

**CARETAKER TALK FEATURES AND YOUNG
LEARNERS RESPONSES: A STUDY OF
ENGLISH CLASS INTERACTION IN PRIMARY
SCHOOL**

THESIS

Submitted to fulfill part of the requirements to obtain a
Bachelor of Education (S.Pd.) degree in English
Language Education.



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ABSTRACT

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Supervisor 1: Hilda Izzati Madjid, M.A
Supervisor 2: Afida Safriani, Ph. D.

Keywords: caretaker talk feature , young learners, classroom interaction

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S U R A B A Y A

This study investigated the features of caretaker talk used by an English teacher and young learners' responses to those features in English classroom interactions at a primary school. A qualitative descriptive design was employed, involving a third-grade class. Data were collected through classroom observations, video recordings, field notes, and an interview with the English teacher, and were analyzed using data reduction, data display, and conclusion drawing. The findings revealed that the teacher frequently used caretaker talk features such as simple sentences, repetition, and expressive intonation. These features were applied for classroom management, instructional delivery, attention focusing, task preparation, and feedback. The study also found that young learners responded positively to caretaker talk through verbal, non-verbal, and affective responses, including physical actions, verbal answers, gestures, and increased participation. Overall, the use of caretaker talk facilitated effective classroom interaction and supported young.

ABSTRAK

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Penelitian ini bertujuan untuk mengkaji fitur-fitur caretaker talk yang digunakan oleh guru Bahasa Inggris serta respons pelajar muda terhadap fitur tersebut dalam interaksi kelas Bahasa Inggris di sekolah dasar. Penelitian ini menggunakan desain kualitatif deskriptif dengan melibatkan siswa kelas III sekolah dasar. Data dikumpulkan melalui observasi kelas, rekaman video, catatan lapangan, dan wawancara dengan guru Bahasa Inggris. Data dianalisis menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru secara dominan menggunakan fitur caretaker talk berupa kalimat sederhana, pengulangan, dan intonasi ekspresi. Fitur-fitur tersebut digunakan untuk manajemen kelas, penyampaian instruksi, pemusatan perhatian, persiapan tugas, serta pemberian umpan balik. Selain itu, pelajar muda memberikan respons positif terhadap penggunaan caretaker talk melalui respons verbal, nonverbal, dan afektif, seperti tindakan fisik, jawaban lisan, gerakan tubuh, dan peningkatan partisipasi. Secara keseluruhan, penggunaan caretaker talk terbukti mendukung interaksi kelas yang efektif dan

meningkatkan keterlibatan pelajar muda dalam pembelajaran Bahasa Inggris.



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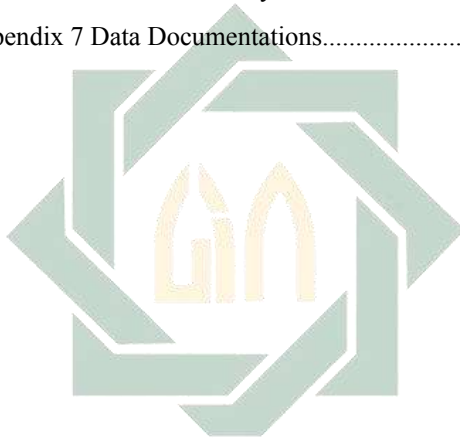
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