

ABSTRAK

Penelitian ini mengkaji kontribusi percakapan guru terhadap keterlibatan siswa dalam Kurikulum Emancipasi di sebuah sekolah menengah atas Islam di Garut. Menggunakan metode studi kasus deskriptif kualitatif, data diperoleh dari dua observasi kelas yang melibatkan seorang guru bahasa Inggris dan dua puluh siswa kelas XI. Daftar periksa observasi diadaptasi dari Kategori Analisis Interaksi Flanders (FIAC) dan kerangka kerja keterlibatan Fredricks dkk. (2004). Temuan menunjukkan bahwa jenis pembicaraan guru seperti mengajukan pertanyaan, ceramah, dan memberikan instruksi secara signifikan membentuk keterlibatan siswa. Pertanyaan terbuka dan personal mendorong keterlibatan yang lebih luas—kognitif, perilaku, dan emosional—sedangkan pertanyaan yang spesifik konten terutama merangsang keterlibatan kognitif. Ceramah memberikan masukan tetapi membatasi interaksi, sedangkan memberikan instruksi sering memicu partisipasi perilaku. Secara keseluruhan, pembicaraan guru berkontribusi dalam membangun atmosfer kelas yang aktif dan kolaboratif sesuai dengan prinsip Kurikulum Emancipated. Studi ini menyimpulkan bahwa pembicaraan guru yang bervariasi dan dialogis, terutama melalui pertanyaan terbuka, penjelasan yang jelas, dan penerimaan ide siswa, sangat penting untuk meningkatkan keterlibatan siswa.

Kata kunci: Pembicaraan Guru, Keterlibatan Siswa, Kurikulum Emancipated.

ABSTRACT

This study explores the contribution of teacher talk to students' engagement in the Emancipated Curriculum at an Islamic senior high school in Garut. Using a qualitative descriptive case study, data were obtained from two classroom observations involving one English teacher and twenty eleventh-grade students. The observation checklist was adapted from Flanders' Interaction Analysis Categories (FIAC) and Fredricks et al.'s (2004) engagement framework. The findings reveal that teacher talk types such as asking questions, lecturing, and giving directions significantly shaped students' engagement. Open-ended and personal questioning fostered broader engagement—cognitive, behavioral, and emotional—while content-specific questioning mainly stimulated cognitive engagement. Lecturing provided input but limited interaction, whereas giving directions often triggered behavioral participation. Overall, teacher talk contributed to building an active and collaborative classroom atmosphere aligned with the principles of the Emancipated Curriculum. This study concludes that varied and dialogic teacher talk, particularly through open-ended questions, clear explanations, and acceptance of student ideas, is essential to enhance student engagement.

Keywords: Teacher Talk, Student Engagement, Emancipated Curriculum.