



**TRANSACTIONAL AND INTERPERSONAL
WRITTEN CONVERSATIONS INTRODUCED IN
GRADE VII EOS ENGLISH ON SKY 1**

THESIS

**Submitted in partial fulfillment of the requirements
for the degree of *Magister Pendidikan* (M.Pd.)
in English Education**

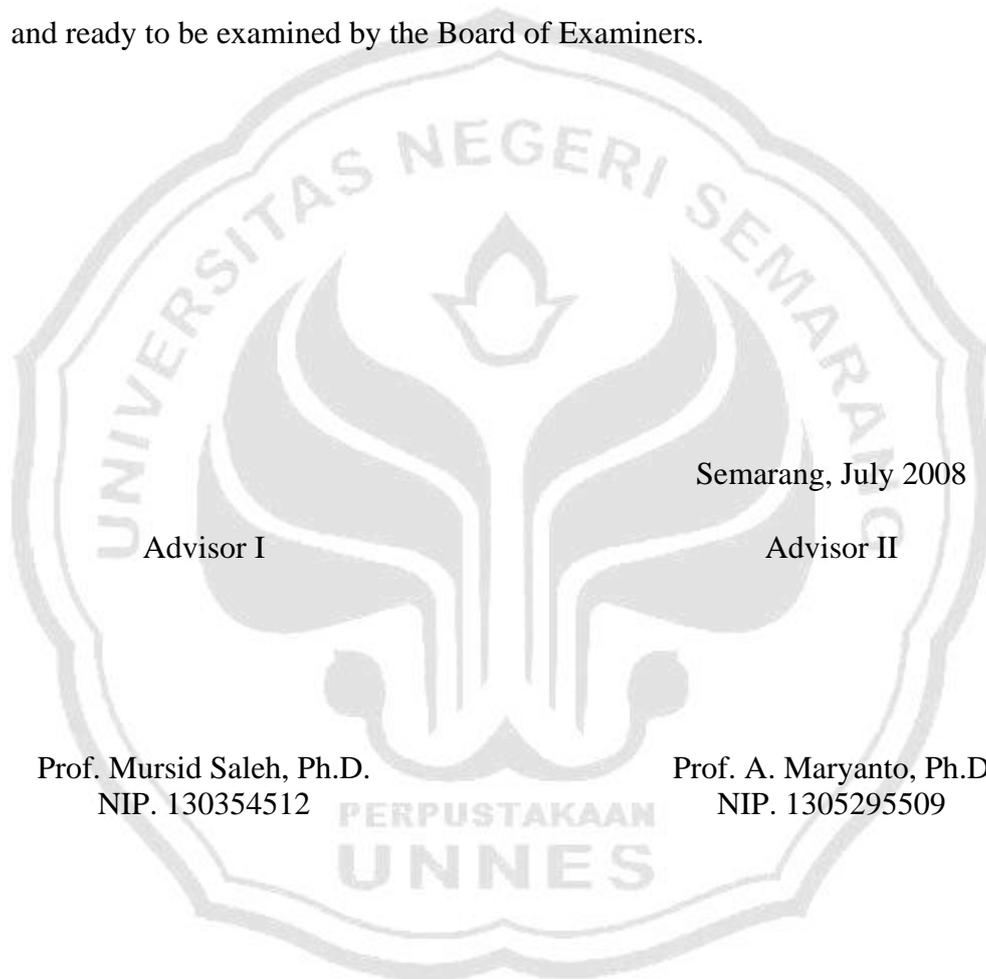
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STATEMENT

I certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in this thesis are quoted or cited accordance to ethical standard.

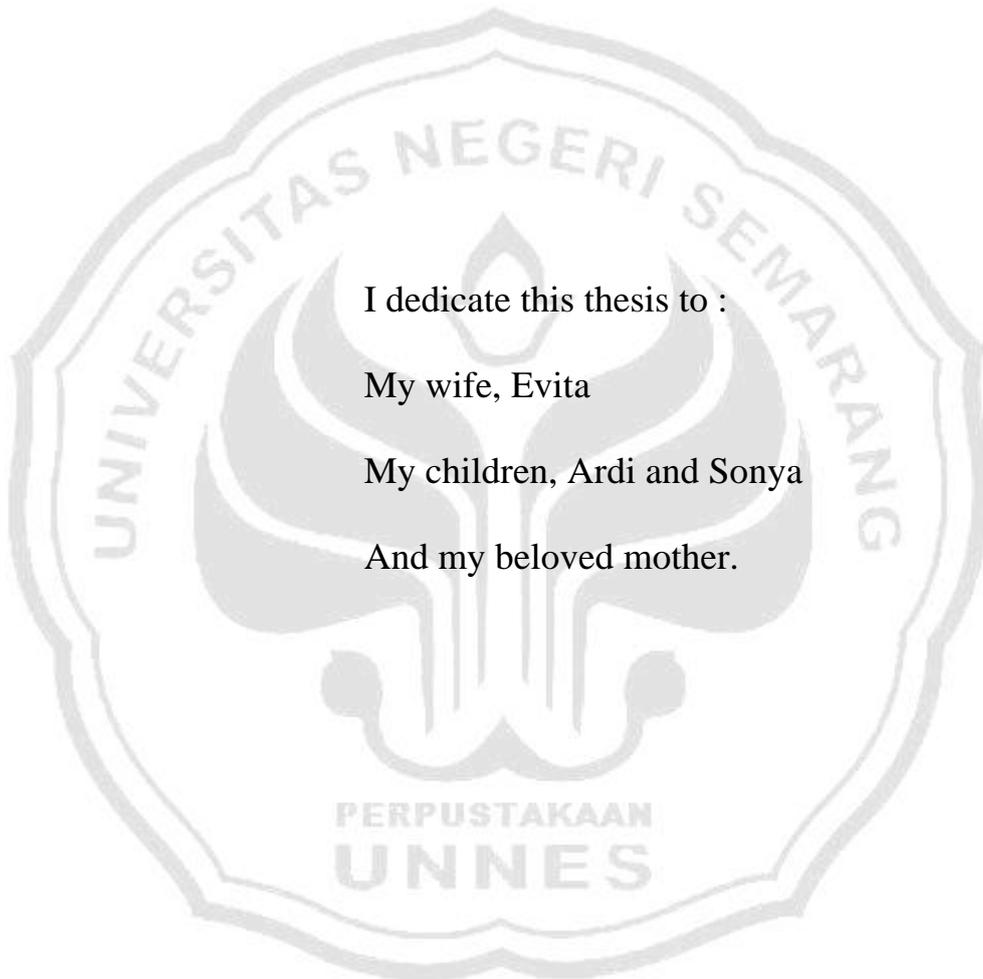


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MOTTO

Lord is my savior



I dedicate this thesis to :

My wife, Evita

My children, Ardi and Sonya

And my beloved mother.

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My great gratitude is due to all lecturers of the English education Department of the Post Graduate Program of the Semarang State University (UNNES) for their kind guidances that encouraged me to become a better English lecturer.

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ABSTRACT

M.A.Gunung Iskandar. 2008. Title. *Transactional and Interpersonal Conversations Introduced in Grade VII English Textbook*. Thesis. English Education Post Graduate Program of Semarang State University. Advisor I : Prof. Mursid Saleh, Ph.D. Advisor II : Prof. A. Maryanto, Ph.D.

Keywords : Transactional and Interpersonal Conversations, Speech Function, Linguistic Features, Social Contextual Factors, Politeness, English Textbook.

In this study, I analyzed the transactional and interpersonal conversation texts found in grade VII English textbook. From the transactional and interpersonal conversation texts found in the English textbook, their writers assume that the conversation texts are compatible with the standard of content as mentioned in curriculum 2006, Curriculum for Each Level of Education (*KTSP or Kurikulum Tingkat Satuan Pendidikan*). The standard of content in KTSP 2006 develops student's linguistic competence in people's experience, ideas, and feelings and to understand various meanings. Statement of the standard of content invites my curiosity to conduct this research. Besides the compatibility between EOS English on Sky 1 and the standard of content, I also analyzed how the transactional and interpersonal conversations are realized in the English textbook.

This study focuses on the issues : structural-functional approach which analyzes the speech function , structural approach which analyzes linguistic features, social contextual factors approach which analyzes the participants in the interaction and the communicative situation and politeness which analyzes the respect that an individual has for him or herself, and maintaining that "self-esteem" in public or in private situations.

This is a qualitative and quantitative study. The data are transactional and interpersonal conversation texts written in grade VII English textbook. Units of analysis in this study are moves, clauses and texts. There are 75 conversation texts in 7 chapters. The moves were analyzed functionally and the clauses were analyzed structurally. The texts were analyzed based on the social contextual factors and politeness.

There are 75 conversation texts which consist of 419 clauses in the English textbook. There are 30 texts which present the transactional conversation, 4 texts which present the interpersonal conversation and 41 texts which present both transactional and interpersonal conversations. The result of the analysis reveals that there are 419 moves and 305 moves or 73 % which are compatible with the indicators introduced in the standard of content and there are 114 moves or 27 % which are not compatible with any indicators introduced in the standard of content. There are 11 mood types which are realized in the conversation texts. There are 19 sentence patterns in a set of basic clause constituents.

The participant variables in the conversation texts are male and female whose offices are student and teacher. The social distances are intimate and not intimate with their relation is that teacher has higher position than students. The

places of conversation are school yard, class, party, home, field, garden, music studio and library and the most frequently occurred is in school yard. The social situations in the conversation texts are formal and informal and the most frequently occurred is informal. There are two politeness strategies that occurred in the conversation texts, positive and negative. The most frequently occurred is positive politeness.

It is recommended that the English textbook users, I suggest to them to use the English textbook critically, because there are many speech functions which are not compatible with the indicators introduced in the standard of content. It is also recommended that the next English textbook writers, I suggest to them to write next English textbook that must be compatible with the standard of content.



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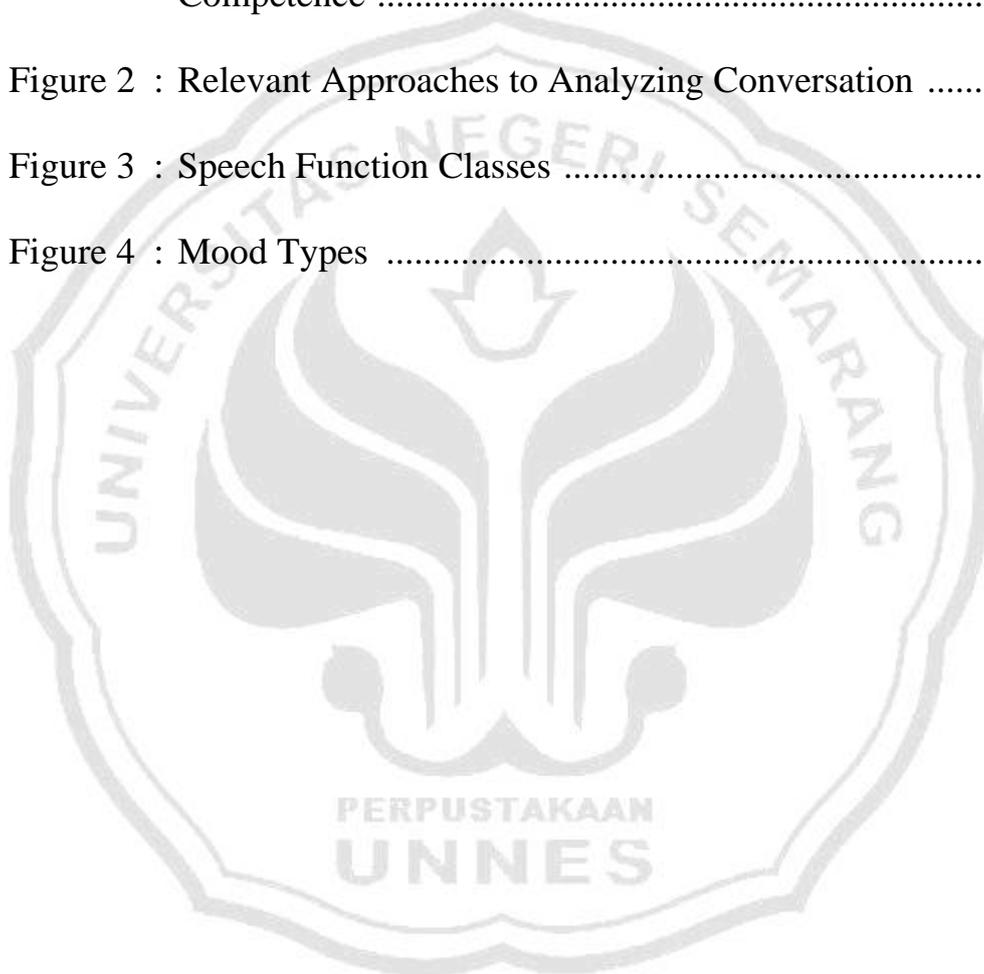


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i. The Accuracy and Coherence of the Transactional Conversation Texts

In transactional conversations, accurate and coherent communications of the message, confirmation that it has been understood, explicitness and directness of meaning are essential. Based on the analyses above, I can conclude that the accuracy and coherence which were realized in the transactional conversation texts are

ii. The Naturality of the Interpersonal Conversation Texts

CHAPTER I

Introduction

1.1. Background

Education encompasses teaching and learning specific skills, and also something less tangible but more profound: the imparting of knowledge, positive judgment and well-developed wisdom. (Wikipedia, 2007 : 1) Education has as one of its fundamental aspects the imparting of culture from generation to generation. Education means 'to draw out', facilitating realisation of self-potential and latent talents of an individual. It is an application of pedagogy, a body of theoretical and applied research relating to teaching and learning and draws on many disciplines such as psychology, philosophy, computer science, linguistics, neuroscience, sociology and anthropology.

Every country has a definition and aim about education. In Indonesia there are two main regulations that stipulate the education. The government regulations that stipulate education in Indonesia are Law no. 20 year 2003 about National Education System (*Sistem Pendidikan Nasional*) and Government Regulation no. 19 year 2005 about National Standard of Education (*Standar Nasional Pendidikan*). Based on the regulations, education is defined as a planned effort to establish a study environment and

education process so that the student may actively develop his/her own potential to gain the religious and spiritual level, consciousness, personality, intelligence, behaviour and creativity to himself / herself, other citizens and for the nation. The regulations also stipulate that education in Indonesia is divided into two major parts, formal and non-formal. A formal education is divided again into three levels, primary, secondary and tertiary education. The implementation of those regulations are applied into the curriculum that is used in the teaching and learning program in each educational institution from school to college. The definition of curriculum according to Law no 20 year 2003 article 1 { 2 } ;

Curriculum is a set of plan and arrangement about goal, content and lesson material , and the way used as the guidance in the application of teaching and learning process in order to achieve the specific objective of education. (*Kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu*)

In Indonesia, there are many regulations to stipulate the national standard of education for the past decade. In 2004 there was Competency-Based Curriculum (*CBC or Kurikulum Berbasis Kompetensi*). The implementation of *KBK* or called School – Based Curriculum (*SBC or Kurikulum Berbasis Sekolah*) was to empower the regions and schools in planning, applying, managing and evaluating the learning process based on their condition and inspiration. The principle of *SBC* management refers to

unity in the agreement and diversity in the implementation. The meaning of unity in the agreement could be seen from the schools that used the same *KBK* document which was released by the Department of National Education. And then, the meaning of diversity in the implementation could be seen from the different syllabi that were developed by schools based on their school characteristics. By the *KBS* management, there were many parts or institutions which had the role and responsibility in the implementation of *KBS*. They were schools, headmasters, region or town education agency and Department of National Education.

And now since 2006, there has been Curriculum for Each Unit of Education (*KTSP or Kurikulum Tingkat Satuan Pendidikan*). The arrangement of *KTSP* is based on Ministerial Regulation (*Peraturan Menteri Pendidikan Nasional*) no. 22 year 2006 dealing with standardized content (*Standar Isi*) for elementary and high school levels and no. 23 year 2006 about Standard of Competency. (*Standar Kompetensi*). The meaning of standardized content (*Standar Isi*) can be explained as follows :

Standardized content is a scope of material and competency level presented in the criteria about competency of graduate, resources, lessons and syllabi which must be fulfilled by students in a level and kind of certain education.

(*Standar isi adalah ruang lingkup materi dan tingkat kompetensi yang dituangkan dalam kriteria tentang kompetensi tamatan, kompetensi bahan kajian, kompetensi mata pelajaran dan silabus pembelajaran yang harus dipenuhi oleh peserta didik pada jenjang dan jenis pendidikan tertentu*)

The implementation of *KTSP* is conducted by each level of education or school. The purposes of *KTSP* are almost same as *CBC* to explore each region or school for planning, applying, managing and evaluating the teaching and learning processes based on their condition and aspiration for each region or school. *KTSP* brings the spirit of the Indonesian reform where every aspect of change goes back to the autonomy or decentralization. In this new curriculum, every school has the autonomy to arrange the curriculum for the lessons. It will give the chance to teachers to teach their students based on the student's characteristics. It is because the teachers can make the curriculum for their lessons themselves which is appropriate with the school or student's condition. Teachers have the autonomy to construct and make the curriculum according to their lessons which are taught. This condition can make them more creative in the teaching and learning process but they still refer to the main guidance in the standard of content which has the materials content that should be taught to students. The materials of the standard content are just the minimal guidance and competency level to achieve the minimal graduate competency in the level and type of specific education.

KTSP is one model of curriculum which guides teachers to be more creative and independent in their teaching and learning process than *KBK*, where teachers just follow and apply the curriculum from

the government. This change is good but then it raises the question whether the school teachers are ready to implement *KTSP* although the government still gives time for the implementation of *KTSP* in 2009/2010. At this time, the government still continues socializing the new curriculum 2006, *KTSP*, to every region and school in Indonesia. So, what can teachers do in the transition period between 2006 and 2009 ? It is impossible for teachers to implement *KTSP* in a short time because they have to change their habit as a follower of the government decision. Teachers need to improve and develop their skill, ability and education knowledge because it is not easy to construct a curriculum. At the time when *KTSP* started to be used in 2006 and teachers have not constructed the curriculum yet, they can only teach their students by using the textbook, which has *KTSP* label, published by private publishers .

In this transition period before 2009/2010, all people who are concerned with the education process in primary and secondary levels, especially government, headmasters, teachers, parents and society, have to consider the content of teaching materials used by students and published in a textbook. Does the content of the materials conform with the standard of content. From these phenomena , I am interested in investigating the use of a textbook labelled *KTSP* and see

if the lesson materials conform to the content specified in the standard of content.

In this study, I focus and discuss the national standard of education which is implemented in junior high school specially in grade VII in English lesson. English in Indonesia is a foreign language and it is widely taught to many students in levels of education in Indonesia. Foreign language teaching is a field that is constantly in a state of change. For example new curriculum frameworks currently being implemented in different parts of the world include competency based, genre based and content based models (Richards 2001).

In many countries, and also in Indonesia, English is now being introduced at primary rather than secondary level necessitating considerable new investment in textbooks (Richards 2001). The models of teaching and learning can be applied into a textbook which is made based on *Standar Isi*. What is textbook ? According to Wikipedia, cited at 19:57, on 8 August 2007 (MEST) :

“a textbook is a manual of instruction or a standard book in any branch of study. They are produced according to the demand of the educational institutions. Textbooks are usually published by one of the four major publishing companies.

Textbook is a teaching tool (materials) which presents the subject matter defined by the curriculum. A school textbook is required to contain the complete overview of the subject, including the theories, as

well as to be of a more permanent character.(CARNet, cited at 19:57, on 8 August 2007 (MEST)). In other words, use and production of a textbook is related to a "normal" instructional design problems and one can rely on various design methods and instructional design models, based in turn on underlying psychological and pedagogical theory.

Textbooks are usually part of a pedagogical design, i.e. it can be the center piece of a course syllabus, it can be used for self-study (students and professionals), teachers can assign only parts for reading. Teachers are now able to examine and confront the underlying ideologies of texts and textbooks. Textbooks, no longer seen as indispensable tools, are viewed as controlling instruments, hindering the creativity of the teacher, maintained in place through the pressure of publishers, and may result in the deskilling of teachers through their recycling of old, but tried and tested teaching techniques (Richards 2001). Functions of a textbook are not the same because there are different purposes of usage. But people do argue, that one can identify particular functional and structural questions related to production, structure, function, use, etc. of textbooks. The textbook that is analyzed in this study is from grade VII English textbook specially in transactional and interpersonal conversations texts.

People spend much of their lives talking, or interacting, with other people. Interacting is not just a mechanical process of taking turns at

producing sounds and words. It is a semantic activity, a process of making meaning (Eggins and Slade 1997). The process of exchanging meanings is functionally motivated. People interact with each other in order to accomplish a wide range of tasks. They have communicative purposes for their conversation like interpersonal and transactional needs.

In this study, I describe how the transactional and interpersonal conversation texts found in grade VII English textbook are realized. Based on the standard of content, the goal of learning English at junior high school is that the students can achieve the functional level in order to have ability in spoken and written communication to solve daily problems. Transactional and interpersonal conversations are written in the textbook to accommodate the content specified in the standard of content. Transactional conversation is a conversation where the participants concern themselves with either information or goods and services, and interpersonal conversation is a conversation where the participants concern themselves with their socialization (Halliday , 1985). As I explained above, the conversations are not natural but they have been made up in a text, so they are conversation texts. From the conversation texts, I wanted to describe the conformity of the communicative purposes or speech function as specified in the standard of content and the linguistic features used in the conversation texts are based on the literacy level in junior high school. The level is functional.

The linguistic features can be explained based on the mood types. The mood type involves different configuration of a set of basic clause constituents. Full English clauses, that is clauses which have not had any elements left out or ellipsed, generally consist of two pivotal constituent : a Subject and a Finite. In addition to these pivotal constituents, we also generally find a Predicator, and some combination of Complements or Adjuncts. (Eggins and Slade, 1997)

I also describe the social contextual factors which explain the participants in the interaction and the communicative situation, and politeness which describe the respect that an individual has for him or herself, and maintaining that "self-esteem" in public or in private situations.

1.2 . Statement of the Problem

With the above background, there were some proposed research questions :

- a. How far are the transactional conversations in EOS English on Sky 1 realized ?

- b. How far are the interpersonal conversations in the English textbook realized ?

- c. How do the linguistic features serve the communicative purposes in the transactional and interpersonal conversations in the English textbook ?

1.3. Objective

The objectives of this research are to describe :

- a. the realization of the transactional conversations found in the English textbook ;
- b. the realization of the interpersonal conversations found in the English textbook ;
- c. the linguistic features that serve the communicative purposes in the transactional and interpersonal conversation found in the English textbook.

1.4. Significance of the Study

The result of this study will be important because of the following .

- a. It will give the data about the realization of transactional and interpersonal conversations introduced in grade VII English textbook.
- b. It will give the data about the implementation of the standard of content, especially the usage of transactional and interpersonal conversations introduced in grade VII English textbook.
- c. Users will be able to make evaluation to the transactional and interpersonal conversations introduced in grade VII English textbook.

d. It will give the input data to next writers to arrange a new English textbook at grade VII.

1.5. Scope and Limitation

This research is limited to the description of transactional and interpersonal conversations introduced in grade VII English textbook. The conversation is not natural because it is made up by the writers of the English textbook to provide the transactional and interpersonal conversation as specified in the standard of content. The problem that is discussed in this study is to describe the realization of transactional and interpersonal conversations found in the English textbook.

The realization of the transactional and interpersonal conversations represent the standard of content description and the theory of how speech function can be applied for conversations acceptably or suitably to students in grade VII. The English textbook in grade VII is EOS English on Sky 1 for junior high school students published by Erlangga, Jakarta 2007.

1.6. Keywords Definition

1. The Standard of content : a scope of material and competency level presented in the criteria about competency of graduates, resources, lessons and syllabi which must be fulfilled by students at a level and type of specific education

2. Textbook : the English textbook, EOS English on Sky 3 for junior high school students grade VII published by Erlangga, Jakarta 2007.
3. Conversation : conversation texts made up in EOS English on Sky 3 for junior high school students grade VII published by Erlangga, Jakarta 2007.
4. Transactional conversation : a conversation whose participants concern themselves with either information or goods and services.
5. Interpersonal conversation : a conversation whose participants concern themselves with their socialization.
6. Regulation : the education regulation used in Indonesia.
7. Offices : Jobs or occupations.
8. Politeness : an expression of speech for feeling of others.
9. Linguistic Features : grammatical patterns in conversation texts.
10. Social contextual factors : part of socio-cultural competence which refers to the speaker's knowledge of how to express messages appropriately within the overall social and cultural context of communication

CHAPTER II

REVIEW OF RELATED LITERATURE

In foreign language teaching, one of the materials is teaching conversation. This material does not refer to the kind of social conversation that goes on around the family activities like dinner table or when friends gather because this kind of conversation is rarely achieved in any language classroom. The classroom is a very artificial situation. There is little opportunity for any social activity that can be practiced in the classroom. There is a teacher who, alone, speaks the language well, and twenty or more extremely passive students with only a fragmentary knowledge of the language. In addition, there are obvious limitations of time, space, and circumstance. The students must spend all of their time learning a difficult subject matter in the most intensive but practical form possible. Under these circumstances, the best way that can be hoped for in the way of normal conversation is a simple exchange of greetings, remarks, or directions between teacher and student (Dixson, 1960). The entire exchange will take place in the language being studied but this is the extent of the conversation which occurs. Conversation provides students with means of expressing themselves.

