximity of social distance between teachers and students; (7) repetition are often made in terms of equivalents of words, similar words, or questions of answers; (8) there of an attitude which show of agreement or disagreement; (9) and narratives that discuss lessons or other matters. Efforts of applying the equality of chance and diversity of students are shown in points (1) and (8) while attempts at creating classroom situations that support democratic learning are shown in points (3), (6), and (9). In terms of students and teachers conversation structure, found transactions (1) teacher insistence (41, 55%), (2) teacher illumination (10, 38%), (3) teacher instruction (19, 48%), (4) students insistence (10, 39%), student illumination (12, 99%), and student instruction (5, 19%). The tendency of the teacher's insistence is an ever-appears question as a teacher's attempt to position itself as a equal person with student to participate actively in conversation. In the case of organizational sequences of teacher and student conversation of the expansion of *pre-expansion* is 21 of times, *insert-expansion* 12 of times, and *post-expansion* 25 of times. The many expansions made by teachers show that teachers are actively involved in providing understanding and guidance regarding the subject matter. In terms of participation of male and female students in the conversation found many more male students in 17, 75 of times each students and female students 6, 73 of times each students. The whole it is many more students take turns talking as much as 361 times or 57, 67% of the whole turn to talk, while teachers as much as 265 of times or 42, 33% of the whole to talk. In an effort to apply the democratization of teacher learning not to dominate in the classroom but to give the students the chance to give their ideas.

Kata Kunci: *conversation analysis, discourse classroom*