

**A PSYCHOLINGUISTICS ANALYSIS OF INTERACTIONAL
ADJUSTMENTS ON SECOND GRADE STUDENTS AT SMP N**

1 BRINGIN

A GRADUATING PAPER

**Submitted to the Board of Examiners in Partial Fulfillment of the
Requirement for the Degree of *Sarjana Kependidikan Islam*
(S.Pd.I) in English Department of Education Faculty**



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SALATIGA

2012





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DECLARATION

In the name of truth and responsibility, the writer makes a statement that is graduating paper has not substance which is ever written by other person or published. Wherever, this paper also does not contain of one other mind, except the information which is included into references as material reconciliation.

The writer is capable of accounting for this graduating paper if in the future this graduating paper is proved of containing other's idea, or in fact, the writer imites the other's graduating paper. The declaration is made by the writer and the writer hopes that this declaration can be understood.

Salatiga, September 15th 2012

The writer

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ATTENTIVE COUNSELOR NOTE

Case : **Ida Erfina's Graduating Paper**

Dear

The Head of State Institute

for Islamic Studies of

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Assalamu'alaikum Wr.Wb

After reading and coreccting Ida Erfina's graduating paper entitled "A Psycholinguistic Analysis of Interactional Adjustments of Second Grade Students' in SMP N 1 Bingin", I have decided and would like to propose that if it could be accepted by education faculty, I hope it would be examined as soon as possible.

Wassalamu'alaikum Wr.Wb.

Consultant, September 29th 2012

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GRADUATING PAPER

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ADJUSTMENTS ON SECOND GRADE STUDENTS AT SMP N 1
BRINGIN.**

CREATED BY

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Has been brought to the board of examiners of English department of education faculty state Islamic studies institute (STAIN) Salatiga on November, 13rd 2012, and hereby considered to completely fulfillment of the requirement for the degree of S1 Kependidikan Islam

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MOTTO

" We can't achieve something by sitting; we have to go forward by trying hard, praying to God and trust to ourselves that we can do it!"
"If we are standing we will never been fallen, but we will never reach our destiny, but if we are walking we may fall, but we must achieve our dream"

DEDICATION

I dedicate this graduating paper to:

- My beloved mother, Harni and my beloved father, Rusmin, thanks for all support, trust, finance, and encouragement.
- My old brother Eko Harmawanto and his wife, thanks for your support
- Mr. R thanks for your patient, support, and your endless love
- My little princess Nezha Indira Putri , I love you so much
- My Best friends (Midah, Nita, Phya). I love you all
- Bukhori, thanks for the book
- The Big Family of SMP N 1 Bringin

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All praises due to Allah, the Most Gracious and the Most Merciful because of His wonderful blessing and His mercy, the writer can finish this thesis successfully. His incredible blessings make realize that nothing is difficult in His eyes. Thanks for Your will and endless blessing in my life.

Peace and salutation always be given to our beloved Prophet Muhammad SAW that we hope his blessing in Judgment day.

However, this success would not be achieved without the support, guidance, advice, help and encouragement from individuals and institutions. Therefore, the writer would like to express the deepest gratitude to:

1. Dr. Imam Sutomo, M.Ag., as the Rector of State for Islamic Studies Institute Salatiga.
2. Maslihatul Umami, M.A., as the head of English Department.
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4. All lecturers of English Department of STAIN Salatiga.
5. My beloved people (My Father, mother, grandmother) thanks for all support.
6. The Big Family of SMP N 1 Bringin
7. All of my friends who have helped me to finish this graduating paper.

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers.

Salatiga, September 15th 2012

The writer

A handwritten signature in black ink, appearing to be 'Ida Erfina', written in a cursive style.

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ABSTRACT

Erfina, Ida. 2012 "*A psycholinguistic analysis of interactional adjustments on second grade students at SMP N 1 Bringin Academic year 2011/2012.*"
Final Graduating Paper of English and Education Department State
Institute for Islamic Studies (STAIN) Salatiga. Counselor: Dr. H. Sa'adi,
M.Ag.

Key Words: *psycholinguistics and interactional adjustments.*

The Aim of this research is to what extend does "a psycholinguistics of interactional adjustments on second grade students at SMP N 1 Bringin academic year 2011/2012"

The methodology of the study is qualitative research, where the writer as an observer in teaching learning process. The objectives of the study are find kind of interactional adjustments, how are the interactional adjustments between teacher to students and students to students, and is interactional adjustments effective in second language learning process.

The finding shows that (1) kind of the interactional adjustments found are repetition, recast, comprehension check, confirmation check, and clarification request (2) interactional adjustments used by teacher and students have same pattern, but the students often use repetition (3) interactioal adjustments is effective in second language learning process.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Communication is important thing for human life. People need communication to share their ideas, opinions, or feelings to others. They can gain good interaction when they can convey their thoughts well. But the problem is conducting a good relationship with others is not an easier matter. It needs a good way how to say something to others because language is a means of communication. But some people get difficulties to say their feelings or to communicate with others.

It happens too at school, especially to the second language learners, when the students gain difficulties to understand what the teacher said or when the students get problems to speak English. Consequently, it will effects negatively to the students as the second language learners. They never acquire conversational skills that would enable them to communicate successfully in their second language. However, it is too hard to make good interaction with second language learners. For example, when their English teacher asks them to answer directly, the students just keep silent and say nothing. for example “ Donny, are you student? “ then he says nothing just nod his head, or when the teacher asks the pupils to tell story it is too difficult to make them speak up. The same case, when there is a student asks his or her friend use English, and his or

her friends just smile and say nothing, or the other example when the teacher asks his or her students “ what is your favourite fruits?, then, the students answer “ my favourite fruit is ermmmmmmmm_ strawberry.

Then the teacher repeats the student’s answer : “ your favourite fruit is strawberry. Those cases give use examples of interactional adjustments called repetition. If there is no effort to do interactional adjustment, process of communication will stop. It will make miss communication, and the interaction will stop. An adjustment is the best way how to build good English communication. It also will help the students to learn English and gain their second language, because when the teacher gives some treatment and habit to make the students speak English, it will effect positively for the students. They can acquire their second language easily.

There are some theoretical models in second language acquisition. They are; behaviourism, innatist, and interactionist. Behaviourism means learn through imitation, practice, feedback, and habit for formation following a stimulus-response model. Innatism means attempt to incorporate naturalistic learning into classroom context. Interactonist means views of language use for communication (Wikins dan Edward, 1990:45). Psycholinguistics will help us to study about it. It is the study about psychologycal aspect which influence the process of acquirement of second language.

Hartley as quoted by Pateda, (1990:11) says that psycholinguistics investigates the interaction of language and mind in processing and producing utterances and in language acquisition.

Osgood and Sebeok as quoted by Pateda, (1990:11) argue that psycholinguistics deals directly with the process of encoding and decoding as they relate states of message to states of communicators.

Paul Fraise as quoted by Pateda, (1990:13) states that psycholinguistics is the study of relations between our needs for expression and communication and the means offered to us by a language learned in one's childhood and later.

Larsen- Freeman & Long as quoted by Christine and Rita (2004:218-219) give some strategies how to makes good communication and effective interaction between the speaker and the listener. They called it as interactional adjustments. There are several ways to do interactional adjustments such as teacher can do repetition, recast, comprehension check, confirmation checks, and clarification requests. Repetition means that the teacher repeats all or part of what is said; can be done by the adult or the learner, recast is restating what was said with the same meaning but different syntax or changes in lexis , comprehension check is checking to see if the learner understood, confirmation checks mean statements by the listener to confirm that she or he understand what is being said, and clarification requests is asking for clarification that difficult to understand what was first spoken said.

Based on the phenomena above the writer is interested in conducting the research entitled : “*A Psycholinguistics Analysis of Interactional Adjustments on Second Grade Students at SMP N 1 Bringin*”.

B. Review of Previous Research

To make sure this research is original, the writer wants to present the researchers that also have close relation with psycholinguistics analysis of interactional adjustments.

1. The first researcher is Cummins who investigate about second language acquisition within bilingual education programs. Cummins use two theoretical principles to explain what works in bilingual education programs. First, he discusses his own common underlying proficiency generalization, which shows that first language and second language academic skills are interdependent. He said that cognitive developed in first language will transfer to second language because they involve development of a common underlying proficiency on which the learner can draw. The second principle is sufficient comprehensible input generalization. He identifies three crucial characteristics for comprehensible input, those are : (1) whether the teacher is bilingual, (2) whether the input is modified, (3) whether first language literacy is promoted.

2. The second researcher is Ajeng Nafrina. She was an English Department Student Languages and Arts Faculty of Semarang State University (UNNES). The title of her research is "*Teacher and Learner Talk in the Classroom Interaction of Grade VIII.A SMP N 2 Cepiring Kendal*". In her research, she argues that the interaction between the teacher and the students is very important. (1) the teacher and the learners in teraction give affect the students' acquisition, (2) through the interaction, the students can apply and practice the language according to the knowledge they got from the teacher, (3) through the interaction the teacher can realize his role and what he is going to do to involve or engage the students more active in learning. She also found that the students need more opprtunities to speak English, because the students need practice not only theories and be the best hearer for the teacher. If they get more opprtunities, they will gain their second language acquisition well. Brown as quoted by Nafrina (2007:8), states that learning is acquiring or getting of knowledge of a subject or skill by study, experience, or instruction.

According the statement above, knowledge or skill about language can be gained by the learners through the study in the classroom or through experience in their life. Kimbley and Garmezy as quoted by Nafrina (2007:8) state that learning is relatively permanent change in a behavioral tendency and as the result of reinforced practice. The changing of learners' behavior and knowledge will depend on the effort

as of both the teacher and the learners. If the teacher uses appropriate methods in teaching, it will be easier for the learners to study the materials. In this case of learning, the learners study the material consciously and practice it in order to get good results.

C. Problem of the Study

Based on the background of the study, the writer decided some problems statement as follow:

1. What kind of interactional adjustments are found in the interaction in SMP 1 Bringin?
2. How are the interactional adjustments between teacher to students and students to students?
3. Is interactional adjustments effective in second language teaching-learning process?

D. Objectives of the Study

The study especially has purpose to fine information about:

1. Kind of interactional adjustments that found in the interaction between the teacher and the students in SMP 1 Bringin
2. The interactional adjustments used by teacher to students, and students to students
3. The effect of interactional adjustments in second language teaching-learning process

E. Benefit of the Study

1. Academic Benefit

The benefit of the study is to be beneficial to the discipline of linguistics especially in psycholinguistics and can be complementary study of the other psycholinguistics research

2. Practical Benefit

The writer expects that the study can contribute to the development of linguistics, and gives some contribution on the enlargement how to interact with second language learners, especially among the teacher and second language learners.

F. Clarification of Key Terms

To avoid mistakes of the little consideration, the writer wants to clarify the meaning of the title at glance. It consists of two main terms which are necessary to be explained. They are follows:

1. Psycholinguistics

Etymologically the word psycholinguistics formed from psycho means "psychology" and linguistic "science of language". Although they are two different scientific fields but both examine the language as an object of study. When reviewing the structure of language linguistics, psychology study of language behavior and language processes. (Indah and Abdurrahman, 2008: 3)

2. Interactional Adjustments

Interactional adjustments is the way how to understand each other between the speaker and listener, and it is influenced by factors such as cultural, background, participants, place and times. They include the strategic use of various devices by both the second language learner and the English-speaking adult to create meaning. (Pica, 1994:484)

G. Research Methodology

Methodology gives a big contribution in the way to observe the data, how to interpret and what kind of data that should be taken in this research. Methodology of the research is the important factor to evaluate the quality of research. It is the ultimate factor for the research accurateness. Methodology helps the writer to arrange a planning of the research carefully.