The method will work well where textual material is scanty or where there are too few questions in the text to give students sufficient practice in conversation. The questions should be prepared beforehand by the teacher and

adjusted accurately to the need as well as to the comprehension level of the students.

In this chapter, I provide the theories which become the bases of my analysis in how transactional and interpersonal conversations found in English textbook grade VII are realized. The theories used as the base of the analysis are speech function, linguistic features, social contextual factors and politeness. I took these theories to support my analyses and they can be my references to enhance my findings and discussions.

2.1. Rules of Speaking

The pragmatics dimensions of communication by broadening the perspective of what the participants in a speech event must know are essential in order to communicate effectively. These include knowledge not only of the lexical and grammatical system of the language, but of the communicative system of the language, namely, how it is appropriate to talk to different types of speakers, what it is appropriate to talk about, how different sorts of speech event develop as discourse, etc. Wolfson (1983) focuses on three aspects of rules of speaking :

The first is address-system, which governs the terms of address which speakers use in social interaction ; second is remedial interchanges and interactional strategies which create a suitable atmosphere for communication and which may serve to remedy difficulty in social encounters; third is speech acts such as apologies, invitations and compliments.

The concept behind the use of appropriate forms of address is not difficult for language learners to grasp since all languages make use of address forms in some sense. Indeed, it has been pointed out (Brown and Levinson 1978) that politeness may itself be universal and that it is likely that all languages make use

of precoded routines or what Ferguson calls 'politeness formula' which speakers are expected to utter under the appropriate conditions.

The remedial interchange in which speakers attempt to remedy potentially difficulty social situations by offering an explanation or an apology is interested more in the overall patterns of social interaction than in the rules for the use of specific formula. Wolfson (1983) explains the different use between 'excuse me' and ' I'm sorry'.

As a participant in the speech act, one can change the character of an interaction so that what starts out as a statement of good intention or an opening, can become an actual commitment. The emergent character of the interaction is an important fact since learners must become competent not only in identifying the kind of social formulas which do not result in conversation and are not intended to, but also the sort, the very great majority, where the boundaries between polite formula and statement of good intention are a bit vague but which can nevertheless be changed by the right responses into true social engagements.

Based on specific speech communities and on language in use, if communicative competence is the aim for language learners, then people must begin by finding out how they make use of their linguistic resources, how they vary their use of language according to the speech situation, and how they both express and create relationships with one another by their choice of linguistic features. Language use must be recognized as being conditioned by factors outside the purely linguistic structure such that there is always a cross-relationship between internal meaning and extra-linguistic factors.

2.2. Communicative Competence Model of Celce-Murcia

Given the immediate practical need that many applied linguists and language teachers are experiencing in connection with designing language syllabi and instructional materials as well as assessment instrument in accordance with communicative language teaching (CLT) principles, another attempt to look at models of communicative competence and their content specifications from pedagogical perspective seems warranted. The potential of a direct, explicit approach to the teaching of communicative skills which would require a detailed description of what communicative competence entails in order to use sub-components as a content base in syllabus design.

I give the explanation about the communicative competence because this research deals with the teaching models which are taken from teaching English at grade VII by using English textbook. To open Celce-Murcia's model, I give the figure of schematic representation of communicative competence.

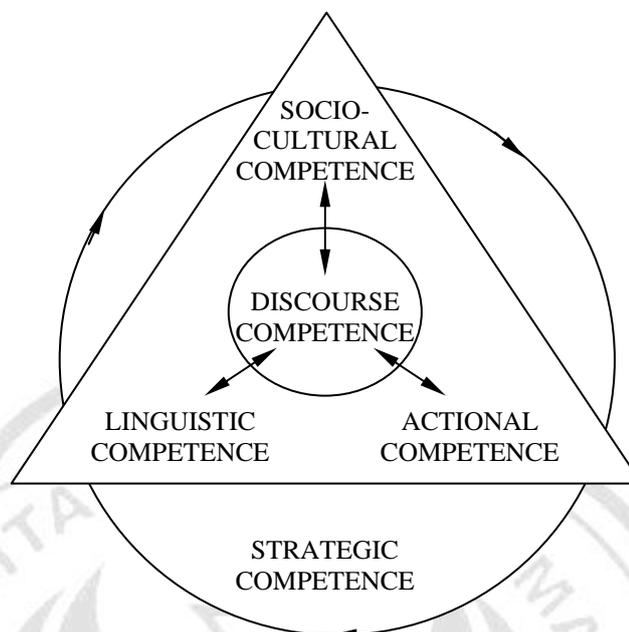


Figure 1
Schematic Representation of Communicative Competence
(Celce-Murcia 1995 : 10)

The model of communicative competence is described as a pyramid enclosing a circle and surrounded by another circle. The circle within the pyramid is discourse competence and the three points of the triangle are sociocultural competence, linguistic competence and actional competence. This latter competence is conceptualized as competence in conveying and understanding communicative intent by performing and interpreting speech act sets. The construct places the discourse component in a position where the lexicogrammatical buildings blocks, the actional organizing skills of communicative intent and the sociocultural context come together and shape the discourse which in turn also shapes each of the other three components. The circle surrounding the pyramid represents strategic competence, an ever-present, potentially usable

inventory of skills that allows a strategically competent speaker to negotiate messages and resolve problems or to compensate for deficiencies in any of the other underlying competencies.

This model is very important to be applied in teaching language programs, especially in teaching conversation. In my consideration, teaching English is not only how teacher can give materials to student but also how teacher can provide and create situation which can support to the teaching and learning process. Teaching speaking in a conversation lesson needs models of conversation. These models are usually provided in text materials. The Celce-Murcia's model of communicative competence can help teacher who wants to provide materials of speaking by constructing conversations based on these criteria.

2.2.1. Actional Competence (AC)

AC is defined as competence in conveying and understanding communicative intent, that is, matching actional intent with linguistic form based on the knowledge of an inventory of verbal schemata that carry illocutionary force (speech acts and speech act sets). Thus actional competence is closely related to 'interlanguage pragmatic' which has been defined by Kasper & Blum-Kulka (1993) as 'the study of nonnative speakers' use and acquisition of linguistic action patterns in a second language'. It must be noted that the conceptualization of actional competence is mainly restricted to oral communication: a close parallel to actional competence in written communication would be 'rhetorical competence', which includes analysis of the "moves" and "lexical routines" typical of any given

written genre. The recent increase in emphasis on language learning tasks and task-based syllabi in language teaching theory (Long and Crookes, 1992) provides another reason for the featuring language functions and speech act sets in a pedagogically motivated model, because this study is expected to have an important role in conversation text analysis. Speech acts have traditionally been discussed in applied linguistics under sociolinguistic competence (Tarone and Yule, 1989) because the linguistic verbalization of language functions shows considerable contextual variation as a function of cross-cultural and sociolinguistic variables. The frequency of language functions in real-life communication has resulted in a wide range of conversationalized forms, sentence stems, formulaic expressions and strategies in every language, and a speaker with a developed sense of actional competence is in command of a wide repertoire of such chunks as well as rules how to combine a sequence these to form complex actional patterns. It should be noted that in educational applications, the system of language functions has indeed often been treated separately from contextual and stylistic variables. In their communicative syllabus model, Dubin and Olshtain (1986), for example, conceptualized an inventory of functions and an independent sociocultural content component involving rules of appropriateness. Similarly, The Threshold Level (van Ek, 1977) separates functional categories from settings, speaker roles, and style and this tendency is even stronger in the revised version (van Ek and Trim, 1991) which contains, for example, separate sections on politeness conventions and sociocultural background knowledge as well.

Language functions according to Celce-Murcia, Dornyei and Thurrell

(1995) is that the domain of actional competence, divided into two main components, knowledge of language functions and knowledge of speech act sets. The table categorizes language functions according to seven keys areas: interpersonal exchange, information, opinions, feelings, suasion, problems and future scenarios. They intend it to serve as helpful organizational construct and practical guide for teachers, materials writers, and those designing classroom language tests. And then, in order to be able to use language functions in context, language learners need to be familiar with how individual speech acts are integrated into the higher levels of the communication system. Actional competence also involves knowledge of how speech acts and language functions can be patterned and sequenced in real-life situations.

Components of Actional Competence (Celce-Murcia 1995)

Knowledge of Language Functions :

1. Interpersonal Exchange :

- Greeting and leavetaking, examples ;
“ Good Morning Sir.” and “ Good bye, see you.”
- Making introductions, identifying oneself, example ;
“ Hello, my name’s Tia .”
- Extending, accepting and declining invitations and offers, example ;
“ Yes of course, I’ll come.” And “ I’m sorry, I can’t come.”
- Making and breaking engagement, example ;

“I want you will become my girl friend.” And “ We stop our relation.”

- Expressing and acknowledging gratitude, example ;

“ Oh, thank you.”

- Complimenting and congratulating, example ;

“ My dear, happy birthday.”

- Reacting to the interlocutor’s speech, example ;

“ Oh, my God !”

- Showing attention, interest, surprise, sympathy, happiness, disbelief, disappointment, example ;

“ Your tie is nice !”

2. Information :

- Asking for and giving information, examples ;

“ Where are you from ?” and “ I’m from England.”

- Reporting (describing and narrating), example ; “There is a big dog near my home.”

- Remembering, example ; “I know, I must pick you up.”

- Explaining and discussing, example ; “ You are the first and then the others follow..”

3. Opinions :

- Expressing and finding out about opinions and attitudes, example ;

“That’s a good idea !”

- Agreeing and disagreeing, example ; “ Ok !” and “I’m sorry.”

- Approving and disapproving, example ; “All right !” and “ No ! “
- Showing satisfaction and dissatisfaction, example ; “Thank you very much, I’m glad...” and “ This made me mad ! “

4. Feelings :

- Expressing and finding about feelings: love, happiness, sadness, pleasure, anxiety, anger, embarrassment, pain, relief, fear, annoyance, surprise etc. , example ; “Oh my God, I don’t believe it !”

5. Suasion :

- Suggesting, requesting and instructing, example ; “It’s better if you go first..”
- Giving orders, advising and warning, example ; “Please, study hard to face the test...”
- Persuading, encouraging and discouraging, example ; This car is good for you..”
- Asking for, granting and withholding permission, example ; “Excuse me, I cannot come for next week....” , “Thank you for your permission not to come...”. , “ Ok ! I’ll think for you permission..”

6. Problems :

- Complaining and criticizing, example ; “My new watch doesn’t work well, can it be exchanged ?”, “ This new watch is good but the quality needs to be improved.”

- Blaming and accusing, example ; “ The thief must be you..” “ No, I am not the thief !”
- Admitting and denying, example ; “I’m sorry I cannot follow you.” “ Ok ! You can follow us !”
- Regretting, example ; “I’m sorry for not coming to your party !”
- Apologizing and forgiving, example ; “I’m sorry, I don’t want to make you sad.”, “ It’s ok, I’m fine !”

7. Future Scenarios :

Expressing and finding out about wishes, hopes and desires, example ;

“ I hope my team will win.”

- Expressing and eliciting plans, goals and intentions, example ;
- “ Yes, I’ll finish my study next month.”
- Promising, example ;
- “Believe me, I’ll always contact you.”
- Predicting and speculating, example ;
- “I think Germany will win the competition.”

- Discussing possibilities and capabilities of doing something, example ;

“Are you sure, you can finish it.”

Those components are used to determine the communicative purposes of participants who involve to conversations. In the English textbook, there are

communicative purposes which are determined in transactional and interpersonal conversation texts. Some components of Celce-Murcia's actional competence are in the model of speech function introduced in the standard of content.

2.2.2. Socio-Contextual Factors

Socio contextual factors are part of socio-cultural competence which refers to the speaker's knowledge of how to express messages appropriately within the overall social and cultural context of communication, in accordance with the pragmatic factors related to variation in language use. These factors are complex and interrelated, which stems from the fact that language is not simply a communication coding system but also an integral part of the individual's identity and the most important channel of social organization, embedded in the culture of the communities where it is used. Language learners face this complexity as soon as they first try to apply the L2 knowledge they have learned to real-life communication and these first attempts can be disastrous : the "culture-free", "out-of-context" and very often even "meaning-free" L2 instruction (Damen, 1987) which is still too typical of foreign language classes around the world, simply does not prepare learners to cope with the complexity of real-life language use efficiently

The relevant socio-cultural variable in this study is social contextual factors. They concern the participants in the interaction and the communicative situation. The participants' age, gender, office (profession, rank and public position), status (social standing), social distance from and relations to each

other (both in terms of power and affect) are known to determine how they talk and are talked to (Preston, 1989 ; Brown and Levinson, 1987). Situational variables involve the temporal and physical aspects of the interaction (time and duration, location) as well as the social dimension of the situation. The components of socio-cultural competence which will use as a base of the analysis is only social contextual factors. What Preston, Brown and Levinson explained above become setting criteria in a conversation text. They are :

1. Participants variables ; age, gender, office and status, social distance, relations (power and affective)
2. Situational variables : time, place, social situation.

2.3. Politeness

In everyday conversation, there are ways to go about getting the things people want. When people are with a group of friends, they can say to them, "Go get me that plate!", or "Shut-up!" However, when they are surrounded by a group of adults at a formal function, in which their parents are attending, they must say, "Could you please pass me that plate, if you don't mind?" and "I'm sorry, I don't mean to interrupt, but I am not able to hear the speaker in the front of the room." They differentiate social situations and they are obligated to adjust their use of words to fit the occasion. It would seem socially unacceptable if the phrases above were reversed.

Politeness is an expression of concern for feeling of others. The term politeness describes behavior which is somewhat formal and distancing, where the

intention is not to interrupt or impose. Being polite means expressing respect towards the person you are talking to an avoiding offending them. Goffman (1967) and Brown and Levinson (1987) in Holmes (1995) describe politeness as showing concern for people 'face'.

Behavior which avoids imposing on others (avoid their 'threatening their face') is described as evidence of negative politeness, while sociable behavior expressing warmth towards an addressee is positive politeness behavior. Positive politeness generally involves emphasizing what people share, thus minimizing the distance between them, while negative politeness avoid intruding, and so emphasizes the social distance between people.

e.g. "It's very hot in here. Would you mind if I open a window."

"I'm sorry to disturb you but I think you may be in the wrong seat."

In the examples above the speaker uses elaborated, qualified and indirect ways of making request to stranger or people they don't know well

Politeness as a real-world goal is interpreted as a genuine desire to be pleasant to others, or as underlying motivation for an individual's linguistic behavior (Brown and Levinson, 1987). Deference is connected with politeness, it refers to the respect we show to other people by virtue of their higher status, greater age, etc. It is an obligatory choice among variants reflecting the speaker's sense of place or role in a given situation according to social conventions and relationship. People cannot assess politeness reliably out of context, it is not the linguistic form alone which renders the speech act polite or impolite, but the

linguistic form + the context of utterance + the relationship between the speaker and the hearer.

According to Brown and Levinson (1987), politeness strategies are developed in order to save the hearers' "face." Face refers to the respect that an individual has for him or herself, and maintaining that "self-esteem" in public or in private situations. Usually you try to avoid embarrassing the other person, or making them feel uncomfortable. Face Threatening Acts (FTA's) are acts that infringe on the hearers' need to maintain his/her self esteem, and be respected. Politeness strategies are developed for the main purpose of dealing with these FTA's. The examples below are the analysis of politeness from Brown and Levinson (1987).

What would you do if you saw a cup of pens on your teacher's desk, and you wanted to use one, would you

- a. say, "Ooh, I want to use one of those!"
- b. say, "So, is it O.K. if I use one of those pens?"
- c. say, "I'm sorry to bother you but, I just wanted to ask you if I could use one of those pens?"
- d. Indirectly say, "Hmm, I sure could use a blue pen right now."

There are four types of politeness strategies, described by Brown and Levinson, that sum up human "politeness" behavior: Bald On Record, Negative Politeness, Positive Politeness, and Off-Record-indirect strategy.

If you answered **A**, you used what is called the Bald On-Record strategy which provides no effort to minimize threats to your teachers' "face."

If you answered **B**, you used the Positive Politeness strategy. In this situation you recognize that your teacher has a desire to be respected. It also confirms that the relationship is friendly and expresses group reciprocity.

If you answered **C**, you used the Negative Politeness strategy which is similar to Positive Politeness in that you recognize that they want to be respected however, you also assume that you are in some way imposing on them. Some other examples would be to say, "I don't want to bother you but..." or "I was wondering if ..."

If you answered **D**, you used Off-Record indirect strategies. The main purpose is to take some of the pressure off of you. You are trying not to directly impose by asking for a pen. Instead you would rather it be offered to you once the teacher realizes you need one, and you are looking to find one.

Politeness strategies are 'culture-dependent' which means that what are felt to be appropriate vary across cultures. Politeness in conversation is also 'culture-dependent, because the conversation texts made up in the English textbook can be seen as culturally speaking which is a conversation text that focuses on the importance that cultural elements play in communication. The text is designed to develop conversational fluency in a variety of situation.

2..4. Relevant Approaches to Analyzing Conversation

In fact, conversation has been analyzed from a variety of perspectives, with sociological, philosophical, linguistic and critical semiotic approaches all making important contributions toward understanding the spoken discourse. The pervasiveness of spoken interaction in daily life has made it an interesting domain of study for researchers with backgrounds in ethnomethodology, sociolinguistics, philosophy, structural-functional linguistics and social semiotics. (Eggin and Slade, 1997)

Figure 2 provides a brief typology of the approaches to analyzing conversation.

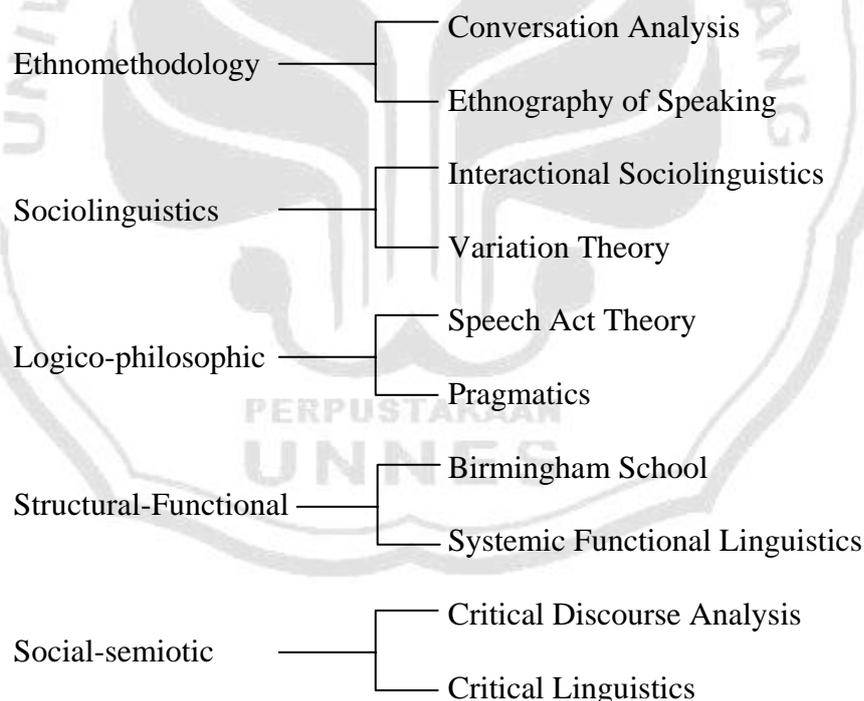


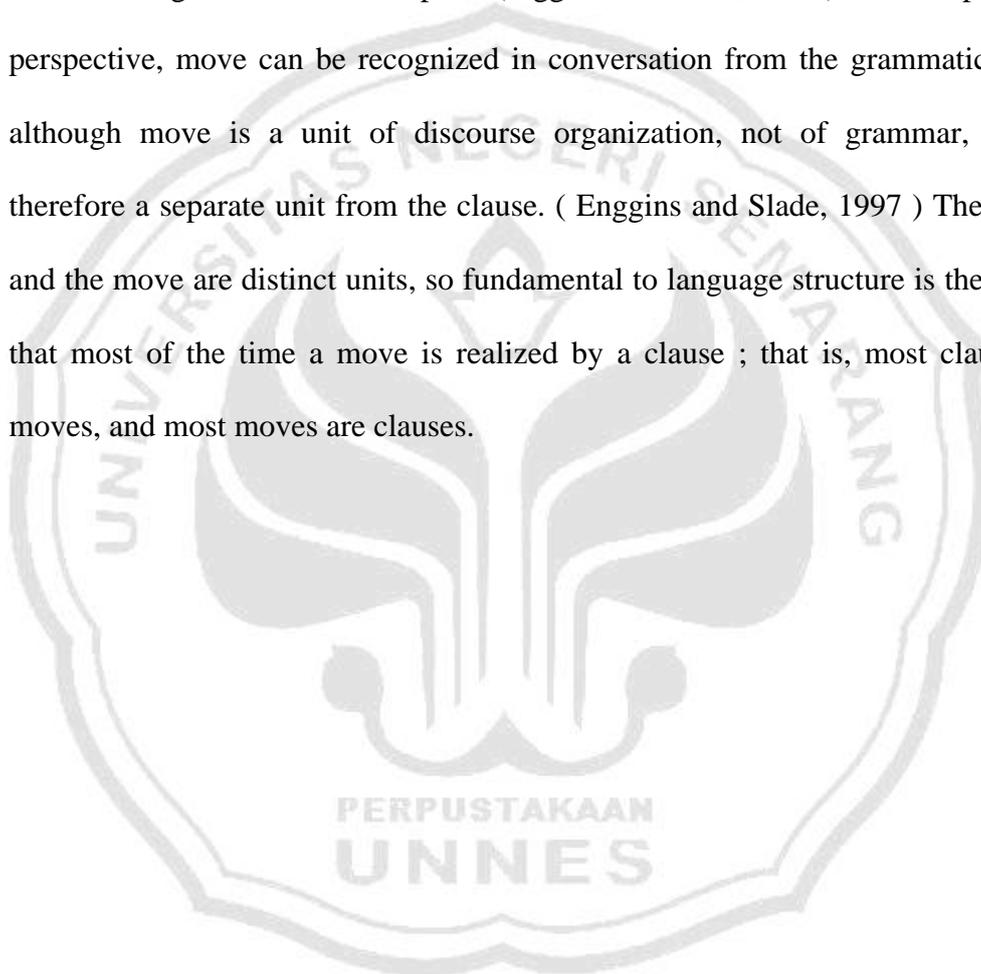
Figure 2
Relevant approaches to analyzing conversation
(Eggin and Slade, 1997 : 24)

2.4.1. Structural-Functional Approaches to Conversation

Structural-functional approaches ask just what is conversational structure, and attempt to relate the description of conversational structure to that of other units, level and structure of language (Eggins and Slade, 1997). The Birmingham School : specifying the structure of the conversational exchange, how interactants can keep taking turns. It involved recognizing discourse as a level of language organization quite distinct from the levels of grammar and phonology. Distinct discourse units, as opposed to grammatical units were identified for the analysis of interactive talk. These units were seen to be related in terms of ranks or levels ; acts combined to make up moves, which in turn combined to make up exchanges. Exchanges combined to make up transaction, which finally made up lessons, which were the largest identifiable discourse unit in the pedagogic context. (Eggins and Slade, 1997) The analysis sought to describe systematically the relationship between these discourse units and grammatical units such as the clause, but grammatical form and discourse function are not equivalent. From this approach, I analyze the speech function from the transactional and interpersonal conversation texts which is expressed through moves (Halliday, 1994). A move is a unit after which speaker change could occur without turn transfer being seen as an interruption (Eggins and Slade, 1997). From a practical perspective, move can be recognized in conversation from the grammatical unit although move is a unit of discourse organization, not of grammar, and is therefore a separate unit from the clause

(Eggins and Slade, 1997). The clause and the move are distinct units, so fundamental to language structure is the clause that most of the time a move is realized by a clause ; that is, most clause are moves, and most moves are clauses.

