ACKNOWLEDGEMENTS

Praise be to God the Almighty for His grace and blessings! Through His wisdom and by His grace, this thesis was finally completed in due course.

The writer would like to express the deepest gratitude to everyone who has given valuable guidance, support, and prayers during the times of the writing of this thesis, without which it would have never been completed. Deepest gratitude to all these people to whom the writer is indebted:

1) Ibu Connie Rasilim, S.S., B.Ed., M.Pd. as the dean of the Faculty of Education.
2) Bapak Dr. Niko Sudibjo, S.Psi., M.A. as the head of the study program.
3) Dr. Agus Santoso as the thesis advisor who has given valuable guidance, time, patience, and inputs for the research.
4) All lecturers who have taught me during my graduate studies at Universitas Pelita Harapan.
5) All staff and librarians at the Education Faculty who have helped the writer for all administrative purposes.
6) My parents and brother who have given moral support.
7) Ms. Gabie and Mr. Hery who have supported me to conduct the research.
8) Ms. Lince and Ms. Lulu who have supported me in prayers for this thesis to be completed.
9) To my friends, brothers, and sisters Joanne, Bobby, Ana, Winda, Stefani, Chenny, Irvan, Andrea, Annette, Walter, and Merry who have supported me to complete this thesis.

10) To each and everyone else that cannot be named one by one.

Lastly, the writer admits that this thesis is not perfect. Constructive criticisms and suggestions are welcome to help improve this thesis so it could be beneficial for all the readers.

Jakarta, 10 December 2016

Theodora Sutanto
TABLE OF CONTENTS

TITLE PAGE ................................................................. i
ORIGINALLITY STATEMENT OF THE THESIS ................. ii
THESIS SUPERVISOR’S APPROVAL ............................... iii
THESIS EXAMINATION COMMITTEE .............................. iv
ABSTRACT .......................................................................... v
ACKNOWLEDGEMENTS ................................................ vii
TABLE OF CONTENTS .................................................... ix
LIST OF TABLES ............................................................... xii
LIST OF IMAGES ............................................................. xiii
LIST OF APPENDICES ..................................................... xiv

CHAPTER I INTRODUCTION ............................................. 1
  1.1 Background of the study ....................................... 1
  1.2 Statement of the Problem ................................. 4
  1.3 Purpose of the Study ....................................... 4
  1.4 Research Questions ....................................... 5
  1.5 Significance of the Study ............................... 5
    1.5.1 Students .............................................. 5
    1.5.2 Teachers ........................................... 6
    1.5.3 School ............................................. 6
  1.6 Definitions of Terms .................................... 7
  1.7 Thesis Overview ........................................ 8

CHAPTER II LITERATURE REVIEW ............................. 10
  2.1 Language Acquisition .................................... 10
2.2 Learner-Learner Interaction ........................................12
2.3 Information Gap Task..............................................17
2.4 Non-Native Speaker and Non-Native Speaker Interaction ........................................19
2.5 Negotiation of Meaning Moves..................................21
2.6 Conceptual Framework............................................23

CHAPTER III RESEARCH METHOD ........................................26
3.1 Research Design..................................................26
3.2 Research Setting and Participants..........................27
3.3 Instruments........................................................29
  3.3.1 Recording Device............................................29
  3.3.2 Timer Device................................................29
  3.3.3 Spot-the-Difference Pictures..........................30
  3.3.4 Transcribed Data..........................................31
3.4 Research Procedure.............................................31
  3.4.1 Information Gap Task: Task-Completion Activity.....32
3.5 Data Analysis.....................................................35
  3.5.1 Quantitative Data Analysis............................36
  3.5.2 Qualitative Data Analysis..............................36
3.6 Research Schedule..............................................38

CHAPTER IV RESULTS AND DISCUSSIONS .............................39
4.1 Negotiation of Meaning during a Two-Way Information Gap Task in Pairs .............................39
4.2 Negotiation Moves and Discussions..........................61
  4.2.1 Comprehension Checks..................................61
  4.2.2 Confirmation Checks......................................63
CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusion..................................................................................74
5.2 Implications................................................................................75
5.2.1 Students...............................................................................75
5.2.2 Teachers...............................................................................76
5.2.3 School..................................................................................76
5.3 Recommendations....................................................................76
5.3.1 Students.............................................................................77
5.3.2 Teachers.............................................................................78
5.3.3 School................................................................................78
5.4 Limitations of the Study..........................................................79
5.5 Suggestions for Further Study...................................................80

REFERENCES..................................................................................82

APPENDIX
## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>List of Spot-the-Difference</td>
<td>30</td>
</tr>
<tr>
<td>3.2</td>
<td>Pairing Subjects</td>
<td>34</td>
</tr>
<tr>
<td>3.3</td>
<td>Data Collection Schedule</td>
<td>38</td>
</tr>
<tr>
<td>4.1</td>
<td>Occurrences of Comprehension Checks, Confirmation Checks, and Clarification Requests</td>
<td>40</td>
</tr>
<tr>
<td>4.2</td>
<td>Task Completion Time</td>
<td>41</td>
</tr>
</tbody>
</table>
LIST OF FIGURES

Figure 2.1 Knowledge transmission in a teacher-centered class…………….13
Figure 2.2 The Conceptual Framework……………………………………….25
Figure 3.1 Art Classroom Layouts………………………………………..28
Figure 3.2 Spot-the-Differences Task: Picture A……………………………32
Figure 3.3 Spot-the-Differences Task: Picture B……………………………33
Figure 3.4 Seating Arrangement……………………………………………34
Figure 3.5 Mixed Method Design……………………………………………35
Figure 3.6 Visual Model of the Coding Process in Qualitative Research…..37
LIST OF APPENDICES

Appendix A Transcription’s Convention and Symbols…………………………A-1
Appendix B Transcription of Information Gap Task: Spot-the-Differences…..B-1
Appendix C School X’s Expected School Learning Results (ESLR)………………C-1