1. Type of Research

The type of this research is “Descriptive Qualitative Research”. Descriptive is serving to describe something and it deals the meaning of thing and view of meaning associate. Moleong says that qualitative research is a search of which data is in the forms of written or oral word are descriptively analyzed, which does not include any calculation or numerating (2009:3).

Qualitative research always has descriptive quality; it means that the data which are analyzed and the data analysis result have the form of phenomenon descriptive not numeric.

2. Object of The Research

The research object in this study is the interactional adjustments at the second grade students and the English teacher of SMP N 1 Bringin. SMP N 1 Bringin is one of the favorite schools in Bringin. The population of the research is all of the second grade students who teach by Miss Asih which consist of 120 students and the writer use random sampling to choose who are the students will use as the sample. There are about 40 students in this research.

3. The Source of the Data

The sources of the data refer to the subject form which the data are obtained (Arikunto, 1998: 114).

The sources of the data divided into two kinds, those are:

a. Primary data sources

It is the source of the data which related with the object of the research. The primary data of the study are record, interview, observation, questionnaire and the data which can be in the form of expression (words, phrases, and sentences) showing the interactional adjustment.

b. Secondary data sources

The secondary source are taken from books, the other researches, and also taken from the internet which is relevant and help to support the primary data.

4. The Method of Collecting The Data

To collect the data, the writer will use the observation, interview, recording, and transcription. The writer will do the following steps: firstly, the writer is doing observation in SMP N 1 Bringin, then the researcher records the interaction that occurred between the teacher and the students. Then, the writer interview the English teacher about the use of interactional adjustments and it effect to the students' language. Secondly, the writer will divide the data that appropriates to variant of interactional adjustments and choose the data which relevant with the research.

5. The Techniques of Data Analysis

The writer will use such a technique to analysis the data, which is used in conducting this research:

- a. Exposing the data to reveal the problems
- b. Identifying the data
- c. Classifying the data
- d. Make summarize to answer the statement of the problems

H. Research Paper Organization

This research is divided to five chapters and each chapter explains about something different, there are:

Chapter I is introduction covering background of the study, statement of the problem, the objective of the study, the benefit of the study, clarification of key terms, review of previous research, research methodology and thesis outline.

Chapter II is theory of study. It consists of the meaning of interactional adjustments, the kinds of interactional adjustments, the meaning of psycholinguistics and kinds of psycholinguistics.

Chapter III is methodology of study. This chapter includes the types of research, object of research, and technique of data analysis.

Chapter IV is research result and discussion.

Chapter V is closure that contains conclusions and suggestions.

The last part is bibliography and appendix.

CHAPTER II

THEORITICAL REVIEW OF PSYCOLINGUISTICS

A. The Descriptions about Psycholinguistics

1. The Definition of Psycholinguistics

There are many definitions about psycholinguistics. Psycholinguistics investigates the interrelation of language and mind in processing and producing utterances and in language acquisition. The important things from the statement is how to produce the utterance and how the process of second language acquisition happens.

Some people define psycholinguistics. It tries to decipher the psychological process that take place if a person says things which he or she heard at the time to communicate, and how language is acquired by human, and according to Hartley as quoted by Pateda, (1990:11) psycholinguistics investigates the interaction of language and mind in processing and producing utterances and in language acquisition.

Osgood and Sebeok as quoted by Pateda (1990:11) argue that psycholinguistics deals directly with the process of encoding and decoding as they relate states of message to states of communicators. From those explanations above, it is clear that psycholinguistics is the study about mind and how to produce utterances in acquire second language.

Paul Fraise as quoted by Pateda (1990:13) states that psycholinguistics is the study of relations between our needs for

expression and communication and the means offered to us by a language learned in one's childhood and later.

Langacker as quoted by Pateda (1990:12) states that psycholinguistics is the study of language acquisition and linguistic behavior, as well as the psychological mechanisms responsible for them. Diebold as quoted by Pateda (1990:12) argues that psycholinguistics is concerned in the broadest sense with relations between messages and the characteristics of the human individuals who select and interpret them.

Based on the statements above, the writer sums up that psycholinguistics is psychological process when a person says things about what he or she hears and how he or she acquires second language and the process how human mind producing the language.

2. Kinds of Psycholinguistics

According to Abdul Chaer (2009:7), the kinds of psycholinguistics are as the following:

a) Theoretical psycholinguistics

It is subdiscipline of psycholinguistics that discuss about theories relating to language of human mental processes in language

b) Developmental psycholinguistics

It is discipline that is related to the process of language acquisition, both first language and second language (semantic acquisition process, and syntactic acquisition process in stages, gradually, and integrated).

c) Social psycholinguistics

It is kind of psycholinguistics as sub-disciplines related with social aspects of language.

d) Educational psycholinguistics

That is sub-discipline that examines aspects of general education in formal education in schools. For example, the role of language in reading, teaching language skills and increase proficiency in the process of improving the ability convey the thoughts and feelings.

3. Theories of Language Development

According to Chaer (2009:221-223), there are three theories of language development. There are :

a) Nativisme

Nativisme argues that language as nature of human skill. Environment and cognitive are not the important factors in language acquisition. Nativists argue that children can not learn a language simply by observing others and getting response from them when trying to use the language themselves.

b) The Behavioristic Theory

Behaviorists state that environment as main factor in language acquisition. Behaviorists believe that all kinds of learning call for repeated response in order to become a habit. Children are passive receiver in communication. Children learn to speak by listening to an

adult and imitate what he or she hears. Behaviorists also state that the ability of language acquisition based on practice which given by the environment.

c) Cognitive

Cognitivist argues that language is not apart of nature characteristic. It is one of some cognitive form. So, the language progress followed by cognitive progress.

B. The description of Interactional adjustments

Interactional adjustments have the same meaning with using simpler vocabulary or syntax to create meaning when English-speaking adult built an interaction with second language learner. The goal for adults in their conversations with children are mainly to encourage more communication and participation. To encourage children to speak, adults may prompt children or provide cues for them. Some amount of instructing or over teaching of language also takes place. To achieve these goals, they use strategies such as repetition, modelling, prompting, reformulations and contingent utterances. The following examples show an adult correcting a child's pronounciations and modelling the correct forms (Christine and Rita, 2004:209-210).

Example 1

Child (sliding of a chair) : grandma, help! Help! / hIUp/

Grandparent : there you go, darling....say / help /, not / hIUp/.

The example above illustrate an important feature about children's imitative behavior. Adult repeat the children's utterances with the correct pronunciation.

Example 2

Child : Mummy cook noodles Maisy.

Parent : Yes, Mummy has just cooked some noodles for Maisy

Example :

Child : You want strawberry jam or blueberry jam?

Parent : Do I want strawberry jam or blueberry jam?

Child : Yes. Do you want strawberry jam or blueberry jam?

Parent : Strawberry, please.

By reformulating a child's original utterances, the adult provides important feedback to the child. Adult uses reformulation as a kind of implicit correction. From the definition above the writer concludes that by engaging the children in conversation and provide some opportunities for using language it can help the children acquire their second language.

Paul Feingold as quoted by Andersen (1990:23) gives five characteristics to make a good interaction, they are:

1. Adeptness at creating messages, that is an ability to speak about the world, in a way that coincides with a receiver's perceptions
2. Similarity with the receiver, it can be demographic-including some factors such as age, sex, beliefs, etc

3. Adaptability is about our ability to get along well with a wide range of people from various ages, ethnic backgrounds, or educational levels
4. Commitment to the receiver is appear as a genuine concern for our emotional welfare
5. Adeptness at receiving messages is about our ability to identify the kinds of messages they send to us.

From the statements above, the writer sums up that to create an effective communication needs some strategies those are, adaptness at creating and receiving messages, similarity with the receiver, adaptability, and commitment to the receiver.

Pica (1994:497), derive from Larsen- Freeman & Long, mentioned some strategies how to make a good communication and effective interaction between the speaker and the listener. They call it as interactional adjustments. There are several ways to do interactional adjustments such as:

1. Repetition (repeats all or part of what is said; can be done by the adult or the learner)

Example:

Adult: what is your favourite food?

Child: my favorite food is ermmm_meatball

Adult: your favorite food is meatball

In example above, the adult repeated what the child has said. This strategy is not only used by children (similiar to imitation) but also used by adults within interactions with language learners.

2. Recast (restating what was said with the same meaning but different syntax or changes in Lexis)

Example :

Child : I lie (like). I lie play cook. I like cartoons.

Adult : so you like cooking?

The adult make correction in error words which said by the child.

Recast usually done by the adult.

3. Comprehension check (checking to see if the learner understood)

Example :

Adult : how do you think she's feeling towards him? Do you think she likes him?

Child : Because have a big heart.

Adult : Because his pictures in a big heart shape, right?

The adult uses *right* to check if the child understood.

4. Confirmation checks (statements by the listener to confirm that she or he understand what is being said)

Example :

Adult : the duck and the snake live together huh?

Child : no, the snake always eat the spider one.

Adult : the snake always eat the spider?

In that example, the child is engaged in pretend play, creating a story about a neighbour that has all kinds of animals at home. The adult

try to confirm and check that she understands what the child is saying.

5. Clarification requests (asking for clarification that difficult to understand what was first spoken said)

Example :

Child : Last time, my mother say, for Deepavali time, I already got
the most number of dress

Adult : For this year or last?

Child : Last year

The adult asking for clarification of something that was difficult to understand when first spoken, and in example above the adult uses *for this year or last*.

The conversational strategies used in the example above can be used in conversational with second language learners of all ages. Interactional adjustments also define as negotiation for meaning, that is the process in which, in effort to communicate, learners, and competent speakers provide and interpret signals of their own and their interlocutor's perceived comprehension, thus provoking adjustments to linguistic form, conversational structure, message content, or all three, until an acceptable level of understanding is achieved.

Swain as quoted by Christine and Rita (2004:222) proposes that when learners are engaged in meaningful output (not just repeating or producing minimal responses while others carry the conversation), this aids language

acquisition. These are the specifically output : (1) helps learners notice what they do not know or having trouble, (2) allows learners to test they hypotheses about second language, (3) provides an opening for metalinguistics knowledge.

Eisehchles A. Susana in Australian Journal of Linguistics also defines that conversation or interaction has big effect in second language acquisition process. She argues it because interaction connects input, internal learner capacities, particularly selective attention, and output in productive ways to language acquisition. Her argues supported by Gass and Mackey statements which describe the role that interaction plays in acquisition, proposing that through input and interaction learners can receive feedback and pushes themselves to modify their linguistics output during the interaction. (<http://www.tandfonline.com/loi/cajl20>)

Based on the definitions above, the writer can conclude that interactional adjustments used to facilitate comprehension between the speaker and the hearer and interactional adjustments include five strategies. Those are :

1. Repetition (repeats all or part of what was said; can be done by the adult or the learner)
2. Recast (restating what was said with the same meaning but different syntax or changes in lexis)
3. Comprehension check (checking to see if the learner understood)
4. Confirmation check (statements by listener to confirm that sheorhe understand what is being said)

5. Clarification request (asking for clarification that was difficult to understand when first spoken).

Interactional adjustments has big role in second language learning acquisition. It uses as one of the way for second language learner to mastery their second language.