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The speech function classes are presented in all move types (Eggins and Slade, 1997)

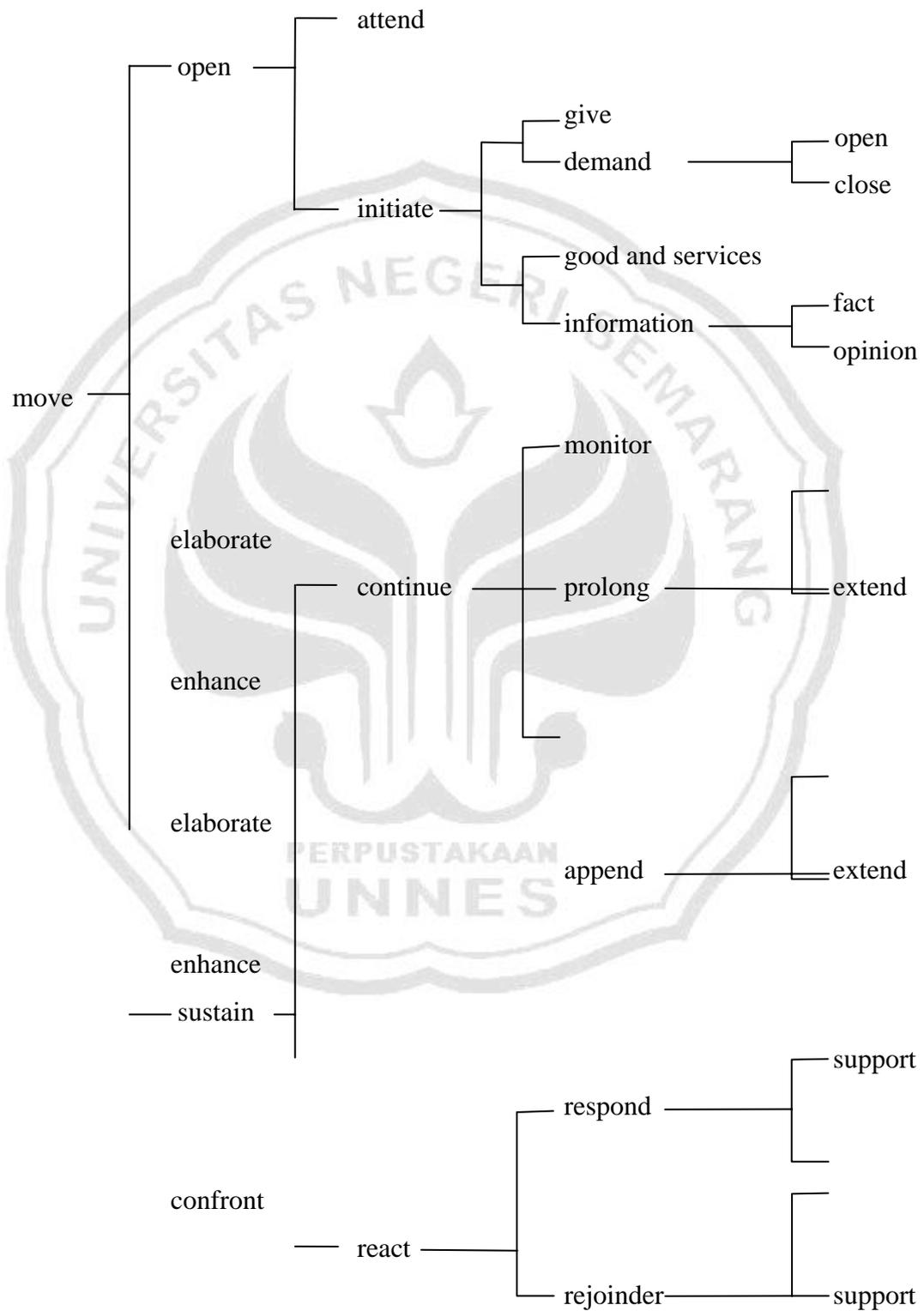


Figure 3 : Speech Function Classe (Eggin and Slade, 1997 : 192)

2.5. Linguistic Features / Grammatical Pattern in Conversation

There are four main types of linguistic pattern which contribute to the achievement of conversation : grammatical, semantic, discourse and generic patterns. (Eggins and Slade, 1997) Grammatical patterns are revealed by studying the types of clause structures chosen by interactants and are displayed within each speaker's turns. The major grammatical resource which English offers for making these interpersonal meaning : the clause system of mood. We will show how the analysis of mood choices in conversation can reveal tensions between equality and difference as interactants enact and construct relations of power through talk. The most significant example of the unevenness of the talk is found in the choice of clause types. Such patterned choices are part of what indicates the different social roles being played by the interactants and how such roles are constructed in a culture.

At the clause level, the major patterns which enact roles and role relations are those of mood, with the associated subsystems of polarity and modality. Mood refers to the patterns of clause types, such as interrogative, imperative and declarative. These patterns have to do with the presence and configuration of certain 'negotiable' elements of clause structure. Polarity is concerned with whether clause elements are asserted or negated, while modality covers the range of options open to interactants to temper or qualify their contributions.

2.5.1. Mood types

The basic mood types that occur in conversation are exemplified by the following

set of clauses : (Eggins and Slade, 1997)

No	Mood Types	Example
1.	Declarative : full	He plays the guitar.
2.	Declarative : elliptical	This year.
3.	Imperative : full	Look at this man !
4.	Imperative : elliptical	Look !
5.	Wh-interrogative : full	When are you gonna do...?
6.	Wh-interrogative : elliptical	Who ?
7.	Polar interrogative : full	Yeah but what is it ?
8.	Polar interrogative : elliptical	Does he ?
9.	Exclamative : full	What rubbish you talk, Brad !
10.	Exclamative : elliptical	What rubbish !
11.	Minor	Right

Figure 4.

Mood Types

(Eggin and Slade, 1997 : 75)

2.5.2. A Set of Basic Clause Constituents

Each mood type involves different configuration of a set of basic clause constituents. Full English clauses, that is clauses which have not had any elements

left out or ellipsed, generally consist of two pivotal constituent : a Subject and a Finite. In addition to these pivotal constituents, we also generally find a Predicator, and some combination of Complements or Adjuncts. (Eggins and Slade, 1997) Below we will briefly define and exemplify each of these elements, indicating their typical functions in conversation.

2.5.2.1. Subject

The subject is pivotal participant in the clause the person or thing that the proposition is concerned with and without whose presence there could be no argument or negotiation. A conversation cannot proceed unless a Subject is proposed. The identification criteria is that the subject is generally a nominal element : i.e. a noun or pronoun. If there is only one nominal element in a clause, it will be the Subject (provided there has been no ellipses).

Turn	Speaker	Text
37	Brad	(i) Oh <u>it</u> 's....RUBBISH....(ii) <u>One of them</u> is alright, (iii) <u>one of them</u> is actually good.

(Eggin and Slade, 1997 : 76)

2.5.2.2. Finite

The finite expresses the process part of the clause that makes it possible to argue about the Subject participant. The identification criteria is that the finite is always a verbal element, i.e. it is always realized through a verbal group. The verbal group in a clause is the sequence of words which indicate the process,

action or state that the Subject is engaged in. Verbal groups in clauses may consist of one word only, for example (verbal groups in *italics*, Finite underlined)

Turn	Speaker	Text
1	Brad	(iii) He <i>plays</i> the guitar.

(Eggin and Slade, 1997 : 77)

They may also consist of more than one word, for example :

Turn	Speaker	Text
94	Brad	(i) They <i>mightn't have had</i> a degree in Biology. (ii) They <i>might have</i> just.

(Eggin and Slade, 1997 : 77)

Where the verbal group consists of more than one word, the Finite is always and only the first element in this verbal group, and corresponds to what is traditionally called

the 'auxiliary verb'. Where the verbal group consists of only one word (as is the case in the simple present or simple past tenses) then the Finite is realized in that single word.

2.5.2.3.Predicator

The predicator encodes the action or process involved in the clause. It gives content to the verbal element of the proposition, telling listeners what or was happening. The identification criteria is that like the Finite, the predicator is

expressed within the verbal group. This means that part of the verbal group is expressing the Finite, and part is expressing the Predicator. The verbal group may consist of a single word or several words. When there is no more than one element within the verbal group, the Predicator is all the constituents of the verbal group minus the Finite, which is always the first verbal element. When there is only one constituent in the verbal group, then that constituent is functioning both as Finite and as Predicator. This is the case with the simple present or the simple past tense form of a verb. For example (Predicator underlined, verbal group in *italics*) :

Turn	Speaker	Text
64	Brad	(i) He <u>sits</u> , (ii) he <u>sits</u> in a room and, and the (iii) and <u>decides</u>

(Eggin and Slade, 1997 : 78)

The predicator in clauses (i), (ii) and (iii) is a single lexical item, so sits and decides function as both Finite and as Predicator. These tests identify the Predicator do not apply to the verbs to be and to have as these verbs do not have a Predicator element in the present simple or simple past tense. Their verbal groups can be considered to express only a Finite element. For example :

Turn	Speaker	Text
64	Brad	(iv) “I <u>think</u> (v) therefore I <i>am</i>”

(Eggin and Slade, 1997 : 79)

In the first clause *think* encodes both a Finite and a Predicator element, but in the second clause *am* is only a Finite, and the clause has no Predicator.

While the Finite element serves to anchor the Subject of the talk by specifying such dimension as polarity, tense and number, the Predicator gives content or representational meaning to the process the Subject is engaged in. Like all elements of the clause, it can become the focus of negotiation, as in the following exchange from the example :

Turn	Speaker	Text
83	Brad	(i) Yeah but you can't teach (ii) if you haven't got a Diploma in Education.
84	Fran	(i) They're not teaching though. (ii) But they're administering teachers.

(Eggin and Slade, 1997 : 79)

Here Fran does not react to Brad's turn by negotiating the Subject-Finite (e.g. Can't you ? Haven't they ?). Instead she revises his Predicator teaching to administering. The reason that her response sounds like a side-step is exactly because she has chosen to negotiate the less pivotal element of Predicator.

2.5.2.4. Complement

The complement is a participant which is somehow implicated in the proposition, but is not the pivotal participant. The identification criteria is that like the Subject the complement is expressed by a nominal group, either a single pronoun or noun or by a sequence of words dependent on a head noun. This indicates that there can be two nominal groups in a clause, one which will be the Subject, and the other which will be a Complement. The Subject can be determined using the tests given above and thus by a process of exclusion, the

other nominal group must be a Complement. The presence of complements in conversation enables the expansion of the field of negotiation. Complements represent material which is open to negotiation and often challenged. For example (complement underlined) :

Turn	Speaker	Text
1	Brad	(iii) He plays <u>the guitar</u> .

(Eggin and Slade, 1997 : 79)

2.5.2.5. Adjunct

Adjuncts are, as the label suggests, elements which are additional, rather than essential, to the proposition. They function to add extra information about the events expressed in the core of the proposition. The identification criteria is that adjuncts are expressed through all the parts of speech that do not express Subject, complements, finites and predicators. That is, they are expressed by prepositional phrase, adverbs and adverbial groups, or conjunctions. There are three main types of adjuncts : circumstantial, interpersonal and textual.

2.5.2.5.1. Circumstantial Adjuncts

These are adverbs or prepositional phrases which express meaning about when, where, how, why, or with what the proposition occurred. For example :

Turn	Speaker	Text
15	Brad	(ii) <u>For General Studies</u> , we've got this.....tutor

(Eggin and Slade, 1997 : 82)

2.5.2.5.2. Interpersonal Adjuncts

These are adverbs or prepositional phrases which express meaning to do with judgements and opinions, including meanings about how likely or how intense something is. Some interpersonal adjuncts adjust probability, certainty, and usuality values in the clause through words such as probably, maybe, usually, never, etc. For example :

Turn	Speaker	Text
79	Brad	(iii) and then I'll <u>maybe</u> be able to do something....

(Eggin and Slade, 1997 : 82)

Other interpersonal adjuncts include vocative, i.e. names or terms of address used to target the addressee of a clause. For example :

Turn	Speaker	Text
6	Dave	(i) You know a lot of funny people, don't you <u>Brad</u> ?

(Eggin and Slade, 1997 : 82)

Adverbs or phrases used to either play up or tone down the intensity of clauses are also interpersonal adjuncts. Examples of amplifiers are *totally*, *absolutely*. Common mitigators include *just*, *only*, *merely*, as well as 'vague' expression such as *or something*, *or whatever*. For example :

Turn	Speaker	Text

62	Brad	(i) It's <u>just</u>technically
----	------	---

(Eggin and Slade, 1997 : 82)

In this category we can also place the metaphorical hedge *you know*. It is used within a clause to maintain contact without requiring any response from the listener. For example:

Turn	Speaker	Text
77	Brad	(i) A degree in a degree in Linguistics isn't much use <u>you know</u> .

(Eggin and Slade, 1997 : 83)

2.5.2.5.3. Textual Adjuncts

Into this third main category of adjuncts we class adverbs, prepositional phrases or conjunction which express meanings about the logical links and continuities between one clause and earlier clauses. The three main subclasses of items here are :

1. Conjunctive Adjuncts. These are conjunctions which link a current clause with prior talk by expressing logical relations of time (then, next) cause / consequence (so, because), condition (if), addition (and), contrast (but), or restatement (I mean, like). These typically occur at the beginning of clauses. For example :

Turn	Speaker	Text
36	Dave	(i) <u>And</u> what are your General Studies ?

(Eggin and Slade, 1997 : 83)

2. Continuity Adjuncts : These are items which are common in conversation and signal that a speaker's clause is coherent with prior talk, without specifying a particular logical relation. The most frequent continuity markers are oh, well. For example ;

Turn	Speaker	Text
99	Frank	(i) <u>Well</u> I, I think.....that's

(Eggin and Slade, 1997 : 83)

3. Holding Adjuncts. These are words like *umm* and *ah* which speakers use to retain the floor while they organize their message. They often occur in abandoned clauses such as in the exchange below where the holding adjuncts are underlined :

Turn	Speaker	Text
47	Brad	(i) And <u>umm</u> ...

(Eggin and Slade, 1997 : 83)

2.6. Transactional and Interpersonal Conversation

Outside the classroom, listening is used twice as often as speaking, which in turn is used twice as much as reading and writing (Rivers, 1981). Inside the classroom, speaking and listening are the most often used skills (Brown, 1994). They are recognized as critical for functioning in an English language context, both by teachers and by learners. These skills are also logical instructional starting points when learners have low literacy levels (in English or their native language) or limited formal education, or when they come from language backgrounds with a non-Roman script or a predominantly oral tradition. Further, with the drive to

incorporate workforce readiness skills into adult ESL instruction, practice time is being devoted to such speaking skills as reporting, negotiating, clarifying, and problem solving (Grognet, 1997).

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary ("linguistic competence"), but also that they understand when, why, and in what ways to produce language ("sociolinguistic competence"). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

2.6.1. Transactional Conversation

Whereas interactional language is language for maintaining social relationships, transactional conversation is message-oriented. “Transactional uses of language are those in which language is being used primarily for communicating information.” (Richards, 1990 : 54). Accurate and coherent communication of the message, confirmation that it has been understood, explicitness and directness of meaning are essential. Transactional conversations are interactions which have an outcome, for example, buying something in a shop, enrolling in a school. In such contexts the range of language used is relatively limited and therefore reasonably predictable because speaking happens in real time and is often characterised by unfinished utterances, reformulation, overlapping utterances, grammatically incorrect utterances. Participants must follow cultural conventions which include factors such as gesture, body language and facial expression. Decisions have to be made about the direction of the exchange and how to deal with unexpected difficulties. Speech events differ from each other according to characteristics such as the degree of distance, formality, spontaneity and reciprocity. For example, a job interview would be characterised by distance, formality, some reciprocity and relatively little spontaneity. At the other extreme, meeting someone informally for the first time is reciprocal and spontaneous. However, even those events which seem spontaneous can in fact be predictably organised and do incorporate set phrases. So, greetings, introductions and conclusions follow predictable lines. Students at this level need be made

aware of conventions of transactional exchanges and introduced to the particular language which they might expect to hear and use.

2.6.2. Interpersonal Conversation

Interpersonal conversation established or maintained social relationships, such as personal interviews or casual conversation role plays (Eggins and Slade 1997).

Interpersonal conversations are usually used to express : (Celce-Murcia et al.1995)

- a. Greeting and leavetaking
- b. Making introductions, identifying oneself
- c. Extending, accepting and declining invitations and offers
- d. Making and breaking engagement
- e. Expressing and acknowledging gratitude
- f. Complimenting and congratulating
- g. Reacting to the interlocutor's speech
- h. Showing attention, interest, surprise, sympathy, happiness, disbelief, disappointment.

This conversation can be done to fulfill the social interaction to the society like in socialization. The topic is free and people just produce the talk to involve in the community.

2.7. The Sandard of Content.

Grade VII Junior High School

The standard of Competency	<i>Basic competency</i>
<p>1. To understand the meaning of the simple transactional and interpersonal conversation to involve in the nearby environmental interaction .</p>	<p>1.1 to respond the meaning of transactional (to get things done) and interpersonal (to socialize) conversations which use simple spoken linguistic features accurately, fluently and acceptably to make interaction with the nearby environment in the spoken cases like how to : express greeting and parting , introduce oneself and others, give instruction and prohibit someone</p> <p>1.2 to respond the meaning of transactional (to get things done) and interpersonal (to socialize) conversations which use simple spoken linguistic features accurately, fluently and acceptably to make interaction with the nearby environment in the spoken cases like how to : ask and give for information , express thanks , say sorry , express politeness ;</p> <p>1.3 to respond the meaning of transactional (to get things done) and interpersonal (to socialize) conversations which use simple spoken linguistic features accurately, fluently and acceptably to make interaction with the nearby environment in the spoken cases like how to : ask and give service, ask and give things and ask and give facts ;</p> <p>1.4 to respond the meaning of transactional (to get things done) and interpersonal (to socialize) conversations which use simple spoken linguistic features accurately, fluently and acceptably to make interaction with the nearby environment in the spoken cases like how to : ask and give opinion , express likes and dislikes , ask about clarification and respond interpersonally or daily routines.</p>

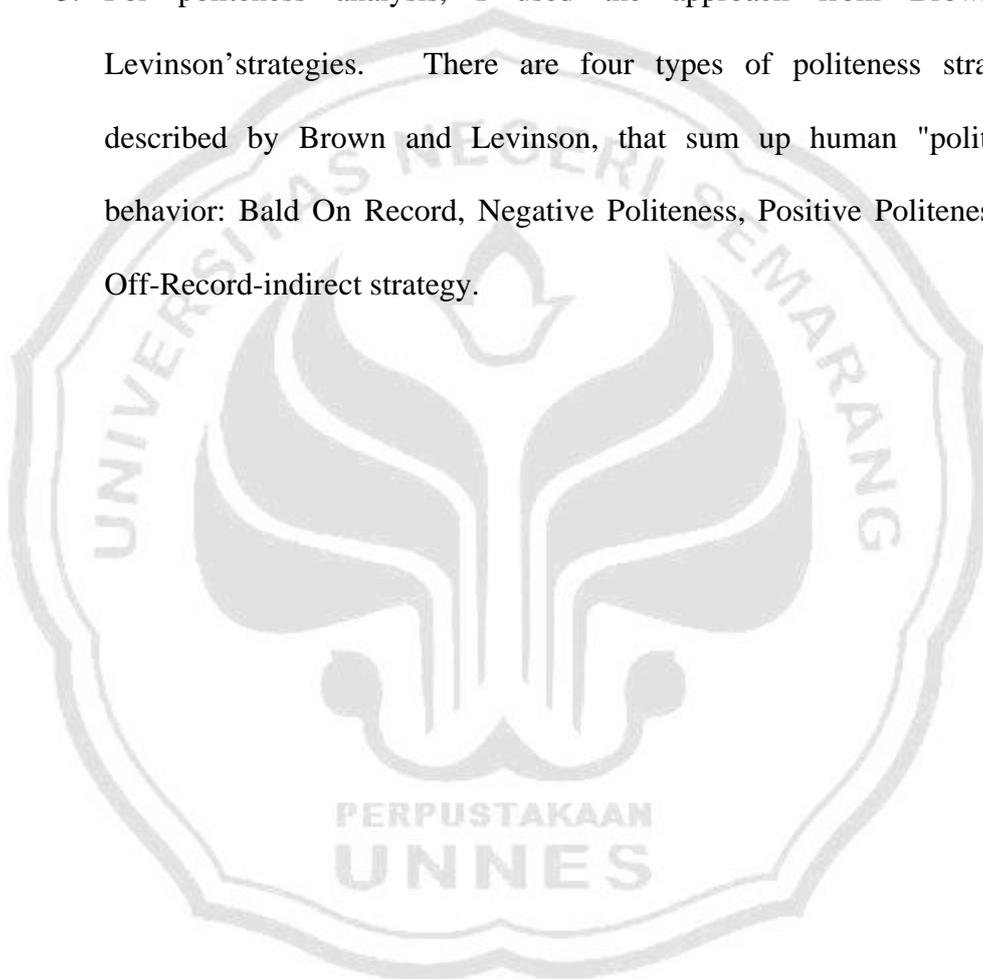
2.8. The Frame of Ideas

Based on the theories explained above I conducted the analysis according to the frame of ideas below :

2. For speech function analysis, I used the approaches from Celce-Murcia et al.'s actional competence and Eggin and Slade's speech function classes. These approaches were combined with the speech function introduced in the standard of content.
3. For linguistic features analysis, I used the approach from Eggin and Slade's grammatical patterns in the system clause of mood. Mood refers to the patterns of clause types, such as interrogative, imperative and declarative. Each mood type involves different configuration of a set of basic clause constituents. Full English clauses, that is clauses which have not had any elements left out or ellipsed, generally consist of two pivotal constituents : a Subject and a Finite. In addition to these pivotal constituents, we also generally find a Predicator, and some combination of Complements or Adjuncts.
4. For social contextual factors, I used the approach from Celce-Murcia et al.'s variables. They are concerned with the participants in the interaction and the communicative situation. The participants' age, gender, office (profession, rank and public position), status (social standing), social distance from and relations to each other (both in terms of power and affect) are known to determine how they talk and are talked to. Situational variables involve the temporal and physical aspects of the interaction (

time and duration, location) as well as the social dimension of the situation. I did not use the age and status in participants variable and time in situational variables because their variables are not found and known in the conversation texts.

5. For politeness analysis, I used the approach from Brown and Levinson's strategies. There are four types of politeness strategies, described by Brown and Levinson, that sum up human "politeness" behavior: Bald On Record, Negative Politeness, Positive Politeness, and Off-Record-indirect strategy.



CHAPTER III

DESIGN OF THE STUDY

3.1. Method of the Study

In the research of transactional and interpersonal conversation in the English textbook of grade VII junior high school, I conducted the analyses to speech function, linguistic features, social contextual factors and politeness. Subsequently the texts were divided into transactional and interpersonal conversations. In speech function analysis, the unit of analysis was move. One move usually comprises more than one clause. The clauses are then analyzed based on the theory suggested by Egging and Slade (1997) about structural-functional approach. This approach is relevant to be applied to two major approaches, structural and functional analysis. Structural analysis was applied to analyzing the linguistic features in the conversation texts. Functional analysis on the other hand, was used to find out speech function of every clause in the transactional and interpersonal conversation texts. Text describes participant's exchange that were used to analyze the politeness. There are four types of politeness strategies as described by Brown and Levinson (1987). They are Bald On Record, Negative Politeness, Positive Politeness, and Off-Record-indirect strategy. And then, context of the conversation texts

is the unit of social contextual factors analysis based on the components of socio-cultural competence described by Celce-Murcia (1995)

The analysis approaches applied in this research are qualitative and quantitative analysis. Qualitative analysis is applied to interpret speech function and linguistic feature contained in mood system of every clause based on the standard of content and also to describe the social contextual factors and politeness in the conversation texts. Quantitative analysis is applied to calculate numerical data gained from linguistic features on the conversation text.

3.2. Qualitative Analysis

A study of qualitative is designed to be consistent with the assumptions of a qualitative paradigm as Creswell (1994) explains that this study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. In other words, in terms of qualitative analysis, Mayring

(2000) says that qualitative analysis is an approach of empirical, methodological controlled analysis of texts within their context of communication following analytical rules and step by step models, without rash quantification. From those definitions, I can conclude that qualitative analysis is an approach to the research method which analyzes social or human activities which raise problems that need to be solved empirically and methodologically in a natural or unnatural setting. The qualitative analysis consists of many techniques for systemic text analysis. The main idea of procedure of analysis is to preserve the advantages of qualitative analysis as developed within communication science. Mayring (2000) gives

explanation that there are four points of qualitative research that should be taken into account by qualitative research. They are :

1. Fitting the materials into a model of communication, it should be determined on what part of communicative interferences shall be made, to an aspect of the communicator (his experiences, opinions or feelings) to the situation text production, to the socio-cultural background, to the text itself or the effect of the messages.
2. Rules of analysis ; the material is to be analyzed step by step, following rules of procedure, devising the materials into analytical units.
3. Categorizing in the center of analysis ; the aspects of text interpretation that follow the research questions are put into categories which were carefully found and revised within the process of analysis.
4. Criteria of realibility and validity ; the procedure has the pretension to be comprehensible, to compare the result with other studies in the sense of triangulation and carry out checks for realibility.

And also for qualitative analysis, Marshall and Rossman (1989) explain that it is essential that the strengths of qualitative studies be emphasized , the research should expand on the value of qualitative studies . The values of qualitative studies (Marshall and Rossman, 1989 : 26) are :

1. Qualitative research cannot be done experimentally.
2. It delves in depth into complexities and processes.
3. Qualitative research seeks to explore where and why policy, folk wisdom and practice that do not work.
4. It is suitable to be conducted unknown societies or innovative systems.
5. It is also appropriate to be conducted on informal and unstructured linkages and processes in organizations. Finally, it is for the research on real, like opposed to be stated or organizational goals.

Based on Marshall and Rossman theories, there are two value qualitative studies which are appropriate with the analysis of the conversation text. They are that qualitative research cannot be done experimentally and it delves in depth into complexities and process.

Based on the theories above, I conducted the qualitative analysis in this study to interpret and describe the social contextual factors, politeness, speech function and linguistic features in transactional and interpersonal conversation texts found in the English textbook grade VII for junior high school.

3.3. Quantitative Analysis

The explanation about qualitative analysis is different from the explanation about quantitative analysis. Alternatively, quantitative analysis is consistent with the quantitative paradigm. Cresswel (1995) also defines quantitative analysis as an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures in order to determine whether the predictive generalizations of the theory hold true. In this study, I just used quantitative analysis to present the numbers of the results in data analysis. This analysis is especially applied in calculating numerical data obtained from speech function, linguistic features, social contextual factors and politeness analysis.

