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THE NATURE OF DIALOGUE IN THE PRIMARY SCIENCE CLASSROOM IN INDONESIA

Abstract:

Dialogue plays important roles in education since the classroom is the place where teacher interacts with students and students talk to one another. This study explored the nature of dialogue in the classroom which implemented the new curriculum in Indonesia. To achieve this research purpose, I addressed the following research question; what are the key features and the pattern of classroom dialogue in the primary science classroom? A case study approach was employed for this study; I am focusing my study on one primary school in the Greater Jakarta. Using triangulation as a metaphor, I adopted two different methods for this study, including interviews and classroom observations. The finding shows that both triadic (Initiation Response Feedback/IRF) and Non Triadic (Initiation Response Probing Response Probing / IRPRP) pattern of dialogue occurred in the classroom talk. The study also indicates that most of the talk adopted cumulative and exploratory talk

Keywords:

Dialogue, Classroom Talk, Primary Science, Science Education, New Curriculum

JEL Classification: I20, I29