CHAPTER III

RESEARCH REPORT AND DATA PRESENTATION

A. Profile of SMP N 1 Bringin

1. History of *Sekolah Menengah Pertama Negeri* (SMP N) 1 Bringin

SMP N 1 Bringin was established in 1981 as a shelter of SMP 1 Pabelan. In 1982 SMP N 1 Bringin was legalized by the government.

This is the data of the headmaster of SMP N 1 Bringin :

- a. Hj. Rr. Soetarti (period of 1981-1987)
- b. H. Tugiman B.A (period of 1988-1991)
- c. H. Pardjo, B.A (period of 1992-1997)
- d. Sardjono Hendro Pranoto, B.A (period of 1998-2001)
- e. Drs. Warno (period of 2001-2011)
- f. Drs. Hartono (period of 2011-now)

2. The location of SMP N 1 Bringin

This research was carried out at SMP N 1 Bringin. It is located on Bringin-Gogodalem street Km.4. It was established in 1981 and operated in 1982. SMP N 1 Bringin stands up on the lead above 13000m². The total number of SMP N 1 Bringin students in academic year 2012/2013 is 700 students. (the copied document files of SMP N 1 Bringin, 2011/2012)

3. Vision and Mission

a. Vision

SMP N 1 Bringin as a vehicle for the development of faith and piety, character, science and technology, culture, and sports of the students' with the motto SATTRIA (*Santun-Agamis-Terampil-Rapi-Indah-Amanah*) in meaningful learning activities.

b. Mission

- 1) Prepare curriculum based on *Kurikulum Tingkat Satuan Pendidikan* (KTSP) which can accommodate the needs of learners, including the children with special needs
- 2) Accomplish of the contextual learning approach
- 3) Assessing learning out comes and account for an effective, efficient, transparent and accountable
- 4) Carry out self-development and extracurricular activities that include development competency of character and the preservation of cultural values
- 5) Improve the competence and performance of teachers through workshop
- 6) Provide infrastructure for learning programs
- 7) School implementation based on management principles
- 8) Providing source of financial, which involves the participation of public (the copied document files of SMP N 1 Bringin, 2011/2012)

4. The situation of education facilities

Table 3.1

No.	Facilities	Total	Condition
1.	Headmaster's office	1	Good
2.	Teacher's office	1	Good
3.	Computer Laboratory	1	Good
4.	Natural Laboratory	1	Good
5.	Musical room	1	Good

5. The situation of teachers and staffs

Table 3.2 : List of teachers and staffs of SMP Negeri 1 Bringin

No.	Name	Education	Status
1.	Drs. Hartono	S1	Headmaster
2.	Drs. Sutarno	S1	Teacher
3.	Endang Rukmiyati, S.Pd.	S1	Teacher
4.	Suparno, S.Ag.	S1	Teacher
5.	Tatik Mulawarti S.Pd.	S1	Teacher

6.	Ali Syafi'i, S.Pd.	S1	Teacher
7.	Sriyono S.Pd.	S1	Teacher
8.	Markus W, S.Pd.	S1	Teacher
9.	Sri Sumarni Y, S.Pd.	S1	Teacher
10.	Sunardi, S.Pd.	S1	Teacher
11.	Siti Mahmudah, S.Pd.	S1	Teacher
12.	Slamet Suwondo, S.Pd.	S1	Teacher
13.	Sri Suswiyatini, S.Pd.	S1	Teacher
14.	Rahmad Hardoyo, S.Pd., M.Pd	S2	Teacher
15.	Hari Abriyanto, S.Pd.	S1	Teacher
16.	Slameto, S.Pd.	S1	Teacher
17.	Sri Hastuti A, S.Pd.	S1	Teacher
18.	Tugiono, S.Pd.	S1	Teacher
19.	Daryato, S.Pd.	S1	Teacher
20.	Binti Rosidah, S.Pd.	S1	Teacher
21.	Bekti Handayani, S.Pd.	S1	Teacher
22.	Sigit S. Atmoko, S.Pd.,M.Pd	S2	Teacher

23.	Sunardi, S.Pd.	S1	Teacher
24.	Rofik N, S.Pd.	S1	Teacher
25.	Masrokhan, S.Ag.	S1	Teacher
26.	Suwarti, S.Pd., M.Pd	S2	Teacher
27.	Asih Dwi Rhomeathy, S.Pd.	S1	Teacher
28.	Sri Mulyati, S.Pd..	S1	Teacher
29.	Suhartatie, S.Pd.	S1	Teacher
30.	Kurnianingrum, S.Pd.	S1	Teacher
31.	Sri Sudarni	D III	Teacher
32.	Y. Suparman, S.Th.	S1	Teacher
33.	Tutik Martha K, S.Kom.	S1	Teacher
34.	Muhammad Al khafidz, S.Pd.	S1	Teacher
35.	Tri Hariyanti	-	Staff
36.	Nana Ariyanti	SMA	Staff

The copied document files of SMP N 1 Bringin, 2011/2012

6. The situation of students

Table 3.3 : List of student

Academic year	VII grade		VIII grade		IX grade		Total	
	Total students	Classroom	Total students	classroom	Total students	Classroom	Total students	classroom
2009/2010	227	7	210	6	209	7	646	20
2010/2011	239	8	222	7	208	7	669	22
2011/2012	246	7	236	8	218	7	700	22

(The copied document files of SMP N 1 Bringin, 2011/2012)

B. Data Presentation

The writer finds some data for the research that will be presented in the following table that are:

No.	Types of Results	Expression
1.	Repetition	<p>a. Teacher : OK then, p.m for morning or afternoon?</p> <p>Students : <i>Afternoon</i></p> <p>Teacher : <i>p.m is afternoon</i>, good</p> <p>b. Teacher : OK, what is the text about?</p>

		<p>about?</p> <p>Students : <i>Farewell party</i></p> <p>Teacher : The text is about <i>farewell party</i></p> <p>c. Teacher : Kalau wedding party apa?</p> <p>Students : (just silent)</p> <p>Teacher : Kalau wedding party itu ada putri domasnya,</p> <p>Students : Pernikahan</p> <p>Teacher : Yes, wedding party is pesta pernikahan</p> <p>d. The students : Tyan, <i>what is your hobby?</i></p> <p>Tyan : Hah?</p> <p>The students : <i>What is your hobby?</i></p> <p>Tyan : Ermm, my ho hobby is <i>palying football</i></p> <p>The students : Your hobby is <i>playing football</i>, right?</p> <p>Tyan : Ya...</p> <p>e. Shinta : Tyan, how old are you?</p>
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		<p>Tyan : I am <i>fourteen</i> years old</p> <p>Shinta : Oh you are <i>fourteen</i>, right?</p> <p>f. Mahbub : Tyan, Tyan do you have <i>girl friend</i>?hahaha</p> <p>Tyan : <i>Girlfriend?</i></p> <p>The teacher : Teman wanita alias pacar</p> <p>Tyan : No</p> <p>Teacher : No, <i>I do not have</i> girlfriend</p> <p>Tyan : Yes, <i>I do not have</i></p> <p>g. Tyan : Mahbub, do you <i>have pet animals?</i></p> <p>Mahbub : <i>Pet animals??</i></p> <p>The teacher : Peliharaan</p> <p>Mahbub : Yes, <i>cat</i></p> <p>Tyan : <i>Your pet animal is cat?</i></p> <p>h. Tyan :Bub do you like meatball?</p> <p>Mahbub : Yes. I like <i>meatball. It is my favorite food.</i></p> <p>Tyan : <i>Meatball is your favorite food?</i> Ya..ya</p>
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		<p>i. Tyan : Ok, Shinta. Do you like cooking?</p> <p>Shinta : <i>I do not like cooking</i></p> <p>Tyan : <i>You do not like cooking, right?</i></p> <p>Shinta : Yes, I like swimming.</p> <p>Tyan : So, your <i>hobby is swimming?</i></p> <p>Shinta : Yes, my <i>hobby is swimming</i></p>
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2.	Recast	<p>a. Teacher : What is the invitation about?</p> <p>Students : <i>Besdeiparty</i></p> <p>Teacher : <i>Birthday</i> /'bərth'dei/</p> <p>b. Teacher : Lilin what we call in English?</p> <p>Students : /<i>Kenāle</i>/</p> <p>Teacher : <i>not /Kendle/, Candle</i> /'kændəl/. Let's say /'kændəl/</p> <p>Students : /'kændəl/</p> <p>c. Teacher : Tiup lilinnya, what we call in English?</p> <p>Students : <i>Blow the candle</i></p> <p>Teacher : Good, <i>blowing the candle</i></p> <p>d. Teacher : Where is the party will be held?</p> <p>Students : in my /<i>haum</i>/ (<i>home</i>)</p> <p>Teacher : <i>not haum my dear, but /howm/</i></p>
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		<p>e. Teacher: Where, what does it means?</p> <p>Student : <i>Ples</i></p> <p>Teacher : <i>Place</i></p> <p>f. Students : <i>deaar Randy</i> (incorrect pronunciation)</p> <p>Teacher : What?? Not dear, but <i>dir</i></p> <p>Students : dir...</p>
3.	Comprehension check	<p>a. Teacher : Who is the invitation address to?</p> <p>Students : My home</p> <p>Teacher : My home? <i>are you sure?</i></p> <p>b. Teacher : Who is the invitation address to?</p> <p>Students : to Randy..</p> <p>Teacher : <i>How do you now that the address is to Randy?</i></p> <p>Students : <i>Because in the text there is dear Randy</i></p> <p>Teacher : <i>Because in the text there is words dear Randy,</i></p>

		<p><i>right?</i></p> <p>c. Teacher : Where will Ryan go next week?</p> <p>Students : Bangkok</p> <p>Teacher : What is your reason?</p> <p>Students : <i>Because in the invitation Ryan said, "I will go to Bangkok"</i></p> <p>Teacher : <i>Because he said "I will go to Bangkok" right?</i></p> <p>d. Tyan : Ermm, my ho hobby is <i>palying football</i></p> <p>The students : Your hobby is <i>playing football, right?</i></p> <p>Tyan : Ya...</p> <p>e. Shinta : Tyan, how old are you?</p> <p>Tyan : I am <i>fourteen</i> years old</p> <p>Shinta : Oh you are <i>fourteen, right?</i></p>
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		<p>f. Tyan : Ok, Shinta. Do you like cooking?</p> <p>Shinta : <i>I do not like cooking</i></p> <p>Tyan : <i>You do not like cooking, right?</i></p>
4.	Confirmation check	<p>a. Students : Ermmm_ wax</p> <p>Teacher : <i>wax is lilin?</i></p>
5.	Clarification request	<p>a. Teacher : What is the text about?</p> <p>Students : (silent)</p> <p>Teacher : <i>about</i> apa kemarin?apa? what does it means?</p> <p>Students : tentang</p> <p>b. Teacher : When the even will be held?</p> <p>Students : at Saturday</p> <p>Teacher : <i>at Saturday or on Saturday?</i></p> <p>At is for o'clock,</p> <p>Students : on Saturday</p> <p>c. Teacher : What kinds of invitation is it?</p>

		<p>Students : Party</p> <p>Teacher : <i>What party is it?</i></p> <p>Students : Invitation party</p> <p>Teacher : <i>What?what party?</i></p> <p>Students : Emmm_ <i>birthday party</i></p>
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The table of Assessment Criteria for Communication skills