3.4. Objects of the Study

The objects of this research are the conversation texts found in the English textbook, EOS English on Sky for junior high school student year VII. The objects contain transactional and interpersonal conversation.

The terms of object of the analysis can be known from Mayring's (2000) explanation. She suggests that the object of qualitative analysis can be all sorts of recorded communication such as transcript of interview, discourse, protocol of observations, video tape, and documents. As the objects of this research are the conversation texts, it corresponds to what Mayring explains above.

3.5. Population

The definition of population according to Tuckman (1978) is that a group about which the researcher is interested in gaining information and drawing conclusions. In other words, Nunan (1992) in his glossary of key terms in research, gives a definition that population is all cases , situations, or individuals who share one or more characteristics. Conversation texts are the population in this research. The conversation texts are chosen as population in this research because they are used as speaking materials presented to the junior high school students, year VII . Through the speaking teaching materials, the students are supposed to be able to communicate in English actively. To give more explanation of population, Levinson (1995) states that the data consist of tape recording and transcripts of naturally occurring conversation with little attention paid to the nature of the context as that might be theoretically conceived within sociolinguistics or social psychology. The conversation texts exist in every unit of EOS English on Sky 1 and I analyzed them with total population. There are 75 conversation texts from 7 units of materials in the EOS English in Sky 1.

3.6. Units of Analysis

The objects of this research are the conversation texts found in the English textbook, EOS English on Sky 1 for junior high school student, year VII. The objects contain transactional and interpersonal conversation. In order to make clear of the object that will be analyzed, unit of analysis in conducting this research should be determined. Unit of analysis is a smallest unit of data collected to be analyzed. In terms of unit analysis, Trochim (2002) defines :

The unit of analysis is the major entity that you are analyzing in your study. For instance, any of the following could be a unit of analysis in a study : individuals, groups, artifacts (books, photos or newspaper), geographical units (town, census tract, state), social interactions. (Trochim, 2002 : 1)

Suzana and Helen (2002), in other words, also define the unit of analysis as is what a researcher will collect the data or observations in order to answer their research question (Suzana and Helen, 2002 : 1). In Conversation analysis, Eggins and Slade (1997) explain that the most obvious discourse unit is the turn : all the talk produced by one speaker before another speaker gets in. However, although turns are very important units in conversation analysis, they cannot be used to analyze speech function because one turn can realize several speech functions. On the other hand, Halliday (1994) suggests that the discourse patterns of speech function are expressed through moves. He explains that dialogue sets up speech function as a separate discourse level of analysis, expressed through grammatical pattern. The grammatical pattern is clause. Moves and clauses do not relate to each other in terms of size or constituency. Moves are not made up of clauses and clauses are not parts of moves. The relationship is one

of expression, or more technically realization ; moves which are discourse units, are expressed in language through clauses, which are grammatical units. The other unit of conversation analysis is text. Text is a written recorded conversation. Halliday and Hasan (1976) explain that any instance of living language that is playing some part in a context of situation, we shall call a text. It may be either spoken or written, or indeed in any other medium of expression that we like to think. Text is a product in the sense that it is an output, something that can be recorded and studied, having a certain construction that can be represented in systematic terms. They also explain that text in its process aspects as an interactive event, a social exchange of meanings, is a form of exchange and the fundamental form of a text which is applied in dialogue of interaction between speakers.

The units of analysis of this study are move, clause, and text. Conversation texts in the English textbook are divided into moves. The moves usually comprise clauses hence, they are divided into clauses. Then, the clauses are analyzed to find out speech functions of the clauses to be compared to the indicators of the standard of content. And also from the clauses, they are analyzed to find out the linguistic features of the conversation text. Text is the unit which can show the participants or speaker in order to exchange information and their relationship. Text can be analyzed to describe the politeness of the participants or speakers. Text is the unit of analysis that can be analyzed to describe the social contextual factors of the conversation.

3.7. Data Collection

The objects of this study are the transactional and interpersonal conversation texts found in the EOS English in Sky 1. The units of analysis are moves, clauses and texts. The data analyzed can be collected with these processes

:

1. Reading the materials of the English textbook
2. Classifying the sub-materials of speaking
3. Typing the conversation texts as the sub-materials of speaking
4. Classifying the conversation texts into speech function, linguistic features, social contextual factors and politeness analysis
5. Providing moves as the data analysis of speech function
6. Providing clauses as the data analysis of linguistic features
7. Providing conversation texts as the data analysis of social contextual factors and politeness

The data of each analysis are provided in a set of file and then they are encoded based on the purpose of analysis. Each number of the text is encoded by mentioning the chapter, number of text and page from the English textbook.

3.8. Encoding the Data

Conversation texts in the English textbook exist in every unit of pages. Each conversation text was taken from the English textbook and it was given a code. The code was ordered from what unit, text number and page. Table 1 below is the procedure for the data coding :

Table 1.

Data Codes

UNIT	TEXT NUMBER	PAGE NUMBER
I, II, III, IV....VII	1, 2, 3, 4, 5,.....	1, 2, 3, 4, 5.....2002

Suppose, a text is coded I.1.5 .It means that the text is derived from chapter I, text number 5 and on page 5 or V.6.32 means that the text is derived from chapter V, text number 6, and on page 32.

3.8.1. Encoding Indicators of the Standard of Content

The standard of content suggests some indicators for the junior high school students to achieve speech function in learning speaking. For the sake of effective identification of the indicators of speech function in the standard of content, it is necessary to encode the indicators. These indicators are divided into two categories of conversation. They are transactional and interpersonal conversation. Figure 4 below is the speech function indicators of the standard of content and their codes that the students of junior high school, grade VII should achieve in transactional and interpersonal conversation.

Table 2.

The Codification of Speech Function Indicators From the English Textbook

I . Transactional Conversation

CODE	INDICATORS	REALIZATION AND FUNCTION
A	giving instruction	realized by command and its function is to give instruction
B	prohibiting someone	realized by command and its function is to prohibit someone

C	asking for information	realized by questions and its function is to ask for information
D	expressing thanks	realized by statement and its function is to express thanks
E	saying sorry	realized by statement and its function is to say sorry
F	asking for service	realized by questions and its function is to ask for service
G	giving service	realized by key 'yes' or 'no' items and their variants and its function is to give service
H	asking for things	realized by questions and its function is to ask for things
I	giving things	realized by key 'yes' or 'no' and their variants and its function is to give things
J	asking for facts	realized by questions and its function is to ask facts
K	giving facts	realized by statement or by 'yes' and 'no' items and their variants and its function is to give facts
L	asking for opinion	realized by questions and its function is to ask opinion
M	giving opinion	realized by statement or by 'yes' and 'no' items and their variants and its function is to give opinion
N	expressing like	realized by statement, question, command and its function is to express like
O	expressing dislike	realized by statement, question, command and its function is to express dislike
P	asking about clarification	realized by questions, often ellipted and its function is to ask about clarification

II . Interpersonal Conversation

CODE	INDICATORS	REALIZATION AND FUNCTION
A	expressing greeting	realized by a closed class of items which form the first-pair parts of the adjacency pairs used in the rituals of greeting and its function is to express greeting
B	expressing parting	realized by a closed class of items which form the first-pair parts of the adjacency pairs used in the rituals of leave-taking and

		its function is to express parting
C	introducing oneself	realized by statement and its function is to introduce oneself
D	introducing others	realized by statement and its function is to introduce others
E	expressing politeness	realized by statement or questions and its function is to express politeness
F	responding interpersonally or daily routines	realized by 'mm', 'yeah' and low or mid key 'echoes' and its function is to respond interpersonally or daily routines

Suppose a move is given a code I.A, it means that the move is the part of transactional conversations and the speech function is to give instruction. The criteria of conformity of speech function introduced in the standard of content can be compared with the moves which are realized in the clauses of the conversation texts.

3.8.2. Encoding Mood Types and A Set of Basic Clause Constituents

There are 11 mood types and they are encoded based on the sequence of numbers. Table 3

Codes of Mood Types

CODE	Mood Types
1	Declarative full
2	Declarative elliptical
3	Imperative full
4	Imperative elliptical
5	Wh-interrogative full
6	Wh-interrogative elliptical

7	Polar interrogative full
8	Polar interrogative elliptical
9	Exclamative full
10	Exclamative elliptical
11	Minor

For a set of basic clause constituents, the codes are the abbreviation of each constituent.

Table 4

Codes of A Set of Basic Clause Constituent

CODE	Constituents
S	Subject
F	Finite
P	Predicator
C	Complement
CA	Circumstantial Adjunct
TA	Textual Adjunct
IA	Interpersonal Adjunct

3.8.3. Encoding The Social Contextual Factor Variables

The set variables of social contextual factors concern the participants in the interaction and the communicative situation. The participants are, gender, office

(profession or occupation), social distance and relations (both in terms of power and affect). Situational variables involve place and social situation.

Table 5

Codes of Social Contextual Factors

CODE	Participant Variables
-	Gender : female
+	Gender : male
ST	Office : Student
TC	Office : Teacher
I	Social distance ; Intimate
N	Social Distance : Not Intimate
A / P	Relation : Affect / Power

CODE	Situational Variables
O / V	Social situation : informal / formal

3.9. Method of Data Analysis

In this research, the analysis was conducted in four phases. They are speech function, linguistic features, socio contextual factors and politeness analysis. The data are analyzed based on these steps :

1. **Speech Function** : The moves were classified into each the number of conversation texts and sequenced based on the turns of the speakers. Each number of the conversation text is presented into a table. Each move then is classified into its class based on the code. After giving the code of each move, the result of all codes are typed into the move class names. The results of the analysis then are described into qualitative and quantitative methods.
2. **Linguistic Features** : The clauses were classified into each number of conversation texts and sequenced based on the turns of the speakers. Each number of the conversation text is presented into a table. Each clause then is classified into its type based on the code. After giving the code of each mood, the results of all codes are typed into the mood type names. For a set of basic clause constituents, the clauses are classified into full English clauses, that is clause

which has not had any elements left out or ellipsed, generally consist of two pivotal constituents : a Subject and a Finite, from each number of the conversation texts. In addition to these pivotal constituents, there might be a predicator, and some combination of complements or adjuncts. From the full English clauses in each conversation text, the patterns are classified into the constituents. The results of the analysis then are described into qualitative and quantitative methods.
3. **Social Contextual Factors** : The texts are classified into each number of conversation texts. Each number of the conversation text is analyzed based

on the picture setting which becomes the background of the conversation texts . From the picture background, it will be known the participants like gender, office (profession, rank and public position), social distance from and relations to each other (both in terms of power and affect) and situational variables like place and social situation. The results of the analysis then are described into qualitative and quantitative methods.

4. Politeness : The texts are classified into each the number of conversation texts. Each number of the conversation text is analyzed based on the picture setting which becomes the background of the conversation texts . From the picture background, it will be known office, social distance from and relations to each other (both in terms of power and affect). From these data, there were provided the texts which have the criteria of politeness analysis. The provided texts then were analyzed based on politeness strategies. The results of the analysis then are described into qualitative and quantitative methods.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings of the study and the discussions of the result of the analyzed data. The data which were analyzed are transactional and interpersonal conversation texts found in the English textbook. In this study, the data were analyzed in four approaches, the first was structural-functional approach which was used to analyze the speech function, the second was structural approach which was used to analyze linguistic features, the third was social contextual factors which was used to analyze the participants in the interaction and the communicative situation, the fourth was politeness which was used to analyze human "politeness" behavior in expressing respect towards the person people are talking to. The result of the analyses is presented into four parts. The first part is the analysis result of speech function, the second is linguistic features, then the third is social contextual factors and the fourth is politeness. After presenting the findings, the discussions are then presented based on the results of the analyzed data in order to give enhancement and suggestions to EOS English on Sky 1.

4.1. Findings

There are four results from the analyzed data found in transactional and interpersonal conversation texts. They are the results of data analysis about speech function, linguistic features, social contextual factors and politeness. The results are presented in the following each sections.

4.1. 1. Speech Function

There are 75 conversation texts which consist of 419 clauses in EOS English on Sky 1. There are 30 texts presented in the transactional conversations, 4 texts presented in the interpersonal conversations and 41 texts presented in both transactional and interpersonal conversations.

From the structural- functional analysis, there are 419 moves which are compared to the speech function introduced in the standard of content. There are 305 moves which are compatible with the indicators introduced in the standard of content and there are 114 moves which are not compatible with any indicators introduced in the standard of content (see appendice A).

4.1.2. Linguistic Features

From structural analysis, the mood types presented in the conversations are 162 declarative full types; 31 declarative elliptical types; 34 imperative full types; 5 imperative elliptical types; 58 wh-interrogative full types; 14 wh-interrogative elliptical types; 25 polar interrogative full types; 18 polar interrogative elliptical types; 51 exlamative full types; 15 exclamative elliptical types; and 23 minor types

Table 6

Linguistic Features

No	Mood Types	Clauses
1	Declarative full	162
2	Wh-interrogative full	58
3	Exclamative full	51
4	Imperative full	34
5	Declarative elliptical	31
6	Polar interrogative full	25
7	Minor	23
8	Wh-interrogative elliptical	15
9	Exclamative elliptical	15
10	Imperative elliptical	5
	Total	419

A set of basic clause constituents can be found from the full clauses which have two pivotal constituents, a subject and a finite, and in addition to these pivotal constituents, there are also a predicator, and some combinations of complements or adjuncts. There are 245 full clauses divided into 162 declarative full types; 58 wh-interrogative full types; and 25 polar interrogative full types. From these full clauses, there are 79 clauses with a set of basic clause constituent, subject, finite and complement; 34 clauses with subject and finite; 31 clauses with subject, finite, predicator and complement; 19 clauses with subject, finite or predicator, and complement; 13 clauses with subject, finite and predicator; 13 clauses with subject, finite, complement and circumstantial adjunct; 9 clauses with subject, finite, complement and interpersonal adjunct; 8 clauses with subject, finite and circumstantial adjunct; 8 clauses with subject, finite or predicator and circumstantial adjunct; 8 clauses with subject, finite, predicator, complement and interpersonal adjunct; 7 clauses with subject, finite, complement and

circumstantial adjunct; 6 clauses with subject and finite or predicator; 4 clauses with subject, finite or predicator, complement, and circumstantial adjunct; 1 clause with subject, finite or predicator, complement and interpersonal adjunct; 1 clause with subject, finite, predicator, complement and interpersonal adjunct; 1 clause with subject, finite, predicator, circumstantial adjunct and interpersonal adjunct; 1 clause with subject, finite interpersonal adjunct and circumstantial adjunct; 1 clause with subject, finite and textual adjunct; and 1 clause with subject, finite and interpersonal adjunct.

Table 4
A set of basic clause constituents

No	A set of basic clause constituents	Clauses
1	S + F + C	79
2	S + F	34
3	S + F + P + C	31
4	S + F/P + C	19
5	S + F + P	13
6	S + F + C + CA	13
7	S + F + C + IA	9
8	S + F + CA	8
9	S + F/P + CA	8
10	S + F + P + C + IA	8
11	S + F + C + CA	7
12	S + F/P	6
13	S + F/P + C + CA	4
14	S + F/P + C + IA	1
15	S + F + P + C + IA	1
16	S + F + P + C + IA	1
17	S + F + IA + CA	1
18	S + F + TA	1
19	S + F + IA	1
	Total	245

4.1.3. Social Contextual Factors

Social contextual factors analysis was used to analyze the participants and situational variables. The participants variables are gender, office or occupation, social distance and relations; and the situational variables are place and social situation. I found that from 75 conversation texts , the genders are male and female. There are 35 conversation texts whose participants are only female ; 7 conversation texts whose participants are only male; and 33 conversation texts whose participants are both male and female.

Table 5

Gender

No	Gender	Conversation Texts
1.	Male	7
2.	Female	35
3.	Male and female	33

The offices or occupation of the participants are student and teacher only. There are 53 conversation texts whose participants are only students; 1 conversation text whose participant is only teacher; and 21 conversation texts whose participants are both student and teacher.

Table 6

Office

No.	Offices	Conversation Texts
1.	Students	53
2.	Teacher	1
3.	Students and teacher	21

For social distance and relations, there are 53 conversation texts to show the intimacy among the participants because they are among friends or peers, so for the relation they are in the same level and for the social distance, there are 21 conversation texts that are not intimate because of their relation among teacher and student. Teacher has higher position than students.

Table 7

Social Distance

No	Social Distance	Conversation Texts
1.	Intimate	54
2.	Not intimate	21

For situational variables, the places that are used in 75 conversation texts are classroom, school yard, party, home, field, garden, music studio and library. The specification for each environment in conversations are 23 classrooms, 43 school yards, 3 gardens, 2 libraries and 1 each for party, home, field and music studio.

Table 8

Places

No.	Places	Conversation Texts
1.	School yard	43
2.	Classroom	23
3.	Garden	3
4.	Library	2
5.	Party	1
6.	Home	1
7.	Field	1
8.	Studio	1

The social situation in the conversation texts are 21 formal and 53 informal. The formality can be identified through the participants between teacher and

student, and informality can be identified through the participants among friends or peers.

Table 9

Social Situation

No.	Social Situation	Conversation Texts
1.	Formal	21
2.	Informal	54

4.1.4. Politeness

The conversation texts that are analyzed are taken from the conversations whose participants are in informal social situation and their offices or occupations are among student and teacher. There are 20 conversation texts that are analyzed in politeness strategies.

Text two is taken from EOS English on Sky 1 unit I page 3. The politeness strategy is positive. It can be seen from their conversation :

1. Miss Ina : (i) Hello, what's your name?
2. Riko : (i) Hello Miss Ina, my name's Riko.

Text five is taken from EOS English on Sky 1 unit I page 5. The politeness strategy is positive. It can be seen from their conversation :

1. A : (i) Excuse me Miss Ina, I'd like you to meet Shanti, my classmate.
(ii) Shanti, this is Miss Ina.
2. B : (i) Hello Miss Ina, nice to meet you.
3. C : (i) Hello Shanti, nice to meet you, too.

Text six is taken from EOS English on Sky 1 unit I page 7. The politeness strategy is positive. It can be seen from their conversation :

1. Miss Ina : (i) Good morning, students

2. Students : (i) Good morning, ma'am
3. Miss Ina : (i) How are you?
4. Students : (i) We're fine, ma'am
(ii) Thank you
(iii) How are you?
5. Miss Ina : (i) I'm good. Thanks

Text nine is taken from the English textbook unit I page 8. The politeness strategy is positive. It can be seen from their conversation :

1. Miss Ina : (i) Well, students.
(ii) Time is up.
(iii) That's all for now
2. Students : (i) Yes, ma'am.
3. Miss Ina : (i) Goodbye and see you tomorrow
3. Students : (i) Thank you, mom.
(ii) Good bye.
(iii) See you tomorrow.

Text nineteen is taken from the English textbook unit II page 29. The politeness strategy is positive. It can be seen from their conversation :

1. A : (i) Miss Ani, what's that?
(ii) Wow, it's a thick book
2. B : (i) It's a dictionary.
(ii) Look at the cover.
(iii) It's an English-Indonesian dictionary.
(iv) We need it for our lesson today.

Text twenty two is taken from the English textbook unit II page 32. The politeness strategy is positive. It can be seen from their conversation :

1. A : (i) Tigor, where is the garbage can?
2. B : (i) It's over there, ma'am, next to the cupboard.
3. A : (i) Oh, OK.
(ii) Thank you
4. B : (i) You're welcome.

Text twenty four is taken from the English textbook unit II page 34. The politeness strategy is positive. It can be seen from their conversation :

1. A : (i) Excuse me.

- (ii) I want to see Miss Ina.
2. B : (i) Miss Ina the English teacher?
(ii) OK, just a minute.
(iii) Sit down, please.
3. A : (i) Thank you.
4. C : (i) Hi, Butet.
(ii) What can I do for you?
5. A : (i) Hello, Miss Ina.
(ii) My friends and I want to borrow a dictionary.
6. C : (i) All right.
(ii) Here you are.
(iii) Keep it clean and give it back to me after school.
7. A : (i) OK, ma'am.
(ii) Thank you.
8. C : (i) You're welcome.

Text twenty five is taken from the English textbook unit II page 36. The politeness strategy is positive. It can be seen from their conversation :

1. A : (i) I'm sorry, Miss Ina.
(ii) I'm late.
2. B : (i) Well, all right.
(ii) But don't be late next time, OK?
3. A : (i) OK, ma'am.
(ii) Thank you.
4. B : (i) Sit down, please.

Text twenty six is taken from the English textbook unit II page 36. The politeness strategy is positive. It can be seen from their conversation :

1. A : (i) Can I clean the board now?
2. B : (i) Oh, no, please don't.
(ii) I'm still taking notes.
3. A : (i) OK.
(ii) But, hurry up, please.

Text thirty one is taken from the English textbook unit III page 52. The politeness strategy is positive. It can be seen from their conversation :

1. A : (i) Excuse me, ma'am.
(ii) Are you Ms Komala, the Indonesian teacher?
2. B : (i) Yes, I am.

Text thirty two is taken from the English textbook unit III page 52. The politeness strategy is positive. It can be seen from their conversation :

1. A : (i) Excuse me, sir.
(ii) Are you Mr Ashadi, the Math teacher?
2. B : (i) No, I'm not.
(ii) I'm Budi Darmawan.
(iii) I am the Science teacher.
3. A : (i) Oh, I'm sorry, sir.

Text thirty eight is taken from the English textbook unit III page 70. The politeness strategy is positive. It can be seen from their conversation :

1. A : (i) I'm sorry.
(ii) I'm late.
2. B : (i) Okay.
(ii) Please sit down.

Text forty eight is taken from the English textbook unit IV page 98. The politeness strategy is positive. It can be seen from their conversation :

1. A : (i) May I help you carry those books?
2. B : (i) Oh, thank you.

Text forty nine is taken from the English textbook unit IV page 98. The politeness strategy is positive politeness. It can be seen from their conversation :

1. A : (i) How was your trip to Bali?
2. B : (i) Very nice.
(ii) Thank you!

Text fifty five is taken from the English textbook unit V page 124. The politeness strategy is positive. It can be seen from their conversation :

1. Miss Ina : (i) Sugeng, can you help me please ?
2. Sugeng : (i) Yes, ma'am.
(ii) What is it ?
3. Miss Ina : (i) Can you get me my dictionary in the teacher's office ?
4. Sugeng : (i) All right, ma'am
5. Miss Ina : (i) It's on my table.
(ii) It's thick and the color is brown.

(iii) It has my name on it.

Text sixty six is taken from the English textbook unit VII page 179. The politeness strategy is positive. It can be seen from their conversation :

1. Miss Ina : (i) I can't read your handwriting.
(ii) Write clearly, please
2. Andi : (i) OK, ma'am.

Text sixty eight is taken from the English textbook unit VII page 180. The politeness strategy is positive. It can be seen from their conversation :

1. Mr. Ahmad : (i) Are you ready ?
2. Students : (i) Yes, sir
3. Mr. Ahmad : (i) Run quickly

Text sixty nine one is taken from the English textbook unit VII page 180. The politeness strategy is positive. It can be seen from their conversation :

1. Librarian : (i) Read the book quietly.
2. Rini : (i) All right.

Text seventy one three is taken from the English textbook unit VII page 180. The politeness strategy is positive. It can be seen from their conversation :

1. Miss Ina : (i) Walk slowly.
(ii) The floor is still wet.
2. Students : (i) Yes, ma'am.

Text seventy two is taken from the English textbook unit VII page 180.

The politeness strategy is positive. It can be seen from their conversation :

1. Miss Ina : (i) Sugeng, can you help me ?
2. Sugeng : (i) Yes, ma'am.
(ii) What would you like ?
3. Miss Ina : (i) Go to the library and bring some dictionaries
4. Sugeng : (i) Allright, ma'am.

These conversations have politeness strategies because the participants have social distance and their relations show that teacher is higher than student. From 20 conversation texts, there are two politeness strategies, positive and negative, which occur in the conversation among the participants. There are 14 conversations with positive politeness; 4 conversations with negative politeness; and 2 conversations with positive and negative politeness.

Table 10

Politeness

No	Politeness Strategies	Conversation Texts
1.	Positive	14
2.	Negative	4
3.	Positive and Negative	2

4.2. Discussions

Based on the results of each analyzed data presented in the previous subchapters above, I can give my comment to enhance the transactional and interpersonal conversation texts found in EOS English on Sky 1, and also some suggestions to the next writers of the English textbook.

4.2.1. Speech Function

The findings above show that there are 75 conversation texts which are divided into two categories, transactional and interpersonal. From those categories, there are 30 texts presented in the transactional conversations, 4 texts presented in the interpersonal conversations and 41 texts presented in both transactional and interpersonal conversations. I think that those proportions are not balanced in applying among transactional and interpersonal conversations. I

can offer recommendation that 30 % are transactional; 30 % interpersonal; and 40 % are combination of transactional and interpersonal conversations.

The result of the structural-functional analysis shows that from 419 moves found in the transactional and interpersonal conversation texts, there are 305 moves which are compatible with the indicators introduced in the standard of content and there are 114 moves which are not compatible with any indicators introduced in the standard of content (see appendix A). Based on the indicators introduced in the standard of content (see table 2), all of them are applied in the transactional and interpersonal conversations. They can be proved from the percentage of the moves which are compatible with the indicators introduced in the standard of content. There are 305 or 73 % moves which are compatible with the indicators introduced in the standard of content and only 114 or 27 % moves which are not compatible with any indicators introduced in the standard of content. From the percentage of the moves applied, I can conclude that the transactional and interpersonal conversation texts found in the English textbook are compatible with the indicators introduced in the standard of content.

