

An Exploration of Talk in Secondary Chemistry Classrooms Implementing the Curriculum 2013 in Indonesia

Abstract

This study investigates the classroom talk occur during chemistry classroom at Madrasah Aliyah. The focus is on nature and purposes of classroom talk in primary science lessons that have implemented the new curriculum, often known as Curriculum 2013 in Indonesia. The reason for exploring the topic is that in comparison to the previous curriculum, in which teachers dominate science lessons, the implementation of the new curriculum, as mentioned in the teacher's guidebook, will provide more room for talk to take place in the primary science classroom. The sociocultural perspective is used as the theoretical framework for this study. Vygotsky's ideas is using to explore how talk as a tool of social interaction during chemistry classrooms. An exploratory case study approach utilised for this research. The study carried out in two Madrasah Aliyah in greater Jakarta. The chemistry lessons in these two classrooms were observed over the period of three months. The whole class talk that took place during the target lesson were recoded using video, audio recorder and field notes. The data analysed using socio discourse analysis. The finding indicates that the pattern of classroom talk mostly adopted traditional triadic movement (Initiation Response Feedback/IRF) in which the authoritative discourse mostly took place. In investigating the purposes of classroom talk the case studies demonstrated that classroom talk is a constructive tool which help students develop their skills and knowledge. In addition, the findings also demonstrated that the classroom talk adopted four group of communicative approach. The study concludes with the implications for the development of teaching practices that promote classroom talk in science education.

Keywords : Dialogic teaching, Classroom Talk, Chemistry Education, The Curriculum 2013