ASSESSMENT CRITERIA FOR COMMUNICATION SKILLS GRADE	INTERACTION	PROFESSIONAL VOCABULARY	LANGUAGE QUALITY	FLUENCY	PRONUNCIATION	PRESENTATION
Excellent	Can present ideas articulately and persuasively in a complex discussion. Sophisticated arguing and turn-taking strategies. Has no difficulty in understanding idiomatic language use or different registers.	Has a very good command of professional vocabulary, allowing gaps to be readily overcome with circumlocutions.	Can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot. Correct use of idiomatic expressions and collocations.	Can express himself/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language. Wide vocabulary evident.	Mastery of the sound system of English is obvious. Accurate pronunciation and intonation in most instances.	Student is thoroughly familiar with the topic and can respond confidently and spontaneously to complex questions. Presentation is well structured, uses transitional elements, and follows the conventions of the field. Good eye contact, no reading from his/her paper. Level appropriate.

						e for intended audience.
Very good	Can successfully present and justify ideas in a formal discussion. Turn-taking handled appropriately. Can recognize register shifts and a wide range of idiomatic expressions.	Has a good command of professional vocabulary, allowing gaps to be generally overcome with circumlocutions.	Can maintain a good degree of grammatical accuracy; occasional errors do not impede communication. Largely correct use of idiomatic expressions and collocations.	Fluent and spontaneous, but occasionally needs to search for expressions or compromise on saying exactly what he/she wants to.	Pronunciation and intonation generally accurate, errors do not cause misunderstanding.	Knows the topic well. Can handle complex questions with relative ease. Presentation is clearly structured and appropriate to the audience. Consistent use of transitional elements. Good eye contact, minimal need to refer to papers. Level appropriate for intended audience.
Good	Keeps up with the discussion and can	Has an adequate vocabulary to express	Can communicate with reasonable	Can produce stretches of	Some inaccuracy in pronunciation	Evidence of a standard three part

	justify an opinion. Responds and interacts adequately with other speakers. Uses communication strategies well when unsure about e.g. idiomatic use.	him/her self on matters connected to his/her field.	accuracy and can correct mistakes if they have led to misunderstanding.	language with a fairly even tempo. Although can be hesitant as he/she searches for expressions, there are few noticeably long pauses.	ion and intonation. Problems with voiced/voiceless consonants, for example.	structure and some use of transitional elements. Maintains contact with the audience. Level is appropriate, but the listener is not totally convinced that the presenter knows his/her topic well.
Satisfactory	Has some difficulty keeping up with the discussion and arguing an opinion. Limited turn-taking and use of communication strategies.	Limited professional vocabulary.	Communication generally successful though limited in terms of accuracy. Some unresolved misunderstanding.	Generally acceptable tempo, but often hesitant as he/she searches for expressions. Some noticeable pauses.	Frequent inaccuracy in pronunciation and intonation. Mother tongue interference apparent.	Some structural weaknesses and only limited transitional elements. Basic level of acquaintance with the topic.
Poor	Has marked difficulty in keeping up with the discussion	Basic professional vocabulary only.	Communication characterized by frequent inaccuracies	Frequent hesitations and pauses, can produce	Key words regularly mispronounced, strong mother-	Structure lacks coherence. Speaker unfamiliar with topic.

	and contributes only occasionally.		es and misunderstanding.	only short stretches of language at best	tongue influence.	Transitional elements largely missing.
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CHAPTER IV

ANALYSIS AND RESEARCH FINDING

Based on chapter one, in this chapter the writer will discuss about three main problems, that are kind of interactional adjustments, the interactional adjustments used by teacher to students and students to students, and is interactional adjustment effective in second language learning process. Those of problems will be explained in this chapter. The writer will analyze it and compare with theories, such as Larsen- Freeman & Long and Chaer.

A. Data Analysis

1. Kinds of Interactional Adjustments

a. Repetition means repeats all or part of what is said; can be done by the adult or the learner)

1) Teacher : OK then, p.m for morning or afternoon?

Students : Afternoon

Teacher : p.m is *afternoon*, good

2) Teacher : OK, what is the text about?

Students : *Farewell party*

Teacher : The text is about *farewell party*

3) Teacher : Kalau *wedding party* apa?

Students : (just silent)

Teacher : Kalau *wedding party* itu ada putri domasnya,

Students : Pernikahan

- Teacher : Yes, *wedding party* is pesta pernikahan
- 4) The students : Tyan, *what is your hobby?*
- Tyan : Hah?
- The students : What is *your hobby?*
- Tyan : Ermm, my ho hobby is *palying football*
- The students : Your hobby is *playing football*, right?
- Tyan : Ya...
- 5) Shinta : Tyan, how old are you?
- Tyan : I am *fourteen* years old
- Shinta : Oh you are *fourteen*, right?
- 6) Mahbub : Tyan, Tyan do you have *girl friend*?hahaha
- Tyan : Girlfriend?
- The teacher : Teman wanita alias pacar
- Tyan : No
- Teacher : No, *I do not have* girlfriend
- Tyan : yes, *I do not have*
- 7) Tyan : Mahbub, do you *have pet animals?*
- Mahbub : Pet animals??
- The teacher : Peliharaan
- Mahbub : Yes, *cat*
- Tyan : Your *pet animal is cat?*
- 8) Tyan : Bub do you like meatball?
- Mahbub : Yes. I like meatball. It is *my favorite food*.

- Tyan : Meatball *is your favorite food?* Ya..ya
- 9) Tyan : Ok, Shinta. Do you like cooking?
- Shinta : *I do not like cooking*
- Tyan : *You do not like cooking*, right?
- Shinta : Yes, I like swimming.
- Tyan : So, your *hobby is swimming?*
- Shinta : Yes, my *hobby is swimming*

In this case, the teacher repeats the students' answer. In point a) the teacher repeats word "afternoon", the students' answer is afternoon, then the teacher makes the complete answer. The same case also found in the next data which the teacher repeats the same key words they are farewell party and wedding party. The teacher, makes an interactional adjustments with the students by repetition and use the complete sentence. This case will help the students to know how to answer the question in complete sentence.

b. Recast is restating what was said with the same meaning but different syntax or changes in lexis.

- 1) Teacher : What is the invitation about?
- Students : *Besdeiparty*
- Teacher : *Birthday /'bərth'dei/*
- 2) Teacher : Lilin what we call in English?
- Students : */Kendle/*

- Teacher : Not /Kendle/ , **Candle** /'kændəl/. Let's say
/'kændəl/
- Students : /'Kændəl/
- 3) Teacher : Tiup lilinnya, what we call in English?
- Students : **Blow the candle**
- Teacher : Good, **blowing the candle**
- 4) Teacher : Where is the party will be held?
- Students : In **my** /haum/ (**home**)
- Teacher : Not haum my dear, but **/howm/**
- 5) Teacher : Where, what does it means?
- Student : **Ples**
- Teacher : **Place**
- 6) Students : **Deaar Randy** (incorrect pronunciation)
- Teacher : What?? **Not dear, but dir**
- Students : Dir..

In this case above, the teacher does the interactional adjustments that is recast. Recast usually act as kind of correction. The data show us that the students make an error or incorrect pronounciations.

So, to correct the students' error the teacher restating what was the students said. Because recast also use as correction words in interactional adjustments.

c. Comprehension check

- 1) Teacher : Who is the invitation address to?
Students : *My home*
Teacher : My home? *are you sure?*
- 2) Teacher : Who is the invitation address to?
Students : To Randy..
Teacher : *How do you now that the address is to Randy?*
Students : *Because in the text there is dear Randy*
Teacher : *Because in the text there is words dear Randy, right?*
- 3) Teacher : Where will Ryan go next week?
Students : Bangkok
Teacher : What is your reason?
Students : Because in the invitation Ryan said, "I will go to Bangkok"
Teacher : *Because he said "I will go to Bangkok" right?*
- 4) The students : Tyan, *what is your hobby?*
Tyan : Hah?
The students : What is *your hobby?*
Tyan : Ermm, my ho hobby is *palying football*
The students : Your hobby is *playing football, right?*
Tyan : Ya...

- 5) Shinta : Tyan, how old are you?
 Tyan : I am fourteen years old
 Shinta : Oh you are *fourteen, right?*

In this case, comprehension check use by the teacher to check if the students understood what the teacher said. Comprehension check usually use part of repetition.

d. Confirmation check

- 1) Students : Ermmm_ *wax*
 Teacher : *Wax? Wax is lilin?*

The teacher want to make sure, if the teacher understood what the learner said.

e. Clarification request

- 1) Teacher : What is the text about?
 Students : (silent)
 Teacher : *About apa kemarin?*
 Students : Tentang
- 2) Teacher : When the even will be held?
 Students : at Saturday
 Teacher : *at Saturday or on Saturday? At is for o'clock,*
 Students : on Saturday

- 3) Teacher : What kinds of invitation is it?
 Students : Party
 Teacher : What party is it?
 Students : Invitation party
 Teacher : *What?what party?*
 Students : Emmm_ *birthday party*

In those case, the teacher asks question to clarify the words that difficult to understood by the students.

2. How are The Interactional Adjustments between Teacher to Students and Students to Students?

Based on the data above, the interactional between teacher to students and the students to students have the same pattern. Both of them do the same interactional adjustments. But, the pattern of the students' interactional adjustments are more simple and often use repetition one. It is different from the adult's in this case is the teacher, which use many kinds of interactional adjustments. The interactional adjustments used by the teacher more complex and variety.

3. Is Interactional Adjustments Effective in Second Language Learning Process?

Based on the data which acquired by interview, questionnaire, and students' assignment score the writer concludes that interactional adjustments are very effective in second language learning process. It will help the students to acquire their second language. By repetition, it will help the students easier to memorize the vocabulary, especially with unfamiliar words. The teacher who always does interactional adjustments, make a new habit to the students in order to make the students familiar with English it will very useful in their second language acquisition. The data shows that when the teacher asks the students to mention vocabulary which their got in that day, most of students can mention it very well. It means that the interactional adjustments were influenced their main mapping.

As the first language acquisition, when a mother repeats and repeats some words to teach their children how to speak and gain their mother tongue, and it also done at the school in the second language teaching learning process. As one of the theory about language development, that is behaviorism theory, behaviorist states that environment as main factor in language acquisition. Language learning is not different from any others kinds of learning; it is all about getting the habit of doing something.

Behaviorists believe that all kinds of learning call for repeated response in order to become a habit. Child as passive receiver in communication. Child learns to speak by listening to an adult and imitate what he or she hears. Behaviorist also state that the ability of language acquisition based on practice which is given by the environment. In this case, the environment is the teacher and the students it self. The teacher as the fasilitator, should have strategy how to encourage the students in English. (Downloaded by ebook30 at 11:00 25 May 2012)

CHAPTER V

CLOSURE

A. Conclusion

According to the research, the writer finds some results that represent in this paper about kind of interactional adjustments the interactional adjustments used by teacher to students and students to students, and is interactional adjustmenst effective in second language learning proces in SMP Negeri 1 Bringin, such as:

1. Kind of interactional adjustments found are :

a. Repetition

Teacher : OK then, P.M for morning or afternoon?

Students : Afternoon

Teacher : p.m is afternoon, good

b. Recast

Teacher : What is the invitation about?

Students : Besdeiparty

Teacher : Birthday /'bərth'dei/

c. Comprehension check

Teacher : Who is the invitation address to?

Students : to Randy..

Teacher : How do you now that the address is to Randy?

Students : Because *in the text there is dear Randy*

Teacher : *Because in the text there is words dear Randy, right?*

Tyan : Ermm, my ho hobby is *palying football*

The students : Your hobby is playing football, right?