The writers of EOS English on Sky 1 can write the conversation texts based on the indicators of speech function introduced in the standard of content into the transactional and interpersonal conversation materials although there are still moves which are not compatible. I think that these indicators are important to be added in the materials in order to enhance and give colours to the content of conversations.

4.2.2. Linguistic Features

From the linguistic features which serve the communicative purposes of the transactional and interpersonal conversation texts, I found that the mood types presented by Eggins and Slade (see figure 4), are all applied in the clauses of the conversation texts. The mood type which is presented most often in the clauses is declarative full (see table 6). After mood types applied in the clauses, there is a set of basic clause constituents which consist of subject, finite, predicators, complement, circumstantial adjunct, textual adjunct and interpersonal adjunct. All of them are applied too in the clauses of the conversation texts and the pattern which is presented most often in the clauses is subject, finite and complement (see table 7). All of them are presented because the linguistic feature used in the transactional and interpersonal conversation texts is functional which is stated on the literacy level in the standard of content in junior high school.

The writers tried to present the simple sentence by giving declarative full type whose pattern is subject, finite and complement. From the finite, the tense used in the clauses is simple present. These materials are suitable with the literacy level of junior high school student. But on the contrary, I do not agree when the writers of the English textbook provide the long sentences as I found in the conversation texts with the pattern, subject, finite, predicators, complement and adjunct (see table 7). Although all sentences are in the simple sentence, the writers do not need to give the long sentences in the conversation texts. Students will have difficulty to remember the clauses. So, I suggest to next English textbook writers to ignore long sentence in conversation texts. The sentence

pattern is simple and the sentences consist of only three constituents like subject, finite or predicator and complement or adjunct. Because the goal of conversation texts is to be applied in speaking, so models of short sentence will help students to practice speaking easily.

4.2.3. Social Contextual Factors

The conversations found in the English textbook are made up by the writers, so the information about data of social contextual factors are limited (see table 5 to 9). In these discussions, I try to enhance the factors that are not found in the analyzed data from the conversation texts.

From the participant variables, the gender is dominated by female (see table 5). I can present that 47 % are among female; 44 % are among female and male; and 9 % are among male. There are few conversations whose participants are only male. It is better if the percentage of genders of the participants are balanced. I can offer recommendation that 30 % gender are feminine; 30 % gender are masculine; and 40 % gender are both feminine and masculine.

From offices or occupations, there are only teacher and student found as participants in the conversation texts. The offices or occupations presented from the participants are very limited. I can offer recommendation that the offices of participants involved in the social contextual factors can be increased based on the environment of conversations which are made up. The best environment for the material of conversations is at school because it is applied by students directly. There are some offices that are in school, except teacher and student, like staff,

security, cleaning service, canteen keeper, etc. So, I suggest to the next English textbook writers to involve those offices or occupations in conversation texts.

From social distance, there are 53 conversation texts that show the intimacy of participants because they are among friends or peers and 21 conversation texts are not intimate because of their relation among teacher and student. By improving the factors explained above, The English textbook writers can enhance the social distance based on the gender and offices, so the conversations will be more dynamic and colourful. I offer recommendation that the percentage is fifty-fifty between intimate and not intimate participants

From places, there are inside and outside of school places (see table 8). As I explained above that the best environment is at school. I prefer to limit place that is just at school. There are many parts of places at school, besides the ones mentioned in table 8, like canteen, teacher room, headmaster room, laboratory, school clinic, security room, sport hall, staff or administration room, etc. So, the performance of English textbook will be more complete by those picture settings. Students will be more interested in following each material presented in the English textbook.

From social situation, there are 21 formal and 53 informal conversations (see table 9). This discussion is almost the same as the discussion in social distance. I prefer to divide the formality into the same percentage, fifty-fifty, by improving the gender, offices and social distance as I explained above. So, there will be balance between formal and informal conversations.

4.2.4. Politeness

In politeness analysis, I only found 20 conversation texts which can be analyzed into politeness strategies. These findings indicate that the writers of the English textbook only provide 20 conversation texts which perform the expression of respect among the participants. In other words I can say that only 20 conversation texts whose participants are between teacher and student. I think that they are very limited of 75 transactional and interpersonal conversation texts. It will be better if there are about 50 % conversation texts which perform the politeness strategies because student does not only interact with his / her friends but also with the people at school who need to be respected.

For the strategies, there are 14 positive; 4 negative; and 2 positive and negative politeness. From those findings, I can conclude that the writers of the English textbook want to show that the relation between student and teacher is familiar. That is good, but I want to offer recommendation that student will need to show more negative politeness strategies when he or she takes conversation with someone who needs respect like headmaster, or vice headmaster.

4.2.5. The Accuracy and Coherence of Transactional Conversations

In transactional conversation, accurate and coherent communications of the message that it has been understood, explicitness and directness of meaning are essential. Based on the analysis above, firstly for the accuracy, I think that the accuracy of the message or information which was communicated among the participants is valid.

The communications of the participants in the conversation texts were accurate and coherent because the degree of closeness of the messages or informations was understood by the participants. The degree of closeness was applied in the explicitness and directness of meaning in the transactional conversation. The related clauses which were realized in each conversation had directed effects to the same or similar messages or informations that were communicated by the participants.

Coherence in the transactional conversations made a text meaningful. It was especially dealt with in the text of the transactional conversations. Coherence was achieved through syntactical features such as the use of words and a logical tense structure, as well as connected to the messages or informations in the transactional conversations. These can be seen from the examples below :

Text 1.I.3

Riko	:	Hi, Shanti, my name's Riko.
Shanti	:	Hello, I'm Shanti
Riko	:	Nice to meet you, Shanti.
Shanti	:	Nice to meet you too, Rika

Text 6.I.7

Miss Ina	:	Good morning, students.
Students	:	Good morning, ma'am.
Miss Ina	:	How are you?
Students	:	We're fine, ma'am. Thank you. How are you?
Miss Ina	:	I'm good. Thanks.

The accuracy and coherence of the both texts above can be seen from the information whose participant in text 1.I.3. gave introductory about himself and text 6.I.7 gave greeting, then the answer of the other participant had similar or

same message from the previous participant. The words and logical tense structure were same from both texts. They were hi and hello in the words and simple present in their logical tense structure.

4.2.6. The Nature of Interpersonal Conversations

The interpersonal conversations which were in EOS English on Sky 1 were not natural. They were not natural because the conversations were written by the textbook writers to provide the materials of the textbook. Although they were not natural, I tried to analyze how natural the interpersonal conversations are in the textbook. The interpersonal conversations were realized in linguistic feature as clauses. The clauses were realized in wordings through mood and a set of basic clause constituents like subject, finite, predicator, complement and adjuncts.

From structural analysis, the mood types presented in the conversations are 162 declarative full types; 31 declarative elliptical types; 34 imperative full types; 5 imperative elliptical types; 58 wh-interrogative full types; 14 wh-interrogative elliptical types; 25 polar interrogative full types; 18 polar interrogative elliptical types; 51 exclamative full types; 15 exclamative elliptical types; and 23 minor types.

According to Gerot and Wignell (1995), the naturality of an interpersonal conversation can be realized from the declarative and imperative mood types. From those results, the mood which was most often realized was declarative full type and the imperative mood type was often realized too. The examples are below :

Text 19.II.29

Turn	Speaker	Clauses	Mood Types
1	A	(i) Miss Ani, what's that? (ii) Wow, it's a thick book	Wh-interrogative : full Declarative : full
2	B	(i) It's a dictionary. (ii) Look at the cover. (iii) It's an English-Indonesian dictionary. (iv) We need it for our lesson today.	Declarative : full Imperative : full Declarative : full Declarative : full

A set of basic clause constituents can be found from the full clauses which have two pivotal constituents, a subject and a finite, and in addition to these pivotal constituents, there are also a predicator, and some combinations of complements or adjuncts. There are 245 full clauses divided into 162 declarative full types; 58 wh-interrogative full types; and 25 polar interrogative full types. From these full clauses, there are 79 clauses with a set of basic clause constituent, subject, finite and complement; 34 clauses with subject and finite; 31 clauses with subject, finite, predicator and complement; 19 clauses with subject, finite or predicator, and complement; 13 clauses with subject, finite and predicator; 13 clauses with subject, finite, complement and circumstantial adjunct; 9 clauses with subject, finite, complement and interpersonal adjunct; 8 clauses with subject, finite and circumstantial adjunct; 8 clauses with subject, finite or predicator and circumstantial adjunct; 8 clauses with subject, finite, predicator, complement and interpersonal adjunct; 7 clauses with subject, finite, complement and circumstantial adjunct; 6 clauses with subject and finite or predicator; 4 clauses with subject, finite or predicator, complement, and circumstantial adjunct; 1 clause with subject, finite or predicator, complement and interpersonal adjunct; 1 clause with subject, finite, predicator, complement and interpersonal adjunct; 1

clause with subject, finite, predicator, circumstantial adjunct and interpersonal adjunct; 1 clause with subject, finite interpersonal adjunct and circumstantial adjunct; 1 clause with subject, finite and textual adjunct; and 1 clause with subject, finite and interpersonal adjunct.

From those result, the use of finite was always realized in the clauses. The examples are below :

Text 32.III.52

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		Textual
					Circumstantial	Interpersonal	
1/(ii)	You	are		Mr Ashadi, the Math teacher			
2/(i)	I	am					
2/(ii)	I	am					
2/(iii)	I	am		Budi Darmawan the Science teacher			
2/(iv)	I						

From the explanation above, I conclude that the interpersonal conversations which were realized in EOS English on Sky 1 are natural.

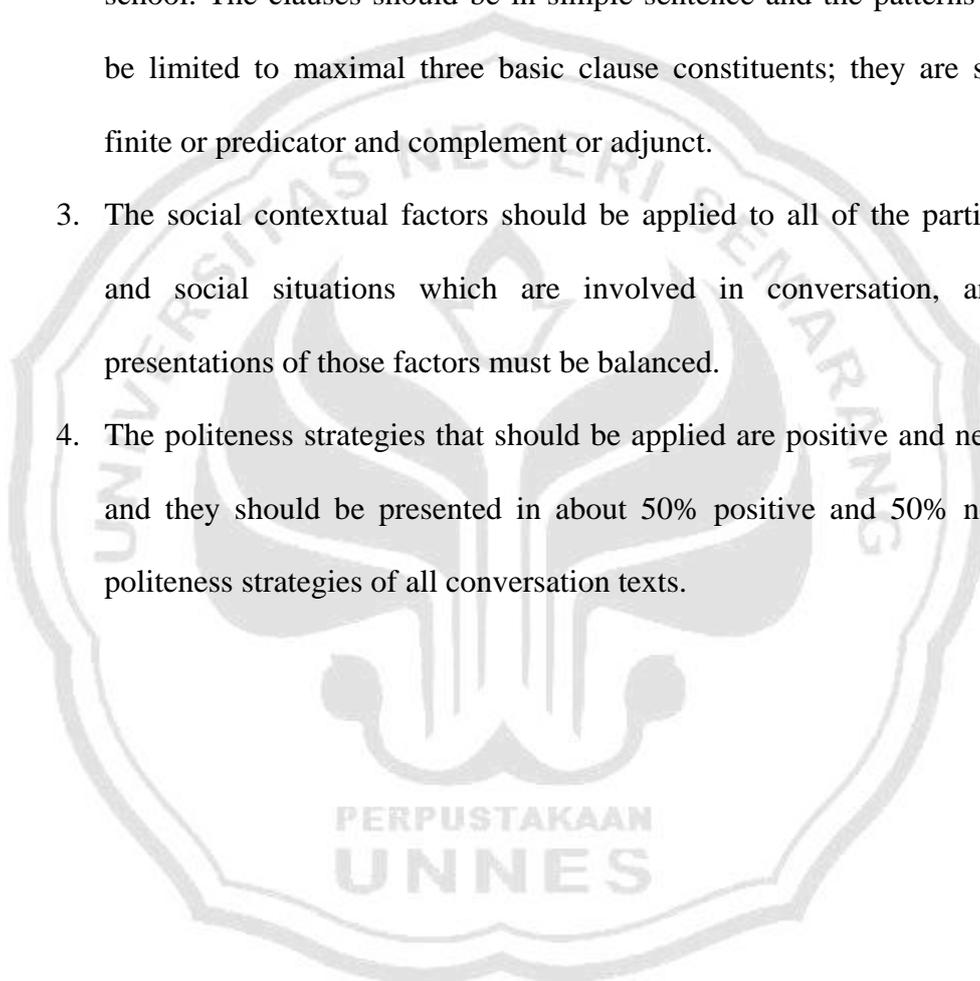
The Summary of Explanation

To make the findings and discussion clear, I try to give a concept about how to provide materials of transactional and interpersonal conversation texts in an English textbook grade VII for junior high school.

1. The speech function should consist of all indicators introduced in the standard of content. The applications are that there are minimal 75 %

indicators which are compatible, and there are maximal 25 % indicators which are not compatible.

2. The linguistic features that should be applied must be suitable with the functional level introduced in the standard of content for junior high school. The clauses should be in simple sentence and the patterns should be limited to maximal three basic clause constituents; they are subject, finite or predicator and complement or adjunct.
3. The social contextual factors should be applied to all of the participants and social situations which are involved in conversation, and the presentations of those factors must be balanced.
4. The politeness strategies that should be applied are positive and negative, and they should be presented in about 50% positive and 50% negative politeness strategies of all conversation texts.



CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter provides conclusions and suggestions based on the research result obtained from the analyses I conducted.

5.1. Conclusion on the Research Result

Based on the findings obtained from analyses I conducted, I shall conclude that :

1. There are 75 conversation texts which consist of 419 clauses in the English textbook . There are 30 texts presented in the transactional conversations; 4 texts presented the interpersonal conversations; and 41 texts presented in both transactional and interpersonal conversations.
2. There are 419 moves where 305 moves or 73 % are compatible with the indicators introduced in the standard of content and 114 moves or 27 % are not compatible with any indicators introduced in the standard of content.
3. There are 11 mood types in the transactional and interpersonal conversation texts and declarative full type is presented at most in the clauses. There are 19 sentence patterns in a set of basic clause constituents and the pattern, Subject + Finite + Complement, is mostly occurred.
4. The participant variables in the conversation texts are male and female whose occupations are student and teacher. The social distances are intimate and not intimate and the relation shows that teacher has higher position than student. The places of conversation are school yard,

classroom, party, home, field, garden, studio music and library. School yard is the place where mostly becomes the setting of the conversations. The social situations in the conversation texts are formal and informal and informal situation is mostly occurred.

5. There are two politeness strategies in the conversation texts. They are positive and negative. Positive politeness is presented most often in the conversation texts.

Suggestions

Based on findings obtained from the research I conducted, I would like to suggest the users and the next writers of the English textbook ;

1. To the English textbook users, I suggest to them to read the English textbook critically, because there are many speech functions which are not compatible with the indicators introduced in the standard of content.
2. To following English textbook writers, I suggest to them to write English textbook based on my summary explanation which is mentioned in chapter IV.

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APPENDICES

A . SPEECH FUNCTION ANALYSIS

Key : 1,2,3 : turn numbers

(i), (ii), (iii)etc : clause numbers

Text 1.I.3

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Riko	(i)Hi, Shanti, my name's Riko.	Introducing oneself	2C
2	Shanti	(i>Hello, I'm Shanti	Introducing oneself	2C
3	Riko	(i)Nice to meet you, Shanti.	Expressing pleasure	No
4	Shanti	(i)Nice to meet you too, Rika	Expressing pleasure	No

Text 2.I.4

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Miss Ina	(i>Hello, what's your name?	Asking for information	1C
2	Riko	(i>Hello Miss Ina, my name's Riko.	Introducing oneself	2C

Text 3.I.4

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Nurul	(i)Hi, my name's Nurul.	Introducing oneself	2C
		(ii) What's your name?	Asking for information	1C
2	Shanti	(i)Hi Nurul, it's Shanti.	Introducing oneself	2C

Text 4.I.5

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)Tigor, please meet my friend, Nurul.	Introducing others	2D
		(ii) Nurul, this is Tigor.	Introducing others	2D
2	B	(i>Hello Tigor, pleased to meet you	Expressing pleasure	No
3	C	(i)Pleased to meet you too, Nurul.	Expressing pleasure	No

Text 5.I.5

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i) Excuse me Miss Ina, I'd like you to meet Shanti, my classmate.	Introducing others	2D
		(ii)Shanti, this is Miss Ina.	Introducing others	2D
2	B	(i>Hello Miss Ina, nice to meet you.	Expressing pleasure	No
3	C	(i>Hello Shanti, nice to meet you, too.	Expressing pleasure	No

Text 6.I.7

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Miss Ina	(i) Good morning, students	Expressing greeting	2A
2	Students	(i) Good morning, ma'am	Expressing greeting	2A
3	Miss Ina	(i) How are you?	Expressing greeting	2A
4	Students	(i) We're fine, ma'am.	Responding interpersonally or daily routines	2F
		(ii) Thank you	Expressing thanks	1D
		(iii) How are you?	Expressing greeting	2A
5	Miss Ina	(i) I'm good. Thanks	Expressing thanks	1D

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Text 7.I.7

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Made	(i) Hi, Andy.	Expressing greeting	2A
		(ii) How are you?	Expressing greeting	2A
2	Andi	(i) Fine, thanks.	Expressing thanks	1D
		(ii) And you?	Expressing greeting	2A
3	Made	(i) Not bad, thanks.	Expressing thanks	1D
		(ii) Where are you going?	Asking for information	1C
4	Andi	(i) To the library.	Giving information	No
		(ii) How about you? Made : To the library, too.	Asking for information	1C

Text 8.I.8

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Tigor	(i) Sorry, Nurul.	Apologizing	1E
		(ii) I've got to go now	Giving information	No
2	Nurul	(i) All right, Tigor.	Agreeing	No
		(ii) Goodbye.	Expressing parting	2B
		(iii) See you tomorrow	Expressing parting	2B
3	Tigor	(i) Bye, Nurul.	Expressing parting	2B
		(ii) See you soon	Expressing parting	2B

Text 9.I.8

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Miss Ina	(i) Well, students.	Expressing politeness	2E
		(ii) Time is up.	Giving information	No
		(iii) That's all for now	Giving information	No
2	Students	(i) Yes, ma'am.	Agreeing	No
3	Miss Ina	(i) Goodbye and see you tomorrow	Expressing parting	2B
4	Miss Ina	(i) Thank you, ma'am.	Expressing thanks	1D
		(ii) Good bye.	Expressing parting	2B
		(iii) See you tomorrow.	Expressing parting	2B

Text 10.I.10

Turn	Speaker	Moves	Speech Function	Compared to
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				indicators
1	Ina	(i)Hello, I'm Ina Tobing. (ii) Please call me Ina. (iii)What's your name?	Introducing oneself Requesting Asking for information	2C No 1C
2	Made	(i)Made Suwartana	Giving information	No
3	Ina	(i)What should I call you?	Asking for information	1C
4	Made	(i)You can call me Made.	Requesting	No
5	Ina	(i)Are you from Bali, Made?	Asking for information	1C
6	Made	(i)Yes, I am. (ii) What about you, where are you from?	Responding question Asking for information	No 1C
7	Ina	(i)I'm from Binjai.	Giving information	No

Text 11.I.13

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Shanti	(i)Made, look at this picture. (ii) Who is he?	Giving instruction Asking for information	1A 1C
2	Made	(i)Is he Wayne Rooney?	Asking for information	1C
3	Shanti	(i)No.	Responding question	No
4	Made	(i)Oh, I know. (ii) He's Ronaldo	Reacting Giving information	No No
5	Shanti	(i)That's right. (ii) Where is he from?	Agreeing Asking for information	No 1C
6	Made	(i)He's from Portugal. (ii) He's a football player.	Giving information Giving information	No No

Text 12.I.14

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Clara	(i)Excuse me, are you Tigor?	Expressing politeness	2E
2	Rinto	(i)No, I'm not. (ii) Tigor is over there.	Dissaproving Giving information	No No
3	Clara	(i)Oh, I'm sorry.	Apologizing	1E
4	Rinto	(i)It's OK.	Responding interpersonally or daily routines	2F

Text 13.I. 14

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Andy	(i)Excuse me, is your name Putri?	Expressing politeness	2E
2	Putri	(i)Yes, it is	Approving	No
3	Andy	(i)Hi! (ii) I'm Andy. (iii) I'm a new student here.	Expressing greeting Introducing oneself Giving information	2A 2C
4	Putri	(i)Hello, Andy. (ii) How do you do?	Expressing greeting Expressing greeting	2A 2A
5	Andy	(i)How do you do?	Expressing greeting	2A

Text 14.I.15

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)Good morning, students.	Expressing greeting	2A

2	B	(ii) My name's Veni.	Introducing oneself	2C
		(i) Ok, let's start our lesson today with spelling.	Giving orders	No
		(ii) Look at the board and repeat after me.	Giving instruction	1A

Text 15.I.16

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	AB	(i) How old are you?	Asking for information	1C
2		(i) I'm twelve years old	Giving information	No

Text 16. I.16

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	AB	(i) How old is Jenny?	Asking for information	1C
2		(i) I think she's thirteen years old	Giving information	No

Text 17.I.17

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i) Where do you live?	Asking for information	1C
2	B	(i) I live at Mawar Street, number twenty.	Giving information	No
3	A	(i) What's your address?	Asking for information	1C
4	B	(i) It's one hundred and one Waru Street.	Giving information	No

Text 18.II.29

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i) Excuse me, Made.	Expressing politeness	2E
2	B	(ii) What's this in English?	Asking for information	1C
		(i) Oh, it's a 'marker'.	Giving information	No
		(ii) Look at the label.	Giving instruction	1A
		(iii) It's a board marker.	Giving facts	1K

Text 19.II.29

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i) Miss Ani, what's that?	Asking for information	1C
2	B	(ii) Wow, it's a thick book	Giving opinion	1M
		(i) It's a dictionary.	Giving facts	1K
		(ii) Look at the cover.	Giving instruction	1A
		(iii) It's an English-Indonesian dictionary.	Giving facts	1K
		(iv) We need it for our lesson today.	Giving information	No

Text 20.II.29

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)It starts with 'p'. (ii) What is it?	Giving information	No
2	B	(i)Is it a 'pencil'?	Asking things	1H
3	A	(i)No. (ii) It's a 'pencil sharpener'.	Asking things Responding question Giving information	1H No No

Text 21.II.32

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)Butet, do you see my pencils?	Asking things	1H
2	B	(i)They're over there.	Giving information	No
3	A	(i)Where?	Asking for information	1C
4	B	(i)Under the table.	Giving information	No
5	A	(i)Oh I see. (ii) Thanks.	Responding interpersonally or daily routines Expressing thanks	2F 1D 2F
6	B	(i)No problem.	Responding interpersonally or daily routines	

Text 22.II.32

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)Tigor, where is the garbage can?	Asking things	1H
2	B	(i)It's over there, ma'am, next to the cupboard.	Giving information	No
3	A	(i)Oh, OK. (ii) Thank you	Responding interpersonally or daily routines Expressing thanks	2F 1D
4	B	(i)You're welcome.	Responding interpersonally or daily routines	2F

Text 23.II.32

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)Where are the books?	Asking things	1H
2	B	(i)I think they're on the table.	Giving information	No
3	A	(i)You're right.	Responding interpersonally or daily routines	2F

Text 24.II.34

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)Excuse me. (ii) I want to see Miss Ina.	Expressing politeness Asking for permission	2E No
2	B	(i)Miss Ina the English teacher? (ii) OK, just a minute. (iii)Sit down, please.	Approving Responding interpersonally Giving instruction	No 2F 1A
3	A	(i)Thank you.	Expressing thanks	1D
4	C	(i)Hi, Butet. (ii) What can I do for you?	Expressing greeting Asking for information	2A 1C
5	A	(i)Hello, Miss Ina. (ii)My friends and I want to borrow a dictionary.	Expressing greeting Giving information	2A No
6	C	(i)All right. (ii) Here you are. (iii) Keep it clean and give it back to me after school.	Responding interpersonally Giving things Giving instruction	2F 1I 1A
7	A	(i)OK, ma'am. (ii) Thank you.	Responding interpersonally Expressing thanks	2F 1D
8	C	(i)You're welcome.	Responding interpersonally	2F

Text 25.II.36

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)I'm sorry, Miss Ina. (ii) I'm late.	Apologizing Giving information	1E No
2	B	(i)Well, all right.	Responding interpersonally or daily routines	2F
3	A	(ii) But don't be late next time, OK? (i)OK, ma'am.	Expressing hopes Responding interpersonally or daily routines	No 2F
4	B	(ii)Thank you. (i)Sit down, please.	Expressing thanks Giving instruction	1D 1A

Text 26.II.36

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)Can I clean the board now?	Asking service	1F
2	B	(i)Oh, no, please don't. (ii) I'm still taking notes.	Prohibiting someone Giving information	1B No
3	A	(i)OK. (ii) But, hurry up, please.	Responding interpersonally or daily routines Giving instruction	2F 1A

Text 27.II.40

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)Hi, Made. (ii) Where do you go to school?	Expressing greeting Asking for information	2A 1C

2	B	(i)SMP Swastiastu.	Giving information	No
3	A	(i)Where is that?	Asking for information	1C
4	B	(i)It's in Bali.	Giving information	No

Text 28.II.40

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)Dona, where do you go to school?	Asking for information	1C
2	B	(i)I go to SMP Padang Bulan	Giving information	No
3	A	(i)Where is it located?	Asking for information	1C
4	B	(i)It's in Lampung	Giving information	No

Text 29.II.42

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)Hello, Nurul. (ii) You're early. (iii) What time do you usually go to school?	Expressing greeting Expressing surprise Asking for information	2A No 1C
2	B	(i)At 6.30. (ii) My house is not far from here.	Giving information Giving information	No No
3	A	(i)How do you go to school?	Asking for information	1C
4	B	(i) On foot	Giving information	No

Text 30.II.42

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)What time do you usually get up?	Asking for information	1C
2	B	(i)I usually get up at 5 o'clock.	Giving information	No
3	A	(i)Do you take a bath after that?	Asking for information	1C
4	B	(i)No, but I do a little exercise.	Giving information	No

Text 31.III.52

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)Excuse me, ma'am. (ii) Are you Ms Komala, the Indonesian teacher?	Expressing politeness Asking for information Responding question	2E 1C No
2	B	(i)Yes, I am.		

