

ABSTRACT

Setiani, Dita Etik, 2025. *A Conversational Analysis on Adjacency Pairs Occurred in Teaching and Learning English of Intellectual Disability Classroom (A Descriptive Qualitative Study to the 12th Grade Students of Special Needs School Yakut C and C1 Purwokerto)*. Thesis. Supervisor 1: Erna Wardani, S.Pd., M.Hum., Supervisor 2: Nisa Roiyasa, S.Pd., M.Tesol., Chief External Examiner: Slamet Riyadi, S.S., M.Pd., External Examiner: Weksa Fradita Asriyama, S.Pd., M..Pd. Ministry of Higher Education, Science, and Technology, Jenderal Soedirman University, Faculty of Humanities, Department of Language Education, English Education Study Program, Purwokerto.

This research aimed to investigate the most types of adjacency pairs that occurred in the conversation in 12th grade students with intellectual disability. This research also focused on how the teacher used the adjacency pairs on teaching and learning process in the classroom. Using descriptive qualitative methods, the data were collected by recording the conversation, observation, and teacher interview. The participants of this research are the teacher and the 12th grades students of Special Needs School C and C1 Yakut Purwokerto that consist of 15 students. The findings reveal that 5 types of adjacency pairs out of 11 types occurred: question-answer (51 pairs), greeting-greeting (2 pairs), request-acceptance (3 pairs), assessment-agreement (3 pairs), and leave-taking (1 pair). Among these pairs, question-answer adjacency pairs were the most prevalent, occurring 51 times throughout the conversation. These pairs played a vital role in maintaining student engagement and supporting communication in the classroom. Students with intellectual disability responded to the teacher with preferred answers, which means that they were able to follow the teacher's prompts but they struggled to initiate the conversation first. The analysis further highlights the importance of adjacency pairs used by the teacher in creating a supportive environment in which students can participate more actively.

Key Words: Conversational Analysis, Adjacency Pairs, Teaching and Learning, Intellectual Disability.

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Penelitian ini bertujuan untuk mengetahui jenis pasangan ujaran terdekat yang paling banyak terjadi dalam percakapan siswa kelas 12 dengan disabilitas intelektual. Penelitian ini juga berfokus pada bagaimana guru menggunakan pasangan ujaran terdekat dalam proses belajar dan mengajar di kelas. Penelitian ini menggunakan metode deskriptif kualitatif, data diperoleh melalui rekaman percakapan di kelas, observasi dan wawancara dengan guru. Peserta penelitian ini adalah guru dan siswa kelas 12 dari Sekolah Luar Biasa C dan C1 Yakut Purwokerto yang terdiri dari 15 siswa. Hasil penelitian menunjukkan terdapat 5 jenis pasangan ujaran terdekat dari 11 jenis yang ada, yaitu: tanya-jawab (51 pasangan) salam-salam (2 pasangan), permintaan-penerimaan (3 pasangan), penilaian-persetujuan (3 pasangan), dan perpisahan. Pasangan tanya-jawab adalah yang paling sering terjadi, yaitu muncul sebanyak 51 kali. Pasangan-pasangan ini memainkan peran penting dalam menjaga keterlibatan siswa dalam pembelajaran dan mendukung komunikasi di dalam kelas. Siswa dengan disabilitas intelektual bisa menjawab dengan benar pertanyaan guru dan mampu mengikuti percakapan guru, tetapi mereka kesulitan untuk memulai percakapan terlebih dahulu. Pasangan ujaran terdekat penting digunakan oleh guru dalam menciptakan lingkungan yang mendukung di mana siswa dapat berpartisipasi lebih aktif.

Kata Kunci: Analisis Percakapan, Pasangan Ujaran Terdekat, Belajar dan Mengajar, Disabilitas Intelektual.