Tyan : Ya...

d. Confirmation check

Students : Ermmm_ *wax*

Teacher : *Wax? Wax is lilin?*

e. Clarification request

Teacher : What kinds of invitation is it?

Students : Party

Teacher : What party is it?

Students : Invitation party

Teacher : What?what party?

Students : Emmm_ birthday party

2. The interactional adjustments used by the teacher to students and students to students have same pattern but the interactional used by the students to students more simple than when the teacher to the students. The students often use repetition when they do interactional adjustments.

Example :

a. Interactionl adjustments used by students to students

The students : Tyan, *what is your hobby?*

Tyan : Hah?

The students : What is your hobby?

Tyan : Ermm, *my ho hobby is palying football*

The students : *Your hobby is playing football*, right?

Tyan : Ya...

b. Interactionl adjustments used by teacher to students

Teacher : Who is the invitation address to?

Students : to Randy..

Teacher : How do you now that the address is to Randy?

Students : Because in the text there is dear Randy

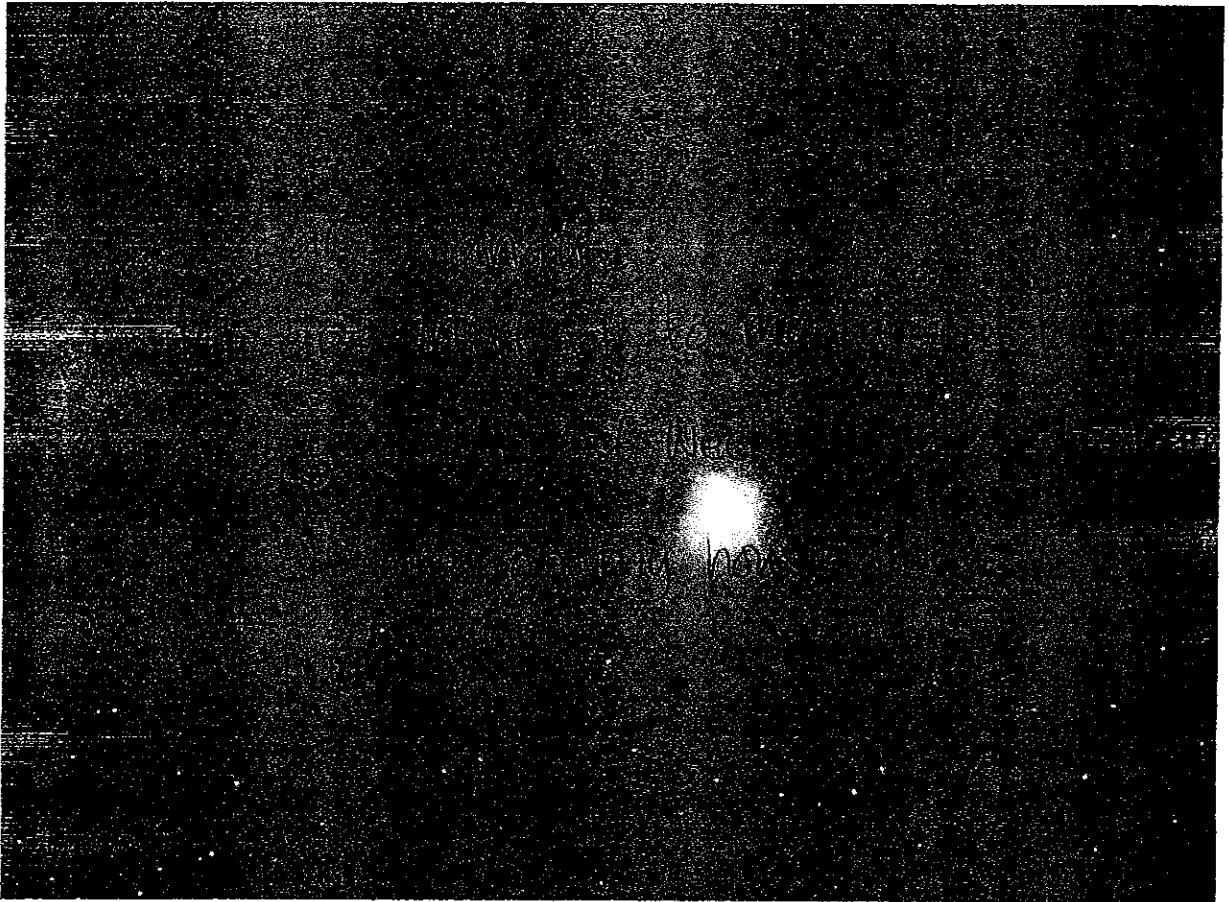
Teacher : Because in the text there is words dear Randy, right?

3. Interactional adjustments is very effective in second language learning process. It will help the students to acquire their second language. The students who often hear vocabulary will easier gain their second language. It is same with the behaviorism theory that argues that behavior or habit as the main factor in language development, first language and also second language.

B. Suggestion

After finding the result of this research, the writer suggests:

1. English teacher should always use interactional adjustments in second language teaching learning process. Make the interaction as good as possible and encourage the students in the interaction. With experience and habit the students will easier to gain their second language.
2. The students have to more active in interaction. Use english intently, try to speak as good as you can. Don not be affraid to use English in discussion class. If you do the best you will get the best. English is fun.



1. What is the text about?
2. Who is the invitation address to?
3. What is the invitation about?
4. Where will the party be held?
5. Where will Ryan go next week?



PEMERINTAH KABUPATEN SEMARANG
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA (SMP) NEGERI 1 BRINGIN

Alamat : Jalan Raya Bringin - Gogodalem Km. 4 Kode Pos 50772

DAFTAR NILAI

Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII F / 1
Tahun : 2012/2013

KKM : 75

No.	NIS	Nama	70 UH 1				15/10 UH 2/1				2/10 UH 3				Rt UH (A)	U/10 UTS (B)			UAS/UKK (C)			NA	NR	Deskripsi Kemajuan Belajar		
			U	R	T	Rt2	U	R	T	Rt2	U	R	T	Rt2		U	R	Rt2	U	R	Rt2					
1	6475	ACHMAD SAEFULLOH FATAH	84	-	76		70	75	80		65	90	80													
2	6439	AMAD RIFA IHSANI	60	72	76		75	-	80		70	90	80													
3	6584	AMIN FADILATUL UMAH	76	-	80		75	-	80		75	90	80													
4	6515	ANIS MUTOHAROH	60	78	80		70	80	80		65	90	80													
5	6406	ARDIANI WIDYA SHINTA R.	72	76	88		70	80	76		65	90	75													
6	6617	DEWI LARASATI	56	76	82		65	80	86		75	85	75													
7	6619	DIYAH PERMATA SARI	82	-	90		65	80	90		65	90	85													
8	6449	ENDAH LARASATI	72	78	88		65	85	84		70	85	90													
9	6484	EVA WAHYU PUJI PRATIWI	72	78	88		80	-	86		55	95	90													
10	6410	FEBRIYANI	80	-	76		75	-	82		65	90	90													
11	6526	FITRIA SARI	80	-	86		70	85	89		65	90	85													
12	6488	HANUNG HADI CHANDRA	84	-	86		70	80	80		65	90	87													
13	6524	HERI NUR SETIAWAN	64	76	78		60	75	76		70	80	75													
14	6491	IKA SEPTIANA	76	-	80		80	-	80		60	85	75													
15	6528	IKL FAJAR KHOIRIYAH	72	76	80		70	75	80		65	90	90													
16	6454	INDAH PRIHANDINI	72	76	80		65	75	80		65	90	90													
17	6594	KIKI PURNAMA SARI	80	-	84		70	75	88		65	90	75													
18	6457	M RIZKI ADITYA	76	-	78		70	75	78		60	90	85													
19	6626	M. ARDANI DEASETIAWAM	72	76	76		65	75	76		70	80	87													
20	6631	MOHAMAD ALI PRAYOGA	68	80	76		65	75	76		75	-	80													
21	8562	MUHAMAD FAISAL R.	60	80	80		70	90	86		65	85	75													
22	8425	MUHAMAD ILHAM WACHID H.	56	80	86		70	90	90		65	80	95													
23	6533	MUHAMAD MAHBUB	72	80	76		65	75	78		70	75	87													
24	6460	MUHAMAD SYARIF H.	72	80	76		65	75	78		75	-	87													
25	6426	MUHAMMAD ALVAN M.	52	80	76		65	75	80		65	75	80													
26	6637	MUHAMMAD ATAKA ARIFIN	84	-	82		75	-	82		75	-	75													
27	5604	MUHAMMAD SISWANTD	76	-	86		80	-	86		65	80	70													
28	6431	NUR RAHMAWATI	60	78	80		65	75	80		70	75	90													
29	6567	NURAINI ARRI HASANAH	72	86	94		70	75	88		65	95	90													
30	6467	PRAMUSINTA HEMAWATI	60	80	80		65	80	90		70	-	90													
31	6568	RAHMAD YULISTIYANTO	68	80	82		70	80	86		70	80	80													
32	6648	SLAMET RIYADI	75	-	80		70	75	80		65	75	83													
33	6578	VERENIKA ANGGRAINI	64	80	88		70	80	88		65	75	85													
34	6576	WISNU DISTIPA KAMIL	64	86	94		70	80	90		65	75	90													
		Nilai Tertinggi	84	86	94		80		90																	
		Nilai Terendah	52		76		60		96																	
		Rata-rata Nilai																								

Mengetahui:
Kepala Sekolah,

[Signature]

NIP

Bringin,
Guru Mata Pelajaran

[Signature]
Asih Dwi Phomeathy

NIP

Keterangan :

- 1 Nilai Rata-rata UH1-3 adalah 60% U atau (rata-rata U dan R (jika ada R)) ditambah 40% Nilai tujuan
- 2 Nilai Rata-rata UH (A) adalah nilai rata-rata UH 1 sampai dengan UH3
- 3 Nilai UTS/UAS/UKK adalah nilai yang diperoleh siswa saat mengikuti kegiatan. Jika ada Remedial @, nilai dihitung dengan 60% U ditambah 40% R
- 4 Nilai Report (NR) adalah pembulatan dari NA dengan rumus (80%A + 20%B + 21%C)
- 5 Deskripsi hasil belajar diisi :
 - a. Terlampaui, bila nilai yang diperoleh > KKM
 - b. Tercapai, bila nilai yang diperoleh = KKM
 - c. Belum Tercapai, bila nilai yang diperoleh < KKM

**PERANGKAT PEMBELAJARAN
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Mata Pelajaran : Bahasa Inggris
Satuan Pendidikan : SMP NEGERI 1 BRINGIN
Kelas/Semester : VIII /1

Guru Mata Pelajaran : Asih Dwi Rhomeathy, S.Pd.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMP Negeri 1 Bringin
Kelas/Semester	: VIII (Delapan) / 1
Standar Kompetensi	: 1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 1.2 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat
Jenis teks	: <i>Transactional / Interpersonal</i>
Tema	: <i>Narrating Past Event</i>
Aspek/Skill	: Mendengarkan
Alokasi Waktu	: 4 x 40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- b. Menjawab pertanyaan berdasarkan rekaman dialog
- c. Menjawab secara lisan
- d. Menentukan benar atau salah kalimat-kalimat yang tersedia
- e. Menulis kalimat berdasarkan rekaman sesuai dengan gambar
- f. Menentukan benar atau salah pengucapan kata kerja *was* dan *were*
- g. Menentukan pengucapan kata kerja *was* dan *were* sesuai intonasi dalam rekaman

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)