Text 32.III.52

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)Excuse me, sir. (ii) Are you Mr Ashadi, the Math teacher?	Expressing politeness Asking for information	2E 1C
2	B	(i) No, I'm not. (ii)I'm Budi Darmawan. (iii) I am the Science teacher.	Responding question Giving information Giving information	No No No
3	A	(i)Oh, I'm sorry, sir.	Apologizing	1E

Text 33.III.57

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)Excuse me. (ii) Where's the principal's office?	Expressing politeness Asking for information	2E 1C
2	B	(i)It's over there, next to the teacher's office.	Giving information	No
3	A	(i)Thank you very much.	Expressing thanks	1D
4	B	(i)No problem!	Responding interpersonally or daily routines	2F

Text 34.III.58

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)Excuse me	Expressing politeness	2E
2	B	(ii) Where are the toilets? (i)I'm sorry. (ii) I don't know.	Asking for information Apologizing Responding interpersonally or daily routines	1C 1E 2F
3	A	(iii) I'm new here myself (i)Thanks anyway.	Giving information Expressing thanks	No 1D

Text 35.III.59

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Shanti	(i)Well, guys. (ii) This is Andy reporting from SMP Nusantara.	Expressing greeting Introducing others	2A 2D
2	Andy	(iii) Hello, Andy? (i)Thank you, Shanti. (ii) Well, guys. (iii) I'm at SMP Nusantara right now. (iv) It's quite a big school. (v)It has 240 students. (vi)There's a small hall at the front of the school and there are six classrooms here.	Expressing greeting Expressing thanks Expressing greeting Giving facts Giving information Giving information Giving information	2A 1D 2A 1K No No No
3	Shanti	(i)What about the facilities, Andy? (ii)Are there any labs there?	Asking for information Asking for information	1C 1C
4	Andy	(i)Yes. (ii) Actually there are two labs here, the computer and language lab.	Responding question Giving information	No No
5	Shanti	(i)I see.	Responding interpersonally or daily routines	2F
6	Andy	(ii) What about a library? (iii) Is there a library in SMP Nusantara? (i)Yes, there is. (ii) And there's also a drawing room and a gym.	Asking for information Asking for information Responding question Giving information	1C 1C No No

Text 36.III.63

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)Do you like English?	Asking for information	1C
2	B	(i)Yes, I do.	Responding question	No
3	A	(i)Why do you like it?	Asking for information	1C
4	B	(i)It's easy.	Giving information	No

Text 37.III.63

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)Do you like Math?	Asking for information	1C
2	B	(i)No, I don't.	Responding question	No
3	A	(i)Why not?	Asking for information	1C
4	B	(i)It's difficult.	Giving information	No

Text 38.III.70

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)I'm sorry.	Apologizing	1E
2	B	(ii)I'm late.	Giving information	No
		(i)Okay.	Responding interpersonally or daily routines	2F
		(ii)Please sit down.	Giving instruction	1A

Text 39.III.70

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)Is your name Butet?	Asking for information	1C
2	B	(i)No, I'm Wulan.	Introducing oneself	2C
3	A	(i)Oh, I'm sorry.	Apologizing	1E

Text 40.III.70

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)I'm sorry for breaking your ruler.	Apologizing	1E
2	B	(i)No problem.	Responding interpersonally or daily routines	2F

Text 41.IV.87

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Student A	(i)I have to spy when I do my job.	Giving information	No
		(ii) The name of the job begins with 's'	Giving information	No
		(iii)What is it?	Asking things	1I
2	Student B	(i)Is it a secretary?	Asking facts	1J
3	Student A	(i)No, it isn't.	Responding question	No
4	Student C	(i)Is it a soldier?	Giving things	1C

5	Student A	(i)Yes, it is.	Responding question	No
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Text 42.IV.87

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)Who is she?	Asking for information	1C
2	B	(i)She's Ms Renata.	Responding question	No
	A	(i)What does she do?	Asking for information	1C
	B	(i)A civil servant, I think.	Giving information	No

Text 43.IV.87

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)Who are they?	Asking for information	1C
2	B	(i)They are Mr Sarjito and Mr Waluya.	Responding question	No
3	A	(i)What do they do?	Asking for information	1C
4	B	(i) They are security guards, I think.	Giving information	No

Text 44.IV.90

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)What does he do?	Asking for information	1C
2	B	(i)He is a civil servant	Giving information	No
3	A	(i) Where does he work?	Asking for information	1C
4	B	(i)He works in a government office.	Giving information	No
5	A	(i)What does he usually do?	Asking for information	1C
6	B	(i)He serves people.	Giving information	No

Text 45.IV.97

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Iwan	(i)What are you doing?	Asking for information	1C
2	Butet	(i)Mmm.	Responding interpersonally or daily routines	2F
		(ii) I'm making a shopping list	Giving information	No
3	Iwan	(i)A shopping list?	Reacting	No
4	Butet	(i)Yep.	Responding interpersonally or daily routines	2F
		(ii) My mom asked me to go shopping, so I am making a shopping list first before I go.	Giving information	No
5	Iwan	(i)I see.	Responding interpersonally or daily routines	2F
		(ii) What's on your list anyway?	Asking for information	1C
6	Butet	(i)Well, let me see...	Remembering	No
		(ii)I have sugar, coffee, apples, shampoo, oranges...	Giving information	No
7	Iwan	(i)What about rice?	Asking about clarification	1P
8	Butet	(i) Yes, rice.	Responding question	No

9	Iwan	(ii) I'll put rice in it.	Agreeing	No
10	Butet	(iii) And then... (i)Cooking oil? (i)No.	Extending Asking about clarification Responding question	No 1P No
11	Iwan	(ii) I don't think I need to buy that.	Disagreeing	No
12	Butet	(iii)We still have a lot. (i)Sugar? (i)It's already on the list. (ii) See?	Giving information Asking about clarification Giving facts Responding interpersonally or daily routines	No 1P 1K 2F
13	Iwan	(i)Hmmm.	Responding interpersonally or daily routines	2F
14	Butet	(ii)What about washing powder and soap? (i)Right! (ii) Washing powder. (iii) I'll put it on the list but not the soap. (iv)We still have some bars of soap Washing	Asking about clarification Responding interpersonally or daily routines Agreeing Agreeing Giving information	1P 2F No No No

Text 46.IV.98

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)Here's an ice cream for you.	Giving things	1I
2	B	(i)Wow! (ii)Thanks a lot.	Responding interpersonally or daily routines Expressing thanks	2F 1D

Text 47.IV.98

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i>Your jacket's cool.	Expressing like	1N
2	B	(i)Thanks.	Expressing thanks	1D

Text 48.IV.98

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)May I help you carry those books?	Asking service	1F
2	B	(i)Oh, thank you.	Expressing thanks	1D

Text 49.IV.98

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)How was your trip to Bali?	Asking for information	1C
2	B	(i)Very nice. (ii)Thank you!	Expressing happiness Expressing thanks	No 1D

Text 50.V.116

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)I'm round. (ii) I have numbers	Giving facts Giving facts	1K 1K
2	B	(i)Are you a clock?	Asking about clarification	1P
3	A	(i)Yes, that's right.	Agreeing	No
4	B	(i)My turn. (ii) I'm clean.	Asking for permission Giving facts	No 1K
5	A	(iii) I'm rectangular. (i)Are you a window?	Giving facts Asking about clarification	1K 1P
6	B	(i)No, I'm a board.	Giving facts	1K

Text 51.V.116

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)Is your classroom small?	Asking facts	1J
2	B	(i)I don't think so. (ii)Its big, I guess.	Giving opinion Giving opinion	1M 1M
3	A	(i)Are the walls clean?	Asking facts	1J
4	B	(i)Yes, they are.	Responding question	No

Text 52.V.117

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)Look.	Showing attention	No
2	A	(ii) This book is thick, isn't it?	Reporting	No
3	B	(i)Yes.	Responding question	No
4	A	(ii) It's a thick book. (i)What about those ones?	Reporting Asking opinion	Ni 1L
	B	(i)They're thin books	Reporting	No

Text 53.V.119

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)Look, I have a new bag.	Showing attention	No
2	B	(i)Wow, it's nice. (ii) What is it made of ? (iii)Leather or plastic?	Giving opinion Asking for information Asking for information	1M 1C 1C
3	A	(i)Leather.	Giving information	No
4	B	(i)Gee, it must be very expensive.	Giving opinion	1M
5	A	(i)I don't know. (ii)It was a birthday present from my grandpa.	Responding interpersonally or daily routines Giving information	2F No

Text 54.V.123

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Dona	(i) I didn't bring my pen. (ii) May I borrow yours?	Giving information Asking service	No 1F
2	Andy	(i) Which one? (ii) I have two pens. (iii) The blue or black one?	Approving Giving information Giving orders	No No No
3	Dona	(i) The blue one, please.	Asking things	1H
4	Andy	(i) Here you are.	Giving things	1I
5	Dona	(i) Thanks	Expressing thanks	1D

Text 55.V.124

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Miss Ina	(i) Sugeng, can you help me please ?	Asking service	1F
2	Sugeng	(i) Yes, ma'am. (ii) What is it ?	Responding question Asking for information	No 1C
3	Miss Ina	(i) Can you get me my dictionary in the teacher's office ?	Asking service	1F
4	Sugeng	(i) All right, ma'am	Responding interpersonally or daily routines	2F
5	Miss Ina	(i) It's on my table. (ii) It's thick and the color is brown. (iii) It has my name on it.	Giving information Giving information Giving information	No No No

Text 56.V.123

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i) May I borrow your pencil?	Asking service	1F
2	B	(i) Which one? (ii) I have two pencils. (iii) The long or short one?	Approving Giving information Giving orders	No No No
3	A	(i) The long one, please.	Asking things	1H
4	B	(i) Here you are.	Giving things	1I
5	A	(i) Thanks	Expressing thanks	1D

Text 57.V.124

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i) Can you pass me the book, please?	Asking service	1F
2	B	(i) Which one? (ii) The thick or thin one?	Approving Giving orders	No No
3	A	(i) The thin one, please.	Asking things	1H
4	B	(i) Here you are.	Giving things	1I
5	A	(i) Thanks	Expressing thanks	1D

Text 58.V.130

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i) What's your favorite thing?	Asking for information	1C
2	B	(i) My bag	Giving information	No
3	A	(i) Why?	Asking for information	1C
4	B	(i) I got it from my aunt in Lombok.	Giving information	No
5	A	(i) What does it look like?	Asking for information	1C
6	B	(i) It's brown and made of leather.	Giving information	No

Text 59.VI.154

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Iwan	(i) Please guess !	Requesting	No
2	Rakyan	(i) Guess what ?	Asking for information	1C
3	Iwan	(i) My favorite footballer ! (ii) He's a striker. (iii) He's great. (iv) He is dark and has curly hair. (v) One more thing, he is from the Ivory Coast, Africa, but he plays for an English team	Asking opinion Giving information Giving information Giving information Giving information	1L No No No No
4	Rakyan	(i) He has thick lips, doesn't he?	Suggesting	No
5	Iwan	(i) Yes.	Responding question	No
6	Rakyan	(i) I think he plays for Chelsea. (ii) He must be <i>Didier Drogba!</i>	Giving opinion Giving facts	1M 1K
7	Iwan	(i) Correct!	Responding interpersonally or daily routines	2F

Text 60.VI.155

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Butet	(i) A new poster, isn't it?	Suggesting	No
2	Iwan	(i) Yeah.	Responding interpersonally or daily routines	2F
3	Butet	(i) Wow, Mulan Kwok!	Responding interpersonally or daily routines	2F
4	Iwan	(i) Do you like it?	Asking for information	1C
5	Butet	(i) I do. (ii) It's great.	Expressing like Expressing like	1N 1N
6	Iwan	(iii) She looks smart and beautiful. (i) She certainly is.	Giving opinion Giving opinion	1M 1M

Text 61.VI.156

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i) What do you think of Meily?	Asking opinion	1L

2	B	(ii)Do you like her? (i)Yes.	Asking opinion Expressing like	1L 1N
3	A	(ii) She is very friendly (i)What do you think of Bruno?	Expressing like Asking opinion	1N 1L
4	B	(ii) Do you like him? (i)Not really. (ii) He is rather cocky.	Asking opinion Expressing dislike Expressing dislike	1L 1O 1O

Text 62.VI.157

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Shanti	(i)Who's that handsome boy?	Asking for information	1C
2	Iwan	(i)Which one?	Asking for information	1C
3	Shanti	(i)The one with short black hair.	Giving facts	1K
4	Iwan	(i)Dm, the oval face?	Asking for information	1L
5	Shanti	(i)Not that one. (ii) Look! (iii) He's wearing a blue T-shirt	Disagreeing Giving instruction Giving facts	No 1A 1K
6	Iwan	(i)Wearing a black cap?	Asking for information	1C
7	Shanti	(i)Yep.	Responding interpersonally or daily routines	2F
8	Iwan	(i)That's Boby, our guest star.	Giving facts	1K
9	Shanti	(i)Boby? (ii) Oops! (iii) I should have known that!	Asking facts Responding interpersonally or daily routines Responding interpersonally or daily routines	1J 2F 2F

Text 63.VI.163

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Parent	(i)Good afternoon, sir.	Expressing greeting	2A
2	Police	(i)Good afternoon, Madam. (ii) How may I help you?	Expressing greeting Asking service	2A 1F
3	Parent	(i)I have lost my little child! (ii) Has anybody found her?	Giving information Asking for information	No 1C
4	Police	(i)No, madam. (ii) Please calm down. (iii)Now, tell me, what does your daughter look like?	Responding question Giving instruction Asking for information	No 1A 1C
5	Parent	(i)Well, she is a five-year-old girl. (ii) She is very cute. (iii)She has short curly hair and is wearing a white shirt and red shoes. (iv)Here is her latest photograph	Giving facts Giving facts Giving facts	1K 1K 1K
6	Police	(i)All right, madam. (ii)We will try our best to find her.	Giving facts Responding interpersonally or daily routines Giving service	1K 2F 1G
7	Parent	(i)Thank you	Expressing thanks	1D
8	Police	(i)Don't worry	Responding interpersonally or daily	2F

			routines	
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Text 64.VII.179

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Nurul	(i)Help me, please.	Asking service	1F
2	Tigor	(i)What is it ?	Asking for information	1C
3	Nurul	(i)Press the picture gently	Giving instruction	1A

Text 65.VII.179

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Dona	(i)Color the picture carefully	Giving instruction	1A
2	Made	(i)Like this ?	Asking opinion	1L
3	Dona	(i)Yes	Responding question	No

Text 66.VII.179

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Miss Ina	(i)I can't read your handwriting. (ii)Write clearly, please	Complaining Giving instruction	No 1A
2	Andi	(i)OK,ma'am.	Responding interpersonally or daily routines	2F

Text 67.VII.179

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Arlin	(i)I need your help, please.	Asking service	1F
2	Doni	(i)Yes ?	Responding question	No
3	Arlin	(i)Hold the kite tighly.	Giving instruction	1A

Text 68. VII.180

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Mr.Ahmad	(i)Are you ready ?	Asking for information	1C
2	Students	(i)Yes, sir	Responding question	No
3	Mr.Ahmad	(i)Run quickly	Giving instruction	1A

Text 69.VII.180

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Librarian	(i)Read the book quietly.	Giving instruction	1A
2	Rini	(i)All right.	Responding interpersonally or daily routines	2F

Text 70.VII.180

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Toni	(i)Cut the paper carefully please.	Giving instruction	1A

2	Amin	(i)OK, I will.	Responding interpersonally or daily routines	2F
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Text 71.VII.180

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Miss Ina	(i)Walk slowly. (ii)The floor is still wet.	Giving instruction Giving information	1A No
2	Students	(i)Yes,ma'am.	Agreeing	No

Text 72.VII.180

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Miss Ina	(i)Sugeng, can you help me ?	Asking service	1F
2	Sugeng	(i)Yes, ma'am. (ii)What would you like ?	Responding question Asking for information	No 1C
3	Miss Ina	(i)Go to the library and bring some dictionaries	Giving instruction	1A
4	Sugeng	(i)Allright,ma'am.	Responding interpersonally or daily routines	2F

Text 73.VII.180

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Dona	(i)Shanti, I need your help.	Asking service	1F
2	Shanti	(i)Sure. (ii)What do you need ?	Responding interpersonally or daily routines	2F 1C
3	Dona	(i)Can you help me do my homework?	Asking for information	1F
4	Shanti	(i)OK. (ii)I will help you.	Asking service Responding interpersonally or daily routines	2F 2F
5	Nurul	(i)Really ? (ii)Thanks	Responding interpersonally or daily routines Expressing thanks	1D

Text 74.VII.181

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	A	(i)Hold this paper, please.	Giving instruction	1A
2	B	(i)Like this ?	Asking opinion	1L
3	A	(i)Tie the stick, please.	Giving instruction	1A
4	B	(i)All right.	Responding interpersonally or daily routines	2F

Text 75.VII.186

Turn	Speaker	Moves	Speech Function	Compared to indicators
1	Shanti	(i)Look.	Giving instruction	1A

2	Made	(ii) A new announcement	Giving facts	1K
3	Made	(i)Let's read it.	Giving instruction	1A
4	Shanti	(i)We should submit it on March 4th, right?	Asking about clarification	1P
5	Made	(i)Yes. (ii) There are only three days left.	Responding question	No
6	Shanti	(i)Really?	Giving facts	1K
7	Made	(ii) What's the date today?	Responding interpersonally or daily routines	2F
8	Shanti	(i)Um... It's March 1 st .	Asking about clarification	1P
		(i)Let's do it after school.	Giving facts	1K
		(i)OK	Giving instruction	1A
			Responding interpersonally or daily routines	2F

B . LINGUISTIC FEATURES ANALYSIS

Text 1.I.3

Turn	Speaker	Clauses	Mood Types
1	Riko	(i)Hi, Shanti, my name's Riko.	Declarative : full
2	Shanti	(i)Hello, I'm Shanti	Declarative : full
3	Riko	(i)Nice to meet you, Shanti.	Exclamative : full
4	Shanti	(i)Nice to meet you too, Rika	Exclamative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	my name	is	is	Riko			
2/(i)	I	am	am	Shanti			

Text 2.I.4

Turn	Speaker	Clauses	Mood Types
1	Miss Ina	(i)Hello, what's your name?	Wh-interrogative : full
2	Riko	(i)Hello Miss Ina, my name's Riko.	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	Your name	is	is				
2/(i)	My name	is	is	Riko			

Text 3.I.4

Turn	Speaker	Clauses	Mood Types
1	Nurul	(i)Hi, my name's Nurul.	Declarative : full
		(ii) What's your name?	Wh-interrogative : full
2	Shanti	(i)Hi Nurul, it's Shanti.	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adject		
					Circumstantial	Interpersonal	Textual
1/(i)	my name	is	is	Nurul			
2/(i)	It	is	is	Shanti			

Text 4.I.5

Turn	Speaker	Clauses	Mood Types
1	A	(i)Tigor, please meet my friend, Nurul.	Imperative : full
		(ii) Nurul, this is Tigor	Declarative : full
2	B	(i)Hello Tigor, pleased to meet you	Exclamative : full
3	C	(i)Pleased to meet you too, Nurul.	Exclamative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adject		
					Circumstantial	Interpersonal	Textual
1/(ii)	this	is	is	Tigor			

Text 5.I.5

Turn	Speaker	Clauses	Mood Types
1	A	(i) Excuse me Miss Ina, I'd like <i>youto</i> meet Shanti, my classmate.	Declarative : full
		(ii)Shanti, this is Miss Ina.	
2	B	(i)Hello Miss Ina, nice to meet you.	Exclamative : full
3	C	(i)Hello Shanti, nice to meet you, too.	Exclamative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	I	did like	did like	you to			
1/(ii)	this	is	is	Miss Ina			

Text 6.I.7

Turn	Speaker	Clauses	Mood Types
1	Miss Ina	(i) Good morning, students	Exclamative : full
2	Students	(i) Good morning, ma'am	Exclamative : full
3	Miss Ina	(i) How are you?	Wh-interrogative : full
4	Students	(i) We're fine, ma'am. (ii) Thank you.	Declarative : full Exclamative : full
5	Miss Ina	(iii) How are you? (i) I'm good. Thanks	Wh-interrogative : full Declarative : full / Exclamative : elliptical

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
4/(i)	we	are	are	fine			
5/(i)	I	am	am	good			

Text 7.I.7

Turn	Speaker	Clauses	Mood Types
1	Made	(i) Hi, Andy. (ii) How are you?	Exclamative : elliptical Wh-interrogative : full
2	Andi	(i) Fine, thanks. (ii) And you?	Declarative : elliptical Wh-interrogative : elliptical
3	Made	(i) Not bad, thanks. (ii) Where are you going?	Declarative : elliptical Wh-interrogative : full
4	Andi	(i) To the library. (ii) How about you? Made : To the library, too.	Declarative : elliptical Wh-interrogative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
3/(ii)	you	are going	are going				

Text 8.I.8

Turn	Speaker	Clauses	Mood Types
1	Tigor	(i)Sorry, Nurul. (ii)I've got to now	Exclamative : elliptical Declarative : full
2	Nurul	(i)All right, Tigor. (ii) Goodbye. (iii) See you tomorrow	Exclamative : full Exclamative : full Exclamative : full
3	Tigor	(i)Bye, Nurul. (ii) See you soon	Exclamative : elliptical Exclamative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(ii)	I	have got		to go			

Text 9.I.8

Turn	Speaker	Clauses	Mood Types
1	Miss Ina	(i)Well, students.(ii) Time is up. (iii) That's all for now	Exclamative : full / Declarative : full Declarative : full
2	Students	(i)Yes, ma'am.	Declarative : elliptical
3	Miss Ina	(i)Goodbye and see you tomorrow	Exclamative : full
4	Miss Ina	(i)Thank you, ma'am.(ii) Good bye. (iii)See you tomorrow.	Exclamative : full / Exclamative : full Exclamative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	Time	is					
1/(iii)	That	is		all			

Text 10.I.10

Turn	Speaker	Clauses	Mood Types
1	Ina	(i)Hello, I'm Ina Tobing (ii) Please call me Ina. (iii) What's your name?	Declarative : full Imperative : full Wh-interrogative : full
2	Made	(i)Made Suwartana	Declarative : elliptical
3	Ina	(i)What should I call you?	Wh-interrogative : full
4	Made	(i)You can call me Made.	Declarative : full
5	Ina	(i)Are you from Bali, Made?	Polar interrogative : full
6	Made	(i)Yes, I am. (ii) What about you, where are you from?	Declarative : full Wh-interrogative : full
7	Ina	(i)I'm from Binjai.	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	I	am		Ina Tobing			
1/(iii)	Your name	is					
3/(i)	I	call		You			
4/(i)	You	can call		me			
5/(i)	You	are					
6/(i)	I	am					
6/(ii)	you	are					
7/(i)	I						

Text 11.I.13

Turn	Speaker	Clauses	Mood Types
1	Shanti	(i)Made, look at this picture. (ii) Who is he?	Imperative : full Wh-interrogative : full
2	Made	(i)Is he Wayne Rooney?	Polar interrogative : full
3	Shanti	(i)No.	Minor
4	Made	(i)Oh, I know.(i) He's Ronaldo.	Declarative : full / Declarative : full
5	Shanti	(i)That's right. (ii) Where is he_from?	Declarative : full / Wh-interrogative : full
6	Made	(i)He's from Portugal. (ii) He's a football player.	Declarative : full Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(ii)	he	is		Wayne			
2/(i)	he	is		Rooney			
4/(i)	I	know		Ronaldo			
	he	is					
5/(i)	he	is					
6/(i)	he	is					
6/(ii)	he	is		Football player			

Text 12.I.14

Turn	Speaker	Clauses	Mood Types
1	Clara	(i)Excuse me, are you Tigor?	Polar interrogative : full
2	Rinto	(i)No, I'm not. (ii) Tigor is over there.	Declarative : full Declarative : full
3	Clara	(i)Oh, I'm sorry.	Declarative : full
4	Rinto	(i)It's OK.	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	you	are		Tigor			
2/(i)	I	am					
2/(ii)	Tigor	is					
3/(i)	I	am					
4/(i)	it	is					

