

**BREAKING CLASSROOM SILENCE THROUGH NEGOTIATED  
ENGLISH LANGUAGE LEARNING**

A THESIS

Submitted to Fulfil the Requirements for *Sarjana Pendidikan* Degree at English  
Education Department of Faculty of Educational Science and Teachers' Training  
Siliwangi University



**SITI RAHMAH**

**152122063**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATIONAL SCIENCES AND TEACHERS' TRAINING  
SILIWANGI UNIVERSITY  
TASIKMALAYA  
2019**

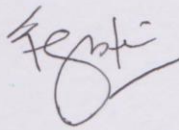
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Siti Rahmah  
152122063

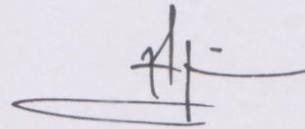
Approved by:

Supervisor I



Metty Agustine P., M. Pd.  
NIDN. 0430087601

Supervisor II



Junjun M. Ramdani, M. Pd.  
NIDN. 0014068502

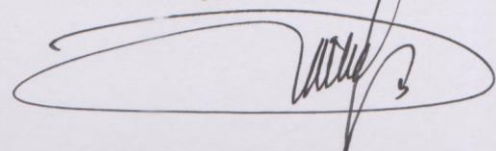
Assigned by:

Dean of *EKIP* Siliwangi University  
Tasikmalaya,



Dr. H. Cucu Hidavat, M. Pd.  
NIP. 196304091989111001

Head of English Education  
Department of *FKIP* Siliwangi  
University Tasikmalaya,

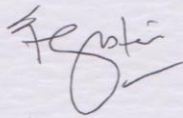


Dr. Dian Kardijan, M. Pd.  
NIDN. 0404077101

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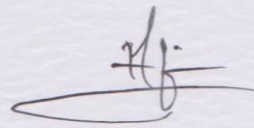
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Examiner I,



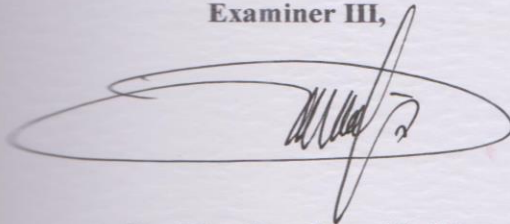
Metty Agustine Primary, M. Pd.  
NIDN. 0430087601

Examiner II,



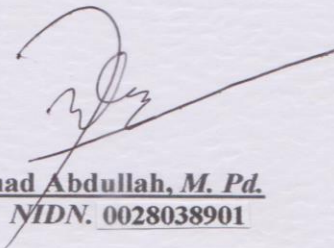
Junjun Muhamad Ramdani, M. Pd.  
NIDN. 00414068502

Examiner III,



Dr. Dian Kardijan, M. Pd.  
NIDN. 0404077101

Examiner IV,



Fuad Abdullah, M. Pd.  
NIDN. 0028038901

Examiner V,



Ratu Sarah P., M. Pd.  
NIDN. 0012039501

## PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi yang berjudul "*Breaking the Classroom Silence through Negotiated English Language Learning*" beserta seluruh isinya adalah sepenuhnya karya saya sendiri, dan saya tidak melaksanakan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan. Atas pernyataan ini saya siap menanggung konsekuensi atau sanksi terhadap etika keilmuan atau ada klaim dari pihak lain terhadap keaslian skripsi ini.

Tasikmalaya, Agustus 2019  
Yang membuat pernyataan,



Siti Rahmah  
152122063



## ABSTRAK

**SITI RAHMAH. 2019. “*Breaking the classroom Silence through Negotiated English Language Learning*”. Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan (FKIP). Universitas Siliwangi. Tasikmalaya.**

*Participatory Action Research* ini bertujuan untuk menemukan cara menegosiasikan pembelajaran Bahasa Inggris untuk memecahkan keheningan kelas. Serta menginvestigasi perubahan yang akan terjadi selama proses pembelajaran Bahasa Inggris setelah penggunaan negosiasi pembelajaran Bahasa Inggris. Penelitian ini melibatkan tiga belas siswa di salah satu Sekolah Dasar Islam Terpadu (SDIT) di Tasikmalaya. Metode pengumpulan data yang digunakan adalah rekaman video dan wawancara yang bersifat semi terstruktur kemudian data tersebut dianalisis secara tematik. Hasil analisis menunjukkan bahwa ditemukan tiga tema yang menjelaskan proses proses negosiasi pembelajaran Bahasa Inggris serta perubahan terhadap penggunaan proses tersebut diantaranya; perencanaan kegiatan pembelajaran: hasil konsensus siswa, pengembangan perencanaan pembelajaran, dan atmosfer kelas yang aktif di pembelajaran bahasa Inggris sebagai bukti dari terpecahkannya keheningan kelas. Maka dari itu, penelitian ini dapat memberikan bukti empiris terhadap penggunaan negosiasi pembelajaran bahasa Inggris bagi guru bahasa Inggris pada pembelajar muda untuk memecahkan keheningan antara siswa dan guru selama pembelajaran bahasa Inggris.

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2. Metty Agustine Primary, *M. Pd.* As my first supervisor;
3. Junjun M. Ramdani, *M. Pd.* As my second supervisor;
4. Ruslan, *Drs., M. Pd.* As my academic advisor;
5. All lectures of English Education Department.

The writer realizes that this thesis is far from perfect. The suggestions and constructive criticisms are expected in the completion of this thesis. Recently writer hope that this thesis can provide things that are useful and add insight to the reader, and especially for the writer as well.

Tasikmalaya, July 2019

The Writer

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