2. Materi Pembelajaran

- Pernyataan-pernyataan yang memuat ungkapan:
A: Was Karen at the sports center?
B: Yes, she was
(jawaban singkat dalam bentuk *past simple*)
- Penjelasan penggunaan kata kerja bantu *may*
- Rekaman dan script kalimat-kalimat yang memuat kata kerja *was* dan *were*

3. Metode Pembelajaran: three-phase technique

4. Langkah-langkah Kegiatan

A. Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab tentang gambar dalam dialog
- menebak berdasarkan gambar apa yang terjadi dalam dialog.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- Mendengarkan penjelasan bentuk past simple dari kata kerja *be*
- Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- Melengkapi kalimat berdasarkan pemahaman akan suatu percakapan
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran;
- merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

- a. Buku teks yang relevan ..
- b. CD / kaset.
- c. *Script* percakapan dan/atau rekaman percakapan
- d. Gambar-gambar yang relevan

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
<ul style="list-style-type: none">• Merespon ungkapan mengundang, menerima, dan menolak ajakan• Merespon ungkapan menyetujui / tidak menyetujui• Merespon ungkapan memuji• Merespon ungkapan memberi selamat	Tes lisan	Jawaban singkat	<i>Write your response to the following statements:</i> <i>1.A: Would you go with me to the movie ?</i> <i>B: ...</i> <i>2.A: I do agree with you to join the speech contest.</i> <i>B: ...</i> <i>3.A: You have a beautiful hair</i> <i>B: ...</i> <i>4.A: Congratulation ! you passed your exams</i> <i>B : ...</i>

a. Instrumen:

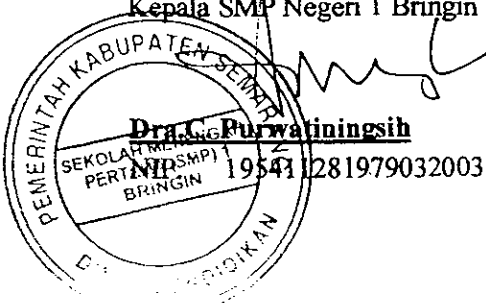
Listen to the recording (A Message with a Map) and state whether these sentences are right or wrong.

	Right	Wrong
1. Mr. Miler was at the sports center this morning	<input type="checkbox"/>	<input type="checkbox"/>
2. He usually gives Nigel the trining program every Sunday	<input type="checkbox"/>	<input type="checkbox"/>
3. Nigel and Karen thought that Mr. Miller may not feel well	<input type="checkbox"/>	<input type="checkbox"/>
4. Mrs. Miller was in the house	<input type="checkbox"/>	<input type="checkbox"/>
5. Mr. Miller was out of London	<input type="checkbox"/>	<input type="checkbox"/>
6. He never forgets to write the programmes	<input type="checkbox"/>	<input type="checkbox"/>
7. There may be a map on the computer	<input type="checkbox"/>	<input type="checkbox"/>
8. Nigel and Karen saw the message on the map	<input type="checkbox"/>	<input type="checkbox"/>
9. Mrs. Miller didn't find Nigel's programme	<input type="checkbox"/>	<input type="checkbox"/>
10. Karen is Nigel's sister	<input type="checkbox"/>	<input type="checkbox"/>

b. Pedoman Penilaian

1. Untuk tiap nomor, tiap jawaban benar skor 1
2. Jumlah skor maksimal $10 \times 1 = 10$
3. Nilai maksimal = 10
4. Nilai Siswa = 10

Mengetahui
Kepala SMP Negeri 1 Bringin



Bringin, Juli 2012

Guru Mapel Bahasa Inggris,

Asih Dwi Rhomeathy, S.Pd.

SILABUS

Sekolah : SMP NEGERI 1 BRINGIN
 Kelas : VIII (Delapan)
 Mata Pelajaran : BAHASA INGGRIS
 Semester : 1 (Satu)

Standar Kompetensi : **Mendengarkan**

1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
1.1 Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, mengakui, mengingkari fakta, dan meminta dan memberi pendapat	Percakapan singkat memuat ungkapan – ungkapan: A: Let me help you. B: Thank you so much. A: Can I have a bit? B: Sure. Here you are. A: Did you break the glass? B: Yes I did / No, it wasn't me. A: What do you think of this? B: Not bad. Percakapan singkat memuat ungkapan – ungkapan: A: Would you come to my party? B: I'd love to / I want to, but A: I do agree B: Thanks for the support. A: Na way B: It's O.K. Na problem A: You have beautiful	1 bertanya dan menjawab tentang berbagai hal terkait tema topik yang akan dibicarakan. 2. Membahas kosakata (noun phrase, verb phrase, adverb phrase) tata bahasa sederhana tentang tawaran jasa, meminta sesuatu, informasi faktual, pendapat terkait materi percakapan 3. Mendengarkan percakapan yang memuat ungkapan ungkapan dalam materi dengan cermat 4. Menjawab pertanyaan tentang isi percakapan. 5. Memberi respon lisan dan tulis terhadap ungkapan yang didengar. 1. Memberi respons lisan Curah	<ul style="list-style-type: none"> Merespon ungkapan meminta, memberi, menolak jasa Merespon ungkapan meminta, memberi, menolak barang Mengakui, mengingkari fakta Merespon ungkapan meminta dan memberi pendapat 	Tes lisan Tes lisan	Merespon secara lisan Pertanyaan lisan	Respond the following statement Q: Let me help you A:..... Q: Can I have a bit? A:..... Choose the right response Q: Did you break the glass? a. Yes, I did b. I don't know c. I'm not sure d. All right Q: What do you think of my new dress A:..... Write your response to the following statements: 1. Would you go with me to the movie? 2. I do agree with you to join the speech contest 3. You have beautiful hair. 4. You passed your exams.	2 x 40 menit	1. Script percakapan 2. Rekaman Percakapan: - Cassette - Tape Recorder - CD - TV 3. Gambargambar/ benda terkait	Bersahabat, komunikatif Cermat. Percaya diri. Kreatif. Kerjasama. Ulet. Rasa ingin tahu.
1.2 Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi)			<ul style="list-style-type: none"> Merespon ungkapan mengundang, menerima, dan menolak ajakan Merespon ungkapan menyetujui / tidak menyetujui Merespon ungkapan memuji 	Tes lisan Tes lisan	Pilihan ganda Pertanyaan lisan		1 Script percakapan 2 Rekaman percakapan 3 Tape recorder 4 Gambar yang relevan Buku teks yang	Toleransi	

<p>sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat</p>	<p>halir. B. Thank you. A: Happy birthday. B. Thank you.</p>	<p>pendapat tentang hal-hal terkait topik/ungkapan yang akan dibahas</p> <ol style="list-style-type: none"> Membahas kosakata dan tata bahasa terkait topik/ungkapan yang dibahas Mendengarkan percakapan memuat ungkapan terkait martiri Tanya jawab tentang isi percakapan Tanya jawab tentang fungsi dan makna ungkapan dalam percakapan 	<ul style="list-style-type: none"> Merespon ungkapan memberi selamat 	<p>Congratulations.</p>	<p>relevan</p>
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Standar Kompetensi : Mendengarkan

2. Memahami makna dalam monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Sumber Belajar	Karakter	
				Teknik	Bentuk Instrumen	Contoh Instrumen			
<p>2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.</p> <p>2.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar</p>	<ul style="list-style-type: none"> Teks fungsional pendek berupa : Undangan Contoh: <i>Dear Rio,</i> <i>I want you to come to my house for lunch on Sunday at 12 a.m. Thanks.</i> <i>Mona</i> Ciri kebahasaan teks fungsional pendek Langkah retorika teks: - <i>descriptive (identification – descriptions)</i> 	<ol style="list-style-type: none"> Tanya jawab tentang berbagai hal terkait topik/tema yang akan dibahas dengan <i>rasa ingin tahu</i> Membahas kosakata yang terkait tema/topik/undangan (noun phrase, verb phrase) membahas ungkapan yang sering muncul dalam undangan: - <i>I want you to come to.....</i> - <i>Please come to ...</i> - <i>Don't forget to Come to.....</i> 	<ul style="list-style-type: none"> Mengidentifikasi informasi yang terdapat dalam teks fungsional pendek berupa undangan. Mengidentifikasi ciri kebahasaan dalam teks fungsional pendek berupa Undangan. Mengidentifikasi informasi/makna yang terdapat dalam teks berbentuk <i>descriptive</i> dan <i>recount</i> Mengidentifikasi 	<p>Tes tertulis</p> <p>Tes lisan</p> <p>Tes tulis</p>	<p>Melengkapi rumpang</p> <p>Pertanyaan lisan</p> <p>PG</p>	<p>Complete the following sentences based on the text you hear</p> <p>Answer the questions orally based on the text you listen to</p> <p>Choose the best option based on the text you have listened to</p>	<p>2 x 40 menit</p> <p>2 x 40 menit</p>	<p>1. Script teks undangan</p> <p>2. Rekaman undangan - cassette - tape recorder - CD - CD Player - TV</p> <p>3. Gambar/realia terkait tema/topik / jenis teks</p> <p>1 Buku teks yang</p>	<p>Rasa ingin tahu</p> <p>Kreatif, mandiri</p>

<p>dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>	<ul style="list-style-type: none"> - <i>recount</i> (<i>orientation events</i>) - <i>reorientation</i> <p>Teks lisan berbentuk</p> <ul style="list-style-type: none"> • <i>descriptive</i> • <i>recount</i> <p>Langkah retorika teks :</p> <ul style="list-style-type: none"> • <i>descriptive</i> (<i>identification – descriptions</i>) • <i>recount</i> (<i>orientation events – reorientation</i>) 	<p>4. Mendengarkan teks fungsional pendek (undangan)</p> <p>5. menjawab pertanyaan tentang berbagai informasi yang terdapat dalam teks fungsional, undangan.</p> <p>6. Mendengarkan contoh-contoh undangan lainnya dari teman dengan <i>cermat</i></p> <p>7. Mengidentifikasi ciri kebahasaan teks fungsional pendek :</p> <ul style="list-style-type: none"> undangan - <i>invite</i> - <i>occasion</i> - <i>time</i> - <i>place</i> - <i>invitor</i> <p>1 <i>Eliciting</i> kosakata terkait tema/topik/ jenis teks</p> <p>2 Membahas tata bahasa terkait jenis teks yang akan dibahas</p> <p>3 Mendengarkan teks <i>Monolog descriptive / recount</i> dengan topik tertentu dengan <i>ingin tahu</i></p> <p>4 Menjawab pertanyaan tentang berbagai informasi terkait teks yang didengar</p> <p>5 Menjawab pertanyaan tentang tujuan komunikatif teks yang didengar</p>	<p>fungsional dan langkah retorika teks <i>descriptive</i> dan <i>recount</i>.</p>				<p>relevan</p> <p>2 Gambar terkait tema / topik</p> <p>Script teks: <i>descriptive / recount</i></p> <p>4 Rekaman teks</p> <p>5 Tape recorder</p> <p>6 OHP</p> <p>7 Lingkungan sekitar</p>	
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Standar Kompetensi : Berbicara