Text 13.I. 14

Turn	Speaker	Clauses	Mood Types
1	Andy	(i)Excuse me, is your name Putri?	Polar interrogative : full
2	Putri	(i)Yes, it is	Declarative : full
3	Andy	(i)Hi! (ii) I'm Andy. (iii) I'm a new student here.	Minor Declarative : full Declarative : full
4	Putri	(i)Hello, Andy.	Exclamative : elliptical
		(ii) How do you do?	Wh-interrogative : full
5	Andy	(i)How do you do?	Wh-interrogative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	Your name	is	Putri				
2/(i)	It	is					
3/(ii)	I	am	Andy				
3/(iii)	I	am	a new student				

Text 14.I.15

Turn	Speaker	Clauses	Mood Types
1	A	(i) Good morning, students.	Exclamative : full
2	B	(ii) My name's Veni.	Declarative : full
		(i) Ok, let's start our lesson today with spelling.	Imperative : full
		(ii) Look at the board and repeat after me.	Imperative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(ii)	My name	is		Veni			

Text 15.I.16

Turn	Speaker	Clauses	Mood Types
1	A	(i) How old are you?	Wh-interrogative : full
2	B	(i) I'm twelve years old	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	You	Are		twelve years old			
2/(i)	I	Am		old			

Text 16. I.16

Turn	Speaker	Clauses	Mood Types
1	A	(i) How old is Jenny?	Wh-interrogative : full
2	B	(i) I think she's thirteen years old	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	You	Are		twelve years			
2/(i)	I	Am		old			

Text 17.I.17

Turn	Speaker	Clauses	Mood Types
1	A	(i)Where do you live?	Wh-interrogative : full
2	B	(i)I live at Mawar Street, number twenty.	Declarative : full
3	A	(i)What's your address?	Wh-interrogative : full
4	B	(i)It's one hundred and one Waru Street.	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	You	live					
2/(i)	I	live					
3/(i)	Your address	is		One hundred and one Waru Street			
4/(i)	It	is					

Text 18.II.29

Turn	Speaker	Clauses	Mood Types
1	A	(i)Excuse me, Made.	Exclamative : full
2	B	(ii) What's this in English?	Wh-interrogative : full
		(i)Oh, it's a 'marker'.	Declarative : full
		(ii) Look at the label.	Imperative : full
		(iii)It's a board marker.	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(ii)	This	is					
2/(ii)	It	is		a 'marker'			
2/(iii)	It	is		a board marker			

Text 19.II.29

Turn	Speaker	Clauses	Mood Types
1	A	(i) Miss Ani, what's that?	Wh-interrogative : full
2	B	(ii) Wow, it's a thick book	Declarative : full
		(i) It's a dictionary.	Declarative : full
		(ii) Look at the cover.	Imperative : full
		(iii) It's an English-Indonesian dictionary.	Declarative : full
		(iv) We need it for our lesson today.	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	that	is					
1/(ii)	it	is		a thick book			
2/(i)	it	is		a dictionary an English-Indonesian dictionary			
2/(iii)	it	is		dictionary			
2/(iv)	we	need		it			

Text 20.II.29

Turn	Speaker	Clauses	Mood Types
1	A	(i) It starts with 'p'.	Declarative : full
		(ii) What is it?	Wh-interrogative : full
2	B	(i) Is it a 'pencil'?	Declarative : full
3	A	(i) No. It's a 'pencil sharpener'.	Minor / Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	It	is					
1/(ii)	It	is					
2/(i)	It	is		a 'pencil' a 'pencil sharpener'			
3/(i)	It	is					

Text 21.II.32

Turn	Speaker	Clauses	Mood Types
1	A	(i) Butet, do you see my pencils?	Polar interrogative : full
2	B	(i) They're over there.	Declarative : full
3	A	(i) Where?	Wh-interrogative : elliptical
4	B	(i) Under the table.	Declarative : elliptical

5	A	(i)Oh I see.(ii) Thanks.	Declarative : full / Exclamative : elliptical
6	B	(i)No problem.	Declarative : elliptical

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	You	See		My pencils			
2/(i)	They	Are					
5/(i)	I	see					

Text 22.II.32

Turn	Speaker	Clauses	Mood Types
1	A	(i)Tigor, where is the garbage can?	Wh-interrogative : full
2	B	(i)It's over there, ma'am, next to the cupboard.	Declarative : full
3	A	(i)Oh, OK. (ii) Thank you	Declarative : elliptical Exclamative : full
4	B	(i)You're welcome.	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	The garbage can	is					
2/(i)	It	is					

Text 23.II.32

Turn	Speaker	Clauses	Mood Types
1	A	(i)Where are the books?	Wh-interrogative : full
2	B	(i)I think they're on the table.	Declarative : full
3	A	(i)You're right.	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	The books	Are		They're on the table			
2/(i)	I	Think					
3/(i)	You	are					

Text 24.II.34

Turn	Speaker	Clauses	Mood Types
1	A	(i)Excuse me.	Exclamative : full
		(ii) I want to see Miss Ina.	Declarative : full
2	B	(i)Miss Ina the English teacher?	Polar interrogative : elliptical
		(ii) OK, just a minute.	Declarative : elliptical
		(iii)Sit down, please.	Imperative : full
3	A	(i)Thank you.	Exclamative : full
4	C	(i)Hi, Butet.	Exclamative : full
		(ii) What can I do for you?	Wh-interrogative : full
5	A	(i)Hello, Miss Ina.	Exclamative : full
		(ii)My friends and I want to borrow a dictionary.	Declarative : full
6	C	(i)All right.	Exclamative : full
		(ii) Here you are.	Declarative : full
		(iii) Keep it clean and give it back to me after school.	Imperative : full
7	A	(i)OK, ma'am.	Exclamative : full
		(ii) Thank you.	Exclamative : full
8	C	(i)You're welcome.	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adject		
					Circumstantial	Interpersonal	Textual
1/(ii)	I	want		to see Miss Ina			
4/(ii)	I	do					
5/(ii)	My friends and I	want		to borrow a dictionary			

Text 25.II.36

Turn	Speaker	Clauses	Mood Types
1	A	(i)I'm sorry, Miss Ina.	Declarative : full
		(ii) I'm late.	Declarative : full
2	B	(i)Well, all right.	Exclamative : full
		(ii) But don't be late next time, OK?	Imperative : full
3	A	(i)OK, ma'am.	Exclamative : full
4		(ii)Thank you.	Exclamative : full
	B	(i)Sit down, please.	Imperative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	I	am					
1/(ii)	I	am					

Text 26.II.36

Turn	Speaker	Clauses	Mood Types
1	A	(i)Can I clean the board now?	Polar interrogative : full
2	B	(i)Oh, no, please don't. (ii) I'm still taking notes.	Imperative : elliptical Declarative : full
3	A	(i)OK. (ii) But, hurry up, please.	Minor Imperative : elliptical

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	I	can clean		the board			
2/(ii)	I	am taking		Notes			

Text 27.II.40

Turn	Speaker	Clauses	Mood Types
1	A	(i)Hi, Made. (ii) Where do you go to school?	Exclamative : full Wh-interrogative : full
2	B	(i)SMP Swastiastu.	Declarative : elliptical
3	A	(i)Where is that?	Wh-interrogative : full
4	B	(i)It's in Bali.	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(ii)	You	go					
3/(i)	That	Is					
4/(i)	It	Is					

Text 28.II.40

Turn	Speaker	Clauses	Mood Types
1	A	(i)Dona, where do you go to school?	Wh-interrogative : full
2	B	(i)I go to SMP Padang Bulan	Declarative : full
3	A	(i)Where is it located?	Wh-interrogative : full
4	B	(i)It's in Lampung.	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjuct		
					Circumstantial	Interpersonal	Textual
1/(i)	You	go					
2/(i)	I	Go					
3/(i)	It	Located					
4/(i)	It	Is					

Text 29.II.42

Turn	Speaker	Clauses	Mood Types
1	A	(i)Hello, Nurul. (ii) You're early. (iii) What time do you usually go to school?	Exclamative : full Declarative : full Wh-interrogative : full
2	B	(i)At 6.30. (ii) My house is not far from here.	Declarative : elliptical Declarative : full
3	A	(i)How do you go to school?	Wh-interrogative : full
4	B	(i) On foot	Declarative : elliptical

Turn/Clause	Subject	Finite	Predicators	Complement	Adjuct		
					Circumstantial	Interpersonal	Textual
1/(ii)	You	are					
1/(iii)	You						
2/(ii)	My house	Is not					
3/(i)	You	Go					

Text 30.II.42

Turn	Speaker	Clauses	Mood Types
1	A	(i)What time do you usually get up?	Wh-interrogative : full
2	B	(i)I usually get up at 5 o'clock.	Declarative : full
3	A	(i)Do you take a bath after that?	Polar interrogative : full
4	B	(i)No, but I do a little exercise.	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	You	Get					
		up					
2/(i)	I	Get					
		up					
3/(i)	You	Take					
				A little			
4/(i)	I	Do		exercise			

Text 31.III.52

Turn	Speaker	Clauses	Mood Types
1	A	(i)Excuse me, ma'am. (ii) Are you Ms Komala, the Indonesian teacher?	Exclamative : full Polar interrogative : full
2	B	(i)Yes, I am.	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(ii)	You	Are		Ms. Komala, the Indonesian teacher			
2/(i)	I	Am					

Text 32.III.52

Turn	Speaker	Clauses	Mood Types
1	A	(i)Excuse me, sir. (ii) Are you Mr Ashadi, the Math teacher?	Exclamative : full Polar interrogative : full
2	B	(i)Oh, I'm sorry, sir. (ii) No, I'm not. (iii)I'm Budi Darmawan. (iv) I am the Science teacher.	Declarative : full Declarative : full Declarative : full Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(ii)	You	are		Mr Ashadi, the Math teacher			
2/(i)	I	am					
2/(ii)	I	am					
2/(iii)	I	am		Budi Darmawan the Science teacher			
2/(iv)	I						

Text 33.III.57

Turn	Speaker	Clauses	Mood Types
1	A	(i)Excuse me. (ii) Where's the principal's office?	Exclamative : full Wh-interrogative : full
2	B	(i)It's over there, next to the teacher's office.	Declarative : full
3	A	(i)Thank you very much.	Exclamative : full
4	B	(i)No problem!	Exclamative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(ii)	The principal's office	is					
2/(i)	It	Is					

Text 34.III.58

Turn	Speaker	Clauses	Mood Types
1	A	(i)Excuse me. (ii) Where are the toilets?	Exclamative : full Wh-interrogative : full
2	B	(i)I'm sorry. (ii) I don't know. (iii) I'm new here myself	Declarative : full Declarative : full Declarative : full
3	A	(i)Thanks anyway.	Exclamative : elliptical

Turn/Clause	Subject	Finite	Predicators	Complement	Adject		
					Circumstantial	Interpersonal	Textual
1/(ii)	The toilets	are					
2/(i)	I	am					
2/(ii)	I	don't					
2/(ii)	I	know					
2/(iii)	I	am		new			

Text 35.III.59

Turn	Speaker	Clauses	Mood Types
1	Shanti	(i) Well, guys. (II) This is Andy ? reporting from SMP Nusantara.	Exclamative : full Declarative : full
2	Andy	(iii) Hello, Andy? (i) Thank you, Shanti. (ii) Well, guys. I'm at SMP Nusantara right now. (iii) It's quite a big school. (iv) It has 240 students. (v) There's a small hall at the front of the school and there are six classrooms here.	Exclamative : full Exclamative : full Exclamative : full / Declarative : full Declarative : full Declarative : full Declarative : full
3	Shanti	(i) What about the facilities, Andy? (ii) Are there any labs there?	Wh-interrogative : elliptical Polar interrogative : full
4	Andy	(i) Yes. (ii) Actually there are two labs here, the computer and language lab.	Declarative : elliptical Declarative : full
5	Shanti	(i) I see. (ii) What about a library? (iii) Is there a library in SMP Nusantara?	Declarative : full Wh-interrogative : elliptical Polar interrogative : full
6	Andy	(i) Yes, there is. (ii) And there's also a drawing room and a gym.	Declarative : full Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(ii)	This	Is		Andy			
2/(ii)	I	Am					
2/(iii)	It	Is		Quite a big school			
2/(iv)	It	Has		240 students			
2/(v)	There	Is		A small hall			
3/(i)	The facilities						
3/(ii)	There	Are		Any labs			
4/(ii)	There	Are		Two labs			
5/(i)	I	See					
5/(ii)	There	Is		A library			
6/(i)	There	Is		A drawing room and a gym			
6/(ii)	There	is					

Text 36.III.63

Turn	Speaker	Clauses	Mood Types
1	A	(i)Do you like English?	Polar interrogative : full
2	B	(i)Yes, I do.	Declarative : full
3	A	(i)Why do you like it?	Wh-interrogative : full
4	B	(i)It's easy.	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	You	Like		English			
2/(i)	I	Do					
3/(i)	You	Like		It			
4/(i)	It	Is		Easy			

Text 37.III.63

Turn	Speaker	Clauses	Mood Types
1	A	(i)Do you like Math?	Polar interrogative : full
2	B	(i)No, I don't.	Declarative : full
3	A	(I)Why not?	Wh-interrogative : elliptical
4	B	(I)It's difficult.	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	You	Like		Math			
2/(i)	I	Don't					
4/(i)	It	Is		Difficult			

Text 38.III.70

Turn	Speaker	Clauses	Mood types
1	A	(i)I'm sorry. I'm late.	Declarative : full / Declarative : full
2	B	(i)Okay. Please sit down.	Minor / Imperative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	I	Am					
	I	Am					

Text 39.III.70

Turn	Speaker	Clauses	Mood Types
1	A	(i)Is your name Butet?	Polar interrogative : full
2	B	(i)No, I'm Wulan.	Declarative : full
3	A	(i)Oh, I'm sorry.	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	Your name	Is		Butet			
2/(i)	I	Am		Wulan			
3/(i)	I	Am					

Text 40.III.70

Turn	Speaker	Clauses	Mood Types
1	A	(i)I'm sorry for breaking your ruler.	Declarative : full
2	B	(i)No problem.	Exclamative : elliptical

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	I	am					

Text 41.IV.87

Turn	Speaker	Clauses	Mood types
1	Student A	(i) I have to spy when I do my job. (ii) The name of the job begins with 's' (iii) What is it?	Declarative : full Declarative : full Wh-interrogative : full
2	Student B	(i) Is it a secretary?	Declarative : full
3	Student A	(i) No, it isn't.	Declarative : full
4	Student C	(i) Is it a soldier?	Polar interrogative : full
5	Student A	(i) Yes, it is.	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	I	Have		To spy			
1/(ii)	The name of the job	Begins					
1/(iii)	It	Is					
2/(i)	it	is		A secretary			
3/(i)	It	Isn't					
4/(i)	It	is		A soldiers			
5/(i)	It	is					

Text 42.IV.87

Turn	Speaker	Clauses	Mood Types
1	A	(i) Who is she?	Wh-interrogative : full
2	B	(i) She's Ms Renata.	Declarative : full
3	A	(i) What does she do?	Wh-interrogative : full
4	B	(i) A civil servant, I think.	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	She	Is					
2/(i)	She	Is					
3/(i)	She	Do					
4/(i)	I	think					

Text 43.IV.87

Turn	Speaker	Clauses	Mood Types
1	A	(i)Who are they?	Wh-interrogative : full
2	B	(i)They are Mr Sarjito and Mr Waluya.	Declarative : full
3	A	(i)What do they do?	Wh-interrogative : full
4	B	(i) They are security guards, I think	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	They	Are Are		Mr Sarjito and Mr Waluya			
2/(i)	They						
3/(i)	They	Do are		security guards			
4/(i)	They						

Text 44.IV.90

Turn	Speaker	Clauses	Mood Types
1	A	(i)What does he do?	Wh-interrogative : full
2	B	(i)He is a civil servant	Declarative : full
3	A	(i) Where does he work?	Wh-interrogative : full
4	B	(i)He works in a government office.	Declarative : full
5	A	(i)What does he usually do?	Wh-interrogative : full
6	B	(i)He serves people.	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	He	do					
2/(i)	He	is		civil servant			
3/(i)	He	Work					
4/(i)	He	Works					
5/(i)	He	Do					
6/(i)	he	serves		people			

Text 45.IV.97

Turn	Speaker	Clauses	Mood Types
1	Iwan	(i)What are you doing?	Wh-interrogative : full
2	Butet	(i)Mmm (ii) I'm making a shopping list	Minor Declarative : full
3	Iwan	(i)A shopping list?	Polar interrogative : elliptical
4	Butet	(i)Yep. (ii) My mom asked me to go shopping, so I am making a shopping list first before I go.	Minor Declarative : full
5	Iwan	(i)I see. (ii) What's on your list anyway?	Declarative : full Wh-interrogative : full
6	Butet	(i)Well, let me see... (ii)I have sugar, coffee, apples, shampoo, oranges...	Imperative : full Declarative : full
7	Iwan	(i)What about rice?	Wh-interrogative : elliptical
8	Butet	(i) Yes, rice. (ii) I'll put rice in it. (iii) And then...	Declarative : elliptical Declarative : full Declarative : elliptical
9	Iwan	(i)Cooking oil?	Polar interrogative : elliptical
10	Butet	(i)No. (ii) I don't think I need to buy that. (iii)We still have a lot.	Minor Declarative : full Declarative : full
11	Iwan	(i)Sugar?	Polar interrogative : elliptical
12	Butet	(i)It's already on the list. (ii) See?	Declarative : full Polar interrogative : elliptical
13	Iwan	(i)Hmmm. (ii)What about washing powder and soap?	Minor Wh-interrogative : elliptical
14	Butet	(i)Right! (ii) Washing powder. (iii) I'll put it on the list but not the soap. (iv)We still have some bars of soap	Minor Declarative : elliptical Declarative : full Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	You	Are					
2/(ii)	I	Am		A shopping list			
4/(ii)	My mom	Asked		Me			
	I	Am		A shopping list			
	I	Go					
5/(i)	I	See		sugar, coffee, apples, shampoo, oranges			
6/(ii)	I	Have		rice			
8/(ii)	I	Will put					
10/(ii)	I	Don't think					
10/(iii)	We	Have					
12/(i)	It	Is					
14/(iii)	I	Will put		It			
14/(iv)	We	Have		Some bars of soap			

Text 46.IV.98

Turn	Speaker	Clauses	Mood Types
1	A	(i)Here's an ice cream for you.	Declarative : full
2	B	(i)Wow! Thanks a lot.	Minor/Exclamative : elliptical

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	Here	Is		An ice cream			

Text 47.IV.98

Turn	Speaker	Clauses	Mood Types
1	A	(i)Your jacket's cool.	Declarative : full
2	B	(i)Thanks.	Exclamative : elliptical

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	Your jacket	is					

Text 48.IV.98

Turn	Speaker	Clauses	Mood Types
1	A	(i)May I help you carry those books?	Wh-interrogative : full
2	B	(i)Oh, thank you.	Exclamative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	I	Help		you			

Text 49.IV.98

Turn	Speaker	Clauses	Mood Types
1	A	(i)How was your trip to Bali?	Wh-interrogative : full
2	B	(i)Very nice. Thank you!	Declarative : elliptical/Exclamative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	Your trip	was					

Text 50.V.116

Turn	Speaker	Clauses	Mood Types
1	A	(i)I'm round. (ii) I have numbers	Declarative : full Declarative : full
2	B	(i)Are you a clock?	Polar interrogative : full
3	A	(i)Yes, that's right.	Declarative : full
4	B	(i)My turn. (ii) I'm clean. (iii) I'm rectangular.	Declarative : elliptical Declarative : full Declarative : full
5	A	(i)Are you a window?	Polar interrogative : full
6	B	(i)No, I'm a board.	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	I	Am					
1/(ii)	I	Have		numbers			
2/(i)	You	Are		A clock			
4/(ii)	I	Am		Clean			
4/(iii)	I	Am		Rectangular			
5/(i)	You	Are		A window			
6/(i)	I	Am		A board			

Text 51.V.116

Turn	Speaker	Clauses	Mood types
1	A	(i)Is your classroom small?	Polar interrogative : full
2	B	(i)I don't think so. (ii)Its big, I guess.	Declarative : full Declarative : full
3	A	(i)Are the walls clean?	Polar interrogative : full
4	B	(i)Yes, they are.	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	Your classroom	Is					
2/(i)	I	Don't think					
2/(ii)	It	is					
3/(i)	The walls	Are					
4/(i)	They are						

Text 52.V.117

Turn	Speaker	Clauses	Mood types
1	A	(i)Look. (ii) This book is thick, isn't it?	Imperative : elliptical Declarative : full
2	B	(i)Yes. (ii) It's a thick book.	Declarative : elliptical Declarative : full
3	A	(i)What about those ones?	Wh-interrogative : elliptical
4	B	(i)They're thin books	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(ii)	This book	is					
2/(ii)	It	Is		A thick book			
4/(i)	They	Are		Thin books			

Text 53.V.119

Turn	Speaker	Clauses	Mood Types
1	A	(i) Look, I have a new bag.	Imperative : full
2	B	(i) Wow, it's nice. (ii) What is it made of ? (iii) Leather or plastic?	Declarative : full Wh-interrogative : full Polar interrogative : elliptical
3	A	(i) Leather.	Declarative : elliptical
4	B	(i) Gee, it must be very expensive.	Declarative : full
5	A	(i) I don't know. (ii) It was a birthday present from my grandpa.	Declarative : full Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	I	Have		A new bag			
2/(i)	It	Is					
2/(ii)	It	made					
4/(i)	It	Must be					
5/(i)	I	Don't know					
5/(ii)	It	Was		A birthday present			

Text 54.V.123

Turn	Speaker	Clauses	Mood Types
1	Dona	(i) I didn't bring my pen. (ii) May I borrow yours?	Declarative : full Wh-interrogative : full
2	Andy	(i) Which one? (ii) I have two pens. (iii) The blue or black one?	Wh-interrogative : elliptical Declarative : full Polar interrogative : elliptical
3	Dona	(i) The blue one, please.	Imperative : full
4	Andy	(i) Here you are.	Exclamative : full
5	Dona	(i) Thanks	Exclamative : elliptical

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	I	Didn't bring		My pen			
1/(ii)	I	borrow					
2/(ii)	I	Have		Two pens			

Text 55.V.124

Turn	Speaker	Clauses	Mood Types
1	Miss Ina	(i) Sugeng, can you help me please ?	Polar interrogative : full
2	Sugeng	(i) Yes, ma'am. (ii) What is it ?	Declarative : elliptical Wh-interrogative : full
3	Miss Ina	(i) Can you get me my dictionary in the teacher's office ?	Polar interrogative : full
4	Sugeng	(i) All right, ma'am	Exclamative : full
5	Miss Ina	(i) It's on my table. (ii) It's thick and the color is brown. (iii) It has my name on it.	Declarative : full Declarative : full Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	You	Can help		me			
2/(ii)	It	is					
3/(i)	You	Can get		Me my dictionary			
5/(i)	It	Is					
5/(ii)	It	Is					
5/(iii)	It	Has		My name			

Text 56.V.123

Turn	Speaker	Clauses	Mood Types
1	A	(i) May I borrow your pencil?	Wh-interrogative : full
2	B	(i) Which one? (ii) I have two pencils.	Wh-interrogative : elliptical/Declarative : full
3	A	(iii) The long or short one?	Polar interrogative : elliptical
4	B	(i) The long one, please.	Imperative : full
5		(i) Here you are. (i) Thanks	Exclamative : full Exclamative : elliptical

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	I	Borrow		Your pencil			
2/(i)	I	Have		Two pencils			

Text 57.V.124

Turn	Speaker	Clauses	Mood Types
1	A	(i)Can you pass me the book, please?	Polar interrogative : full
2	B	(i)Which one? (ii)The thick or thin one?	Wh-interrogative : elliptical Polar interrogative : elliptical
3	A	(i)The thin one, please.	Imperative : full
4	B	(i)Here you are.	Exclamative : full
5	A	(i)Thanks	Exclamative : elliptical

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	You	Can pass		Me			

Text 58.V.130

Turn	Speaker	Clauses	Mood Types
1	A	(i) What's your favorite thing?	Wh-interrogative : full
2	B	(i)My bag	Declarative : elliptical
3	A	(i)Why?	Wh-interrogative : elliptical
4	B	(i)I got it from my aunt in Lombok.	Declarative : full
5	A	(i)What does it look like?	Wh-interrogative : full
6	B	(i)It's brown and made of leather.	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	Your favorite thing	is					
4/(i)	I	Got		it			
5/(i)	It						
6/(i)	It	is					

Text 59.VI.154

Turn	Speaker	Clauses	Mood Types
1	Iwan	(i)Please guess !	Imperative : full
2	Rakyan	(i)Guess what ?	Wh-interrogative : elliptical
3	Iwan	(i)My favorit footballer ! (ii) He's a striker. (iii)He's great. (iv) He is dark and has curly hair. (v)One more thing, he is from the Ivory Coast, Africa, but he plays for an English team	Wh-interrogative : elliptical Declarative : full Declarative : full Declarative : full Declarative : full
4	Rakyan	(i)He has thick lips, doesn't he?	Declarative : full
5	Iwan	(i)Yes.	Declarative : elliptical
6	Rakyan	(i) I think he plays for Chelsea. (ii) He must be <i>Didier Drogba!</i>	Declarative : full Declarative : full
7	Iwan	(i)Correct!	Minor