3. Mengungkap kan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Sumber Belajar	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen		
3.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak barang, mengakui, mengingkar, fakta, dan meminta dan memberi pendapat	<p>Percakapan singkat dan memuat ungkapan – ungkapan.</p> <p>A: Let me help you. B: Thank you so much. A: Can I have a bit. B: Sure. Here you are. A: Did you break the glass? B: Yes, I did / No, it wasn't me. A: What do you think of this? B: Not bad.</p>	<ol style="list-style-type: none"> 1. Review kosakata dan ungkapan/ungkapan terkait materi dan tema 2. Tanya jawab Menggunakan ungkapan ungkapan tersebut 3. Bermain peran melakukan percakapan yang disediakan guru dengan percaya diri 4. Bermain peran Melakukan percakapan Berdasarkan situasi /gambar yang disediakan percaya diri 5. Menggunakan ungkapan yang telah dipelajari dalam real life situation dengan mandiri 	<ul style="list-style-type: none"> • Bertanya dan menjawab tentang meminta , memberi, menolak jasa • Bertanya dan menjawab tentang meminta, memberi, menolak barang • Bertanya dan menjawab tentang mengakui, mengingkar, fakta • Bertanya dan memberi pendapat 	Tes lisan	Bermain peran	Create a dialogue based on the role cards and perform it in front of the class.	<ol style="list-style-type: none"> 1. Buku teks yang relevan 2. Gambar-gambar terkait tema 3. Realia Benda sekitar 	Kreatif, toleransi, bersahabat, komunikatif Percaya diri
3.2 Memahami dan merespon percakapan transaksional (to get things done) dan Interpersona (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, dan menyetujui/tidak	<p>A: Would you come to party? B: I'd love to / I want to, but A: I do agree. B: Thanks for the Support. A: No, way, ... B: It's O.K. I understand. A: You have beautiful hair. B: Thank you. A: Happy birthday. B: Thank you.</p>	<ol style="list-style-type: none"> 1. Review kosakata terkait tema, topik sebelumnya 2. Memperkenalkan kosakata baru / ungkapan ungkapan yang akan dibahas 3. Tanya jawab menggunakan ungkapan/ungkapan terkait materi dengan bersahabat 4. Menirukan percakapan yang diucapkan guru 	<ul style="list-style-type: none"> • Bertanya dan menjawab tentang mengundang, menerima, menolak ajakan • Bertanya dan menjawab tentang menyetujui,tidak menyetujui • Bertanya dan menjawab tentang memuji • Bertanya 	Tes lisan	Bermain peran	Create a dialogue based on the role cards and perform it in front of the class.	<ol style="list-style-type: none"> 1. Buku teks yang relevan 2. Gambar-gambar terkait tema 3. Realia Benda sekitar 	Kreatif, toleransi, bersahabat, komunikatif

menyetujui, memuji, dan memberi selamat		5. Melakukan percakapan yang diberikan 6. Melakukan tanya jawab menggunakan ungkapan tersebut	dan menjawab tentang memberi selamat					
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Standar Kompetensi : Berbicara

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Sumber Belajar	Karakter	
				Teknik	Bentuk Instrumen	Contoh Instrumen			
4.1. Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan	Teks fungsional pendek berupa : <i>Undangan</i>	1. Mendengarkan teks fungsional pendek: undangan dengan <i>cermat</i> 2. Tanya jawab tentang isi teks "undangan" 3. Tanya jawab tentang struktur teks 4. Membuat kalimat sederhana terkait jenis teks bentuk undangan - <i>I want to come to...</i> - <i>Please come to.....</i> 5. Berlatih mengundang seseorang secara lisan menggunakan <i>gambit-gambit tertentu dengan kreatif dan komunikatif</i> Contoh: A: <i>Hi Guys, I want you all to come to my birthday party.</i> B: <i>We'd love to! When?</i> A: <i>Tomorrow, at 4.00</i> 6. Secara berpasangan atau dalam kelompok mengungkapkan undangan berdasarkan konteks /	<ul style="list-style-type: none"> Mengungkapkan secara lisan teks fungsional pendek berbentuk undangan. Contoh: <i>Dear Rio,</i> <i>I want you to come to my house for lunch on Sunday at 12 a.m.</i> <i>Thanks.</i> Bertanya dan menjawab secara lisan berbagai informasi tentang teks fungsional pendek berbentuk undangan Bertanya dan menjawab sebagai informasi secara lisan dalam teks pendek Melakukan monolog pendek dalam bentuk <i>recount</i> 	Tes lisan	<i>Performance</i>	<i>Invite your friend to come to your birthday party orally!</i> <i>Think of an activity or event that happened to you yesterday and tell us about it.</i>	2 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar	Cermat Kreatif, Bersahabat
4.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa nista secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	1. Teks pendek berbentuk <i>recount</i> 2. - Informasi faktual-informasi rinci - gagasan utama - gagasan pendukung dalam teks pendek berbentuk <i>recount</i> 3. Ciri kebahasaan teks <i>recount</i>						4 x 40 menit	1. Buku teks yang Relevan 2. Koran/majalah 3. Gambar peristiwa	Kreatif, komunikatif

akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar	<ul style="list-style-type: none"> Langkah retorika teks descriptive dan recount Tujuan komunikatif teks descriptive dan recount Ciri kebahasaan teks descriptive dan recount 	pendek "undangan"	<ul style="list-style-type: none"> 6. Menjawab pertanyaan tentang ciri kebahasaan teks fungsional pendek "undangan" 1. Tanya jawab berbagai hal terkait tema/topik bacaan 2. Review kosakata dan tata bahasa terkait jenis teks descriptive/recount 3. Membaca teks descriptive/recount dengan <i>rasa ingin tahu</i> 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menjawab pertanyaan tentang tujuan komunikatif dan langkah retorika teks descriptive/recount 6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca dengan <i>antusias</i> 	<ul style="list-style-type: none"> berbentuk undangan Makna gagasan Makna tekstual dalam teks descriptive dan recount Langkah retorika teks descriptive dan recount Tujuan komunikatif teks descriptive dan recount Ciri kebahasaan teks descriptive dan recount 	Tes lisan			4 x 40menit	<ol style="list-style-type: none"> Buku teks yang relevan Koran/majalah Gambar peristiwa/walaupun Lingkungan sekitar 	Rasa ingin tahu Antusias
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Standar Kompetensi : Menulis
6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar

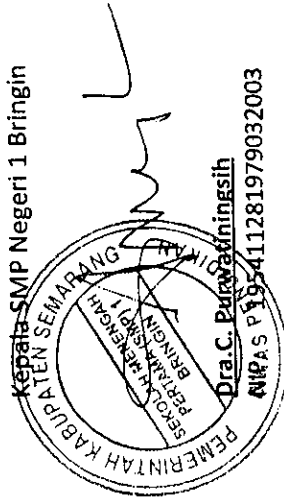
Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Sumber Belajar	Alokasi Waktu	Karakter
				Teknik	Bentuk Instrumen	Contoh Instrumen			
6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	<p>Teks fungsional pendek berupa :</p> <ul style="list-style-type: none"> Undangan Pengumuman Pesan Singkat 	<ol style="list-style-type: none"> Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional Menulis kalimat sederhana terkait jenis teks fungsional Menulis teks fungsional pendek berdasarkan konteks 	<ul style="list-style-type: none"> Melengkapi rumpang teks fungsional pendek Meyusun kata menjadi teks fungsional yang bermakna Menulis teks fungsional pendek 	<p>Tes tulis</p> <p>Completion Jumbled sentences Essay</p>	<ol style="list-style-type: none"> Write simple sentences based on the situation given. Write an invitation/ on announcement / message based on the situation given. <ul style="list-style-type: none"> Complete the paragraph using the suitable words. Rearrange the following sentences 	<ol style="list-style-type: none"> Buku teks yang relevan Contohnya undangan, pengumuman, SMS Gambar yang relevan 	2 x 40 menit	Kreatif Cermat Komunikatif	

<p>6.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>	<p>Teks rumpang berbentuk - <i>descriptive</i> - <i>recount</i> Kalimat acak</p>	<p>dengan kreatif dan komunikatif</p> <ol style="list-style-type: none"> 1. Review Ungkapan ungkapan yang mendeskripsikan benda, orang atau tempat. 2. Menulis kalimat yang Mendeskripsikan benda, tempat, orang atau binatang berdasarkan gambar/realia. 3. Melengkapi rumpang dalam teks deskriptif dengan kata yang tepat. 4. Menyusun kalimat acak menjadi teks deskriptif yang terpadu. 5. Membuat draft teks deskriptif secara mandiri. 6. Mengekspos teks <i>descriptive</i> yang ditulis di kelas dengan mandiri dan percaya diri 	<ul style="list-style-type: none"> • Melengkapi rumpang teks esai pendek berbentuk <i>descriptive</i> • Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive</i> • Menulis teks esai dalam bentuk <i>descriptive</i>. 	<p>Tes tulis</p> <p>Tes tulis</p>	<p>correctly.</p> <ul style="list-style-type: none"> • Write an essay describing something or a certain place. 	<p>4 x 40 menit</p>	<ol style="list-style-type: none"> 1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar 	<p>Kreatif Cermat Komunikatif Percaya diri Mandiri</p>
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Bringin, Juli 2012
Guru Mata Pelajaran

Asih Dwi Rhomeathy, S.Pd.

Kepala SMP Negeri 1 Bringin



Dra. C. Puwadiningsih

NIPAS P 195411281979032003

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- (<http://www.ebook30.com>) 11 April 2012 at 11 a.m

appendix

Transcript

Script 1 :

The lessons about invitation card. The first observation, August 13th 2012. The invitation is about farewell party.

Teacher : who is the invitation address to?

Students : my home

Teacher : my home? are you sure?

Thye teacher writes an invitation in the white board

Teacher : Let us read the invitation! One, two, three

Students : deaar Randy (incorrect pronounciation)

Teacher : what?? Not dear, but *dir*

Students : dir...

Teacher : OK then, P.M for morning or afternoon?

Students : afternoon

Teacher : what is the text about?, about apa about?

Students : tentang...

Teacher : OK, tentang. What is the text about?

Students : farewell party

Teacher : right, the text is about farewell party

Teacher : kalau wedding party apa?

Students : (just silent)

Teacher : kalau wedding party itu ada putri domasnya,

Students : pernikahan

Teacher : yes, that's right wedding party is pesta pernikahan

Teacher : back to this text, look at your book

Teacher :What is the text about?

Students : besdeiparty

Teacher : what? Perasaan saya tidak pernah mengajarkan besdeyparty, yang ada bis Safari, bis Sari, birthday ('bərth'dei). Ayo bilang 'bərth'dei

Students : besdei

Teacher : 'bərth'dei

Students : 'bərth'dei

Teacher : terus biasanya kalau ulang tahun itu identik dengan lilin. Lilin what we call in English?

Students : ermmm_wax

Teacher : bukan wax, kalau wax itu cairannya. Kalau lilinnya Can...

Students : /Kendle/

Teacher : not /Kendle/ , Candle /'kændəl/. Let's say /'kændəl/

Students : /'kændəl/

After view minutes

Teacher : back to the text again, question number two. Where is the party will be held?

Students : in my /haum/ (home)

Teacher : not haum my dear, but /howm/. Let us say it together, /howm/

Students : /howm../

Teacher : Excellent!!

Script 2

The lessons about invitation card. The next observation, August 16th 2012. The invitation is about birthday party.

Teacher : Let us check your homework! From this text, question number one.

What is the text about?

Students : kira-kira

Teacher : ya,..sometimes it means kira-kira. But based on this context, about means?means what?

Students : tentang.

Teacher : Good, tentang. So, what is the text about?

Students : about invitation

Teacher : the text is about invitation?
Students : (silent, feel confuse)
Teacher smile and says : the text is about birthday party
Students : Owh..besdey party
Teacher : birthday party!
Students : besdey party
Teacher : Birthday, birthday, birthday party
Teacher goes to the next question
Teacher : Then, who is the invitation address to? To apa artinya to?
Students : ke
Teacher : address apa address?
Students : alamat
Teacher : right.. so who is the invitation address to?
Students : Dina.
Teachers : the invitation address is to Dina
When and where the party will be held?
When, what does it means?
Students : kapan
Teacher : so, when is show us about the time, right?
Students : right
Teacher : then, where. What doesd it ,means?
Students : Tempat
Teacher : what we call in English?
Students : ples
Teacher : place, bukan ples

Result of interview

This data below are the interview between the writer with Miss Asih (English teacher). The interview was taken on Wednesday, 15 August 2012 at 09.35 a.m.

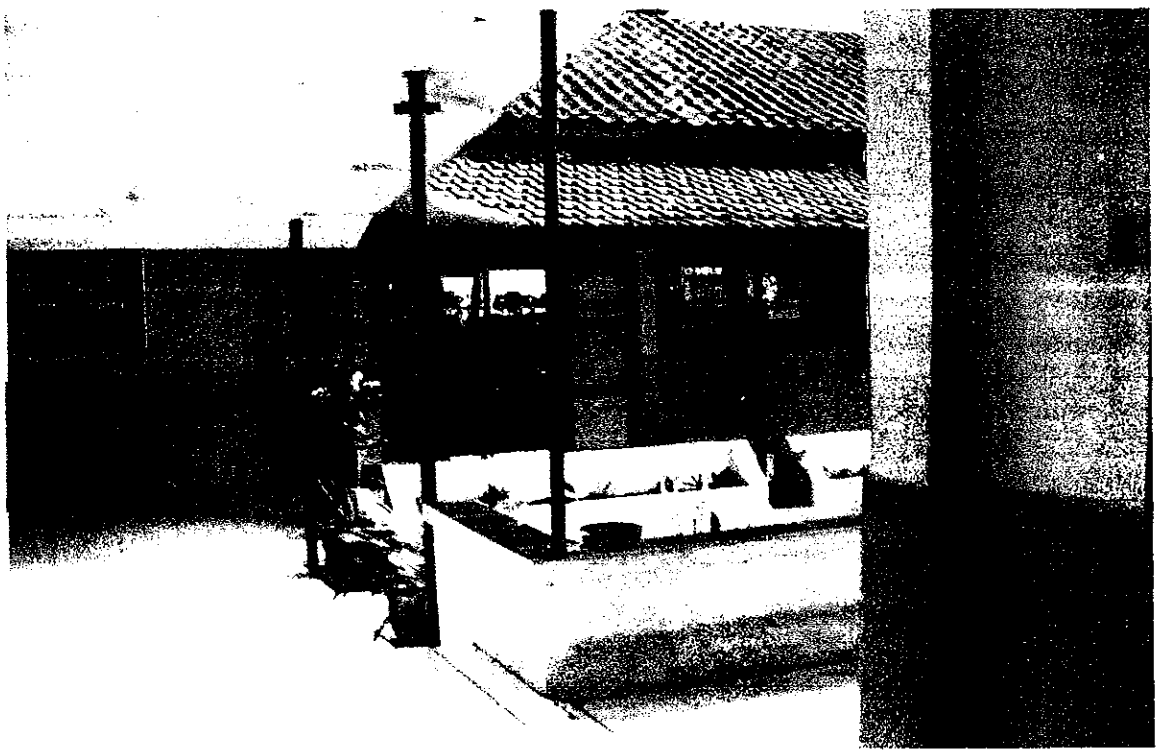
The writer : Miss Asih do you think that interactional adjustments are very useful in second language learning process?

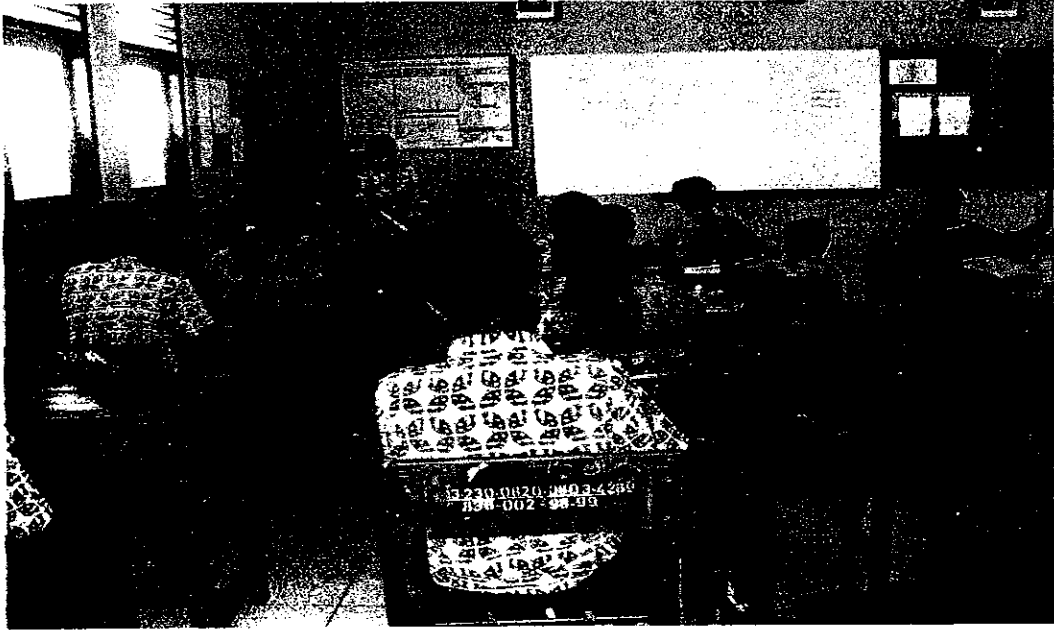
Miss Asih : Yes, of course. I think that interactional adjustments are useful in second language learning process.

The writer : How it works?

Miss Asih : as you know that interaction in teaching learning process is very important to do. Interaction will motivate the learners to speak up or push them to speak up in teaching learning process. Usually, the students do not say anything if the teacher does not ask them one by one. Interaction gives opportunities to the teacher asks the students individually, and push them to speak up. English as second language is very difficult to learn. Comparing with first language, the students get more difficulties in second language acquisition. So, they need good strategy how to gain second language. As first language when the mother repeats and repeats the same words to teach her baby's first language. The same way also used in second language learning. The teacher tries to behave the students hear, and speak use English. It will to leave behind their mind mapping when they get opportunities to correct their error in direct conversation.











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Nomor : Sti.24/K-I/PP.00.9/I-1.3.114/2012
Lamp. : Proposal Skripsi
Hal : Pembimbing dan Asisten
Pembimbing Skripsi

29 Juni 2012

Yth. Dr.H. Sa'adi, M. Ag

Assalamualaikum wr.wb.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.I). Saudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa :

Nama : Ida Erfina
NIM : 11308008
Jurusan : Tarbiyah
Judul Skripsi :

A PSYCHOLINGUISTIC ANALYSIS OF INTERACTIONAL ADJUSTMENTS OF
SECOND GRADE STUDENTS' IN SMP N 1 BRINGIN SEMARANG

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum wr.wb.

a.n. Ketua,
Pembantu Ketua Bidang Akademik

Dr. Rahmat Hariyadi, M.Pd.
NIP. 19670112 199203 1 005

Tembusan : Yth. Ketua STAIN Salatiga (sebagai laporan)

DAFTAR NILAI SKK

Nama : IDA ERFINA

Nim : 11308008

Jurusan : Tarbiyah/TBI

PA : Dra. Hj. Woro Retnaningsih, M.Pd

No.	JENIS KEGIATAN	PELAKSANAAN	JABATAN	NILAI
1.	Bimbingan Masuk Stain Salatiga (BIMASTA) PMII Kota Salatiga	23 Juli 2008	Peserta	3
2.	Orientasi Program Studi dan Pengenalan Kampus (OPSPEK)	25 s.d 27 Agustus 2008	Peserta	3
3.	Sarasehan Keagamaan Dewan Mahasiswa (DEMA)	09 September 2008	Peserta	2
4.	Semalam Sehati dan Temu Alumni PMII Kota Salatiga	21 September 2008	Peserta	2
5.	Training Of Trainer (TOT) dengan tema " <i>meretas jalan menuju kader ulul albab</i> " oleh PMII Kota Salatiga	14 Oktober 2009	Peserta	3
6.	Bedah Buku yang diselenggarakan oleh Dewan Mahasiswa (DEMA)	27 November 2008	Peserta	2
7.	Seminar Nasional " <i>kajian gender dalam perspektif islam, demokrasi dan budaya</i> " oleh PMII Kota Salatiga	24 Januari 2009	Peserta	6
8.	Training Of Trainer (TOT) " <i>berproses untuk kemajuan diri</i> " PMII Kota Salatiga	13 Maret 2009	Panitia	3
9.	Seminar Pembiayaan	25 Maret 2009	Peserta	2

	Pendidikan Kota Salatiga yang diselenggarakan oleh Dewan Mahasiswa (DEMA)			
10.	Pelatihan Advokasi diselenggarakan oleh Dewan Mahasiswa (DEMA)	19-21 Oktober 2009	Peserta	3
11.	Forum Lintas Iman Muda Salatiga diselenggarakan oleh Dewan Mahasiswa (DEMA)	22 November 2009	Peserta	2
12.	Seminar Kebangsaan diselenggarakan oleh Dewan Mahasiswa (DEMA)	2 Desember 2009	Peserta	2
13.	Seminar Nasional diselenggarakan oleh Smart Teacher Development Institute (STDI)	23 Januari 2010	Peserta	6
14.	SARASEHAN REGIONAL diselenggarakan oleh PMII Kota Salatiga	12 Maret 2010	Peserta	6
15.	Diskusi interaktif “ <i>refleksi dan reinviting semangat R.A Kartini sebagai emansipator wanita</i> ” diselenggarakan oleh PMII Kota Salatiga	23 April 2010	Peserta	2
16.	Kajian Politik diselenggarakan oleh PMII Kota Salatiga	15 Mei 2010	Peserta	2
17.	Public Hearing 2010 diselenggarakan oleh Senat Mahasiswa (SEMA)	15 Mei 2010	Peserta	2
18.	Seminar Nasional Pendidikan diselenggarakan oleh Dewan Mahasiswa (DEMA)	2 Juni 2010	Peserta	6

19.	Praktikum Pelatihan TOEFL	31 Juli - 22 Agustus 2010	Peserta	3
20.	Praktikum TBI	1 September 2010	Peserta	3
21.	Seminar Politik diselenggarakan oleh Dewan Mahasiswa (DEMA)	27 Januari 2011	Peserta	2
22.	Seminar Nasional Dan Bedah Buku Diselenggarakan Oleh Dewan Mahasiswa (Dema) Bekerja Sama dengan SD INTERNASIONAL Salatiga	15 Juli 2011	Panitia	6
23.	WORKSHOP LEADERSHIP diselenggarakan oleh Dewan Mahasiswa (DEMA)	06-08 April 2012	Peserta	3
24.	Sarasehan Nasional diselenggarakan oleh Dewan Mahasiswa (DEMA)	01 Juli 2012	peserta	6
Jumlah				78

Salatiga, 15 September 2012

Mengetahui,

Pembantu Ketua Bidang Kemahasiswaan



[Handwritten signature]

H. Agus Waluyo, M. Ag.

NIP. 197502112000031003