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
3/(ii)	He	Is		A striker			
3/(iii)	He	is					
3/(iv)	He	Is		Dark and has curly hair			
3/(v)	He	Is					
4/(i)	He	Has		Thick lips			
6/(i)	I	Think					
6/(ii)	He	Must		Didier Drogba			

Text 60.VI.155

Turn	Speaker	Clauses	Mood Types
1	Butet	(i) A new poster, isn't it?	Declarative : elliptical
2	Iwan	(i)Yeah.	Minor
3	Butet	(i)Wow, Mulan Kwok!	Exclamative : elliptical
4	Iwan	(i)Do you like it?	Polar interrogative : full
5	Butet	(i)I do. (ii) It's great. (iii) She looks smart and beautiful.	Declarative : full Declarative : full Declarative : full
6	Iwan	(i)She certainly is.	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
4/(i)	You	Like		It			
5/(i)	I	Do					
5/(ii)	It	Is					
5/(iii)	She	Looks					
6/(i)	She	is					

Text 61.VI.156

Turn	Speaker	Clauses	Mood Types
1	A	(i)What do you think of Meily? (ii)Do you like her?	Wh-interrogative : full Polar interrogative : full
2	B	(i)Yes. (ii) She is very friendly	Declarative : elliptical Declarative : full
3	A	(i)What do you think of Bruno? (ii)Do you like him?	Wh-interrogative : full Polar interrogative : full
4	B	(i)Not really. (ii) He is rather cocky.	Declarative : elliptical Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	You	Think					
1/(ii)	You	Like		Her			
2/(ii)	She	Is		Very friendly			
3/(i)	You	Think					
3/(ii)	You	Like		Him			
4/(ii)	He	is		Rather cocky			

Text 62.VI.157

Turn	Speaker	Clauses	Mood Types
1	Shanti	(i)Who's that handsome boy?	Wh-interrogative : full
2	Iwan	(i)Which one?	Wh-interrogative : elliptical
3	Shanti	(i)The one with short black hair.	Declarative : elliptical
4	Iwan	(i)Dm, the oval face?	Polar interrogative : elliptical
5	Shanti	(i)Not that one. (ii) Look!	Declarative : elliptical Imperative : elliptical
6	Iwan	(iii) He's wearing a blue T-shirt (i)Wearing a black cap?	Declarative : full Polar interrogative : elliptical

7	Shanti	(i)Yep.	Minor
8	Iwan	(i)That's Bobby, our guest star.	Declarative : full
9	Shanti	(i)Bobby? (ii) Oops! (iii) I should have known that!	Polar interrogative : elliptical Minor Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	That handsome boy	is					
5/(iii)	He	is wearing		A blue T-shirt			
8/(i)	That	is		Bobby			
9/(iii)	I	Should have known		that			

Text 63.VI.163

Turn	Speaker	Clauses	Mood Types
1	Parent	(i)Good afternoon, sir.	Exclamative : elliptical
2	Police	(i)Good afternoon, Madam. (ii) How may I help you?	Exclamative : elliptical Wh-interrogative : full
3	Parent	(i)I have lost my little child! (ii) Has anybody found her?	Declarative : full Polar interrogative : elliptical
4	Police	(i)No, madam. (ii) Please calm down. (iii)Now, tell me, what does your daughter look like?	Declarative : elliptical Imperative : full Imperative : full
5	Parent	(i)Well, she is a five-year-old girl. (ii) She is very cute. (iii)She has short curly hair and is wearing a white shirt and red shoes. (iv)Here is her latest photograph	Declarative : full Declarative : full Declarative : full
6	Police	(i)All right, madam. (ii)We will try our best to find her.	Declarative : full Exclamative : full Declarative : full
7	Parent	(i)Thank you	Exclamative : full
8	Police	(i)Don't worry	Imperative : full

Text 66.VII.179

Turn	Speaker	Clauses	Mood Types
1	Miss Ina	(i)I can't read your handwriting.	Declarative : full
2	Andi	(ii)Write clearly, please (i)OK,ma'am.	Imperative : full Exclamative : elliptical

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	I	Can't read		Your handwriting			

Text 67.VII.179

Turn	Speaker	Clauses	Mood Types
1	Arlin	(i)I need your help, please.	Declarative : full
2	Doni	(i)Yes ?	Polar interrogative : elliptical
3	Arlin	(i)Hold the kite tightly.	Imperative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	I	Need		You help			

Text 68. VII.180

Turn	Speaker	Clauses	Mood Types
1	Mr.Ahmad	(i)Are you ready ?	Polar interrogative : full
2	Students	(i)Yes, sir	Declarative : elliptical
3	Mr.Ahmad	(i)Run quickly	Imperative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	You	ready					

Text 69.VII.180

Turn	Speaker	Clauses	Mood Types
1	Librarian	(i)Read the book quietly.	Imperative : full
2	Rini	(i)All right.	Exclamative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual

Text 70.VII.180

Turn	Speaker	Clauses	Mood Types
1	Toni	(i)Cut the paper carefully please.	Imperative : full
2	Amin	(i)OK, I will.	Declarative : full

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
2/(i)	I	will					

Text 71.VII.180

Turn	Speaker	Clauses	Mood Types
1	Miss Ina	(i)Walk slowly. (ii)The floor is still wet.	Imperative : full Declarative : full
2	Students	(i)Yes,ma'am.	Declarative : elliptical

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
1/(i)	The floor	Is					

Text 72.VII.180

Turn	Speaker	Clauses	Mood Types
1	Miss Ina	(i)Sugeng, can you help me ?	Polar interrogative : full
2	Sugeng	(i)Yes, ma'am. (ii)What would you like ?	Declarative : elliptical Wh-interrogative : full
3	Miss Ina	(i)Go to the library and bring some dictionaries	Imperative : full
4	Sugeng	(i)Allright,ma'am.	Minor

Text 75.VII.186

Turn	Speaker	Clauses	Mood Types
1	Shanti	(i)Look. (ii) A new announcement	Imperative : elliptical Declarative : elliptical
2	Made	(i)Let's read it.	Imperative : full
3	Made	(i)We should submit it on March 4th, right?	Declarative : full
4	Shanti	(i)Yes. (ii) There are only three days left.	Minor Declarative : full
5	Made	(i)Really? (ii) What's the date today?	Polar interrogative : elliptical Wh-interrogative : full
6	Shanti	(i)Um... It's March 1 st .	Declarative : full
7	Made	(i)Let's do it after school.	Imperative : full
8	Shanti	(i)OK	Minor

Turn/Clause	Subject	Finite	Predicators	Complement	Adjunct		
					Circumstantial	Interpersonal	Textual
3/(i)	we	Should submit Are		It Only three days left			
4/(ii)	There The date	Is					
5/(ii)	today	Is					
6/(i)	It	Is					

C. Social Contextual Factors Analysis

Key Terms : + (male), – (female), X (unknown), V (formal), O (informal), A (affect), P (power), I (intimate), N (not intimate)

Text no.	Participants Variables						Situational Variables		
	Age	Gender	Office	Status	Social Distance	Relations	Time	Place	Social Situation
1	X	–	Students	X	I	A	X	Class	O
2	X	–	Students, teacher	X	N	P	X	School	V
3	X	–	Students	X	I	A	X	School	O
4	X	–, +	Students	X	I	A	X	School	O
5	X	–	Students, teacher	X	N	P	X	School	V
6	X	–, +	Students, teacher	X	N	P	X	Class	V
7	X	+	Students	X	I	A	X	School	O
8	X	–, +	Students	X	I	A	X	School	O
9	X	–, +	Students, teacher	X	N	P	X	Class	V
10	X	–, +	Students	X	I	A	X	School	O
11	X	–, +	Students	X	I	A	X	School	O
12	X	–, +	Students	X	I	A	X	Party	O
13	X	–, +	Students	X	I	A	X	School	O
14	X	–	Students	X	N	P	X	Class	V
15	X	–	Students	X	I	A	X	Garden	O
16	X	–	Students	X	I	A	X	School	O
17	X	–	Students	X	I	A	X	School	O
18	X	+	Students	X	I	A	X	School	O
19	X	–, +	Students, teacher	X	N	P	X	School	V
20	X	–	Students	X	I	A	X	X	O
21	X	–, +	Students	X	I	A	X	Class	O
22	X	–, +	Students, teacher	X	N	P	X	School	V
23	X	–, +	Students	X	I	A	X	Class	O
24	X	–	Students, teacher	X	N	P	X	Office	V
25	X	–	Students, teacher	X	N	P	X	Class	V
26	X	–	Students, teacher	X	N	P	X	Class	V
27	X	–, +	Students	X	I	A	X	School	O
28	X	–	Students	X	I	A	X	School	O
29	X	–	Students	X	I	A	X	Class	O
30	X	–	Students	X	I	A	X	Class	O
31	X	–	Students, teacher	X	N	P	X	School	V
32	X	–, +	Students, teacher	X	N	P	X	School	V
33	X	–	Students	X	I	A	X	School	O
34	X	–, +	Students	X	I	A	X	School	O
35	X	+	Students	X	I	A	X	School	O
36	X	–	Students	X	I	A	X	School	O
37	X	–	Students	X	I	A	X	School	O

Text no.	Participants Variables						Situational Variables		
	Age	Gender	Office	Status	Social Distance	Relations	Time	Place	Social Situation
38	X	-, +	Students, teacher	X	N	P	X	School	V
39	X	-	Students	X	I	A	X	School	O
40	X	-	Students, teacher	X	I	A	X	School	O
41	X	-, +	Students	X	I	A	X	School	V
42	X	-, +	Students	X	I	A	X	School	O
43	X	-, +	Students	X	I	A	X	School	O
44	X	-, +	Students	X	I	A	X	School	V
45	X	-	Students	X	I	A	X	Home	O
46	X	-	Students	X	I	A	X	School	O
47	X	-	Students	X	I	A	X	School	O
48	X	-	Students, teacher	X	N	P	X	School	V
49	X	-	Students, teacher	X	N	P	X	School	V
50	X	-	Students	X	I	A	X	School	O
51	X	-	Students	X	I	A	X	School	O
52	X	+	Students	X	I	A	X	School	O
53	X	-	Students	X	I	A	X	School	O
54	X	-, +	Students	X	I	A	X	School	O
55	X	-, +	Students, teacher	X	N	P	X	School	V
56	X	-, +	Students	X	I	A	X	School	O
57	X	-	Students	X	I	A	X	School	O
58	X	-, +	Students	X	I	A	X	School	O
59	X	+	Students	X	I	A	X	School	O
60	X	-, +	Students	X	I	A	X	School	O
61	X	+	Students	X	I	A	X	School	O
62	X	-, +	Students	X	I	A	X	School	O
63	X	-, +	Students	X	I	A	X	School	O
64	X	-, +	Students	X	I	A	X	School	O
65	X	-	Students	X	I	A	X	School	O
66	X	-, +	Students, teacher	X	N	P	X	School	V
67	X	+	Students	X	I	A	X	School	O
68	X	-, +	Students, teacher	X	N	P	X	School	V
69	X	-	Students, teacher	X	N	P	X	School	V
70	X	+	Students	X	I	A	X	School	O
71	X	-, +	Students, teacher	X	N	P	X	School	V
72	X	-, +	Students, teacher	X	N	P	X	School	V
73	X	-	Students	X	I	A	X	School	O
74	X	-	Students	X	I	A	X	School	O
75	X	-	Students	X	I	A	X	School	O

D. Politeness Analysis

Text	Politeness Strategies
2	Positive Politeness (PP)
5	Negative Politeness (NP)
6	Positive Politeness (PP)
9	Positive Politeness (PP)
19	Positive Politeness (PP)
22	Positive Politeness (PP)
24	Negative Politeness (NP) and Positive Politeness (PP)
25	Positive Politeness (PP)
26	Positive Politeness (PP)
31	Negative Politeness (NP)
32	Negative Politeness (NP)
38	Positive Politeness (PP)
48	Negative Politeness (NP)
49	Positive Politeness (PP)
55	Positive Politeness (PP)
66	Positive Politeness (PP)
68	Positive Politeness (PP)
69	Positive Politeness (PP)
71	Positive Politeness (PP)
72	Negative Politeness (NP) and Positive Politeness (PP)

E. Conversation Texts

Text 1.I.3

Riko : Hi, Shanti, my name's Riko.
 Shanti : Hello, I'm Shanti
 Riko : Nice to meet you, Shanti.
 Shanti : Nice to meet you too, Rika

Text 2.I.4

Miss Ina : Hello, what's your name?
 Riko : Hello Miss Ina, my name's Riko.

Text 3.I.4

Nurul : Hi, my name's Nurul. What's your name?
 Shanti : Hi Nurul, it's Shanti.

Text 4.I.5

A : Tigor, please meet my friend, Nurul. Nurul, this is Tigor.
 B : Hello Tigor, pleased to meet you.
 C : Pleased to meet you too, Nurul.

Text 5.I.5

A : Excuse me Miss Ina, I'd like you to meet Shanti, my classmate.
 Shanti, this is Miss Ina.
 B : Hello Miss Ina, nice to meet you.
 A : Hello Shanti, nice to meet you, too.

Text 6.I.7

Miss Ina : Good morning, students.
 Students : Good morning, ma'am.
 Miss Ina : How are you?
 Students : We're fine, ma'am. Thank you. How are you?
 Miss Ina : I'm good. Thanks.

Text 7.I.7

Made : Hi, Andy. How are you?
 Andy : Fine, thanks. And you?
 Made : Not bad, thanks. Where are you going?
 Andy : To the library. How about you? Made : To the library, too.

Text 8.I.8

Tigor : Sorry, Nurul. I've got to go now.
 Nurul : All right, Tigor. Goodbye. See you tomorrow.
 Tigor : Bye, Nurul. See you soon.

Text 9.I.8

Miss Ina : Well, students. Time is up. That's all for now.
 Students : Yes, ma'am.
 Miss Ina : Goodbye and see you tomorrow.
 Students : Thank you, ma'am. Good bye. See you tomorrow.

Text 10.I.10

Ina : Hello, I'm Ina Tobing. Please call me Ina. What's your name?
 Made : Made Suwartana.
 Ina : What should I call you?
 Made : You can call me Made.
 Ina : Are you from Bali, Made?
 Made : Yes, I am. What about you, where are you from?
 Ina : I'm from Binjai.

Text 11.I.13

Shanti : Made, look at this picture. Who is he?
 Made : Is he Wayne Rooney?
 Shanti : No.
 Made : Oh, I know. He's Ronaldo.
 Shanti : That's right. Where is he from?
 Made : He's from Portugal. He's a football player.

Text 12.I.14

Clara : Excuse me, are you Tigor?
 Rinto : No, I'm not. Tigor is over there.
 Clara : Oh, I'm sorry.
 Rinto : It's OK.

Text 13.I. 14

Andy : Excuse me, is your name Putri?
 Putri : Yes, it is
 Andy : Hi! I'm Andy. I'm a new student here.

Putri : Hello, Andy. How do you do?
 Andy : How do you do?

Text 14.I.15

A : Good morning, students. My name's Veni.
 B : Ok, let's start our lesson today with spelling. Look at the board and repeat after me.

Text 15.I.16

A : How old are you?
 B : I'm twelve years old

Text 16. I.16

A : How old is Jenny?
 B : I think she's thirteen years old

Text 17.I.17

A : Where do you live?
 B : I live at Mawar Street, number twenty.
 A : What's your address?
 B : It's one hundred and one Waru Street.

Text 18.II.29

A : Excuse me, Made. What's this in English?
 B : Oh, it's a 'marker'. Look at the label. It's a board marker.

Text 19.II.29

A : Miss Ani, what's that? Wow, it's a thick book.
 B : It's a dictionary. Look at the cover. It's an English-Indonesian dictionary. We need it for our lesson today.

Text 20.II.29

A : It starts with 'p'. What is it?
 B : Is it a 'pencil'?
 A : No. It's a 'pencil sharpener'.

Text 21.II.32

A : Butet, do you see my pencils?
 B : They're over there.
 A : Where?

B : Under the table.
 A : Oh I see. Thanks.
 B : No problem.

Text 22.II.32

A : Tigor, where is the garbage can?
 B : It's over there, ma'am, next to the cupboard.
 A : Oh, OK. Thank you.
 B : You're welcome.

Text 23.II.32

A : Where are the books?
 B : I think they're on the table.
 A : You're right.

Text 24.II.34

A : Excuse me. I want to see Miss Ina.
 B : Miss Ina the English teacher? OK, just a minute. Sit down, please.
 A : Thank you.
 C : Hi, Butet. What can I do for you?
 A : Hello, Miss Ina. My friends and I want to borrow a dictionary.
 C : All right. Here you are. Keep it clean and give it back to me after school.
 A : OK, ma'am. Thank you.
 C : You're welcome.

Text 25.II.36

A : I'm sorry, Miss Ina. I'm late.
 B : Well, all right. But don't be late next time, OK?
 A : OK, ma'am. Thank you.
 B : Sit down, please.

Text 26.II.36

A : Can I clean the board now?
 B : Oh, no, please don't. I'm still taking notes.
 A : OK. But, hurry up, please.

Text 27.II.40

- A : Hi, Made. Where do you go to school?
 B : SMP Swastiastu.
 A : Where is that?
 B : It's in Bali.

Text 28.II.40

- A : Dona, where do you go to school?
 B : I go to SMP Padang Bulan
 A : Where is it located?
 B : It's in Lampung.

Text 29.II.42

- A : Hello, Nurul. You're early. What time do you usually go to school?
 B : At 6.30. My house is not far from here.
 A : How do you go to school?
 B : On foot

Text 30.II.42

- A : What time do you usually get up?
 B : I usually get up at 5 o'clock.
 A : Do you take a bath after that?
 B : No, but I do a little exercise.

Text 31.III.52

- A : Excuse me, ma'am. Are you Ms Komala, the Indonesian teacher?
 B : Yes, I am.

Text 32.III.52

- A : Excuse me, sir. Are you Mr Ashadi, the Math teacher?
 B : Oh, I'm sorry, sir. No, I'm not. I'm Budi Darmawan. I am the Science teacher.

Text 33.III.57

- A : Excuse me. Where's the principal's office?
 B : It's over there, next to the teacher's office.
 A : Thank you very much.
 B : No problem!

Text 34.III.58

- A : Excuse me. Where are the toilets?
 B : I'm sorry. I don't know I'm new here myself
 A : Thanks anyway.

Text 35.III.59

- Shanti : Well, guys. This is Andy ? reporting from SMP Nusantara. Hello,
 Andy?
 Andy : Thank you, Shanti. Well, guys. I'm at SMP Nusantara right now.
 It's quite a big school. It has 240 students. There's a small hall at
 the front of the school and there are six classrooms here.
 Shanti : What about the facilities, Andy? Are there any labs there?
 Andy : Yes. Actually there are two labs here, the computer and language
 lab.
 Shanti : I see. What about a library? Is there a library in SMP Nusantara?
 Andy : Yes, there is. And there's also a drawing room and a gym.

Text 36.III.63

- A : Do you like English?
 B : Yes, I do.
 A : Why do you like it?
 B : It's easy.

Text 37.III.63

- A : Do you like Math?
 B : No, I don't.
 A : Why not?
 B : It's difficult.

Text 38.III.70

- A : I'm sorry. I'm late.
 B : Okay. Please sit down.

Text 39.III.70

- A : Is your name Butet?

B : No, I'm Wulan.
 A : Oh, I'm sorry.

Text 40.III.70

A : I'm sorry for breaking your ruler.
 B : No problem.

Text 41.IV.87

Student A : I have to spy when I do my job. The name of the job begins with 's'
 What is it?
 Student B : Is it a secretary?
 Student A : No, it isn't.
 Student C : Is it a soldier?
 Student A : Yes, it is.

Text 42.IV.87

A : Who is she?
 B : She's Ms Renata.
 A : What does she do?
 B : A civil servant, I think.

Text 43.IV.87

A : Who are they?
 B : They are Mr Sarjito and Mr Waluya.
 A : What do they do?
 B : They are security guards, I think.

Text 44.IV.90

A : What does he do?
 B : He is a civil servant.
 A : Where does he work?
 B : He works in a government office.
 A : What does he usually do?
 B : He serves people.

Text 45.IV.97

Iwan : What are you doing?
 Butet : Mmm. I'm making a shopping list.
 Iwan : A shopping list?

Butet : Yep. My mom asked me to go shopping, so I am making a shopping list first before I go.

Iwan : I see. What's on your list anyway?

Butet : Well, let me see... I have sugar, coffee, apples, shampoo, oranges...

Iwan : What about rice?

Butet : Yes, rice. I'll put rice in it. And then...

Iwan : Cooking oil?

Butet : No. I don't think I need to buy that. We still have a lot.

Iwan : Sugar?

Butet : It's already on the list. See?

Iwan : Hmm. What about washing powder and soap?

Butet : Right! Washing powder. I'll put it on the list but not the soap. We still have some bars of soap.

Text 46.IV.98

A : Here's an ice cream for you.

B : Wow! Thanks a lot.

Text 47.IV.98

A : Your jacket's cool.

B : Thanks.

Text 48.IV.98

A : May I help you carry those books?

B : Oh, thank you.

Text 49.IV.98

A : How was your trip to Bali?

B : Very nice. Thank you!

Text 50.V.116

A : I'm round. I have numbers.

B : Are you a clock?

A : Yes, that's right.

B : My turn. I'm clean. I'm rectangular.

A : Are you a window?

B : No, I'm a board.

Text 51.V.116

- A : Is your classroom small?
 B : I don't think so. Its big, I guess.
 A : Are the walls clean?
 B : Yes, they are.

Text 52.V.117

- A : Look. This book is thick, isn't it?
 B : Yes. It's a thick book.
 A : What about those ones?
 B : They're thin books

Text 53.V.119

- A : Look, I have a new bag.
 B : Wow, it's nice. What is it made of? Leather or plastic?
 A : Leather.
 B : Gee, it must be very expensive.
 A : I don't know. It was a birthday present from my grandpa.

Text 54.V.123

- Dona : I didn't bring my pen. May I borrow yours?
 Andy : Which one? I have two pens. The blue or black one?
 Dona : The blue one, please.
 Andy : Here you are.
 Dona : Thanks

Text 55.V.124

- Miss Ina : Sugeng, can you help me please ?
 Sugeng : Yes, ma'am. What is it ?
 Miss Ina : Can you get me my dictionary in the teacher's office ?
 Sugeng : All right, ma'am.
 Miss Ina : It's on my table. It's thick and the color is brown. It has my name on it.

Text 56.V.123

- A : May I borrow your pencil?
 B : Which one? I have two pencils. The long or short one?
 A : The long one, please.
 B : Here you are.
 A : Thanks.

Text 57.V.124

A : Can you pass me the book, please?
 B : Which one? The thick or thin one?
 A : The thin one, please.
 B : Here you are.
 A : Thanks.

Text 58.V.130

A : What's your favorite thing?
 B : My bag.
 A : Why?
 B : I got it from my aunt in Lombok.
 A : What does it look like?
 B : It's brown and made of leather.

Text 59.VI.154

Iwan : Please guess!
 Rakyan : Guess what?
 Iwan : My favorite footballer! He's a striker. He's great. He is dark and has curly hair. One more thing, he is from the Ivory Coast, Africa, but he plays for an English team.
 Rakyan : He has thick lips, doesn't he?
 Iwan : Yes.
 Rakyan : I think he plays for Chelsea. He must be *Didier Drogba!*
 Iwan : Correct!

Text 60.VI.155

Butet : A new poster, isn't it?
 Iwan : Yeah.
 Butet : Wow, Mulan Kwok!
 Iwan : Do you like it?
 Butet : I do. It's great. She looks smart and beautiful.
 Iwan : She certainly is.

Text 61.VI.156

A : What do you think of Meily? Do you like her?
 B : Yes. She is very friendly.

- A : What do you think of Bruno? Do you like him?
 B : Not really. He is rather cocky.

Text 62.VI.157

- Shanti : Who's that handsome boy?
 Iwan : Which one?
 Shanti : The one with short black hair.
 Iwan : Dm, the oval face?
 Shanti : Not that one. Look! He's wearing a blue T-shirt.
 Iwan : Wearing a black cap?
 Shanti : Yep.
 Iwan : That's Bobby, our guest star.
 Shanti : Bobby? Oops! I should have known that!

Text 63.VI.163

- Parent : Good afternoon, sir.
 Police : Good afternoon, Madam. How may I help you?
 Parent : I have lost my little child! Has anybody found her?
 Police : No, madam. Please calm down. Now, tell me, what does your daughter look like?
 Parent : Well, she is a five-year-old girl. She is very cute. She has short curly hair and is wearing a white shirt and red shoes. Here is her latest photograph.
 Police : All right, madam. We will try our best to find her.
 Parent : Thank you!
 Police : Don't worry.

Text 64.VII.179

- Nurul : Help me, please.
 Tigor : What is it?
 Nurul : Press the picture gently.

Text 65.VII.179

- Dona : Color the picture carefully.
 Made : Like this?
 Dona : Yes.

Text 66.VII.179

- Miss Ina : I can't read your handwriting. Write clearly, please.

Andi : OK, ma'am.

Text 67.VII.179

Arlin : I need your help, please.
 Doni : Yes?
 Arlin : Hold the kite tightly.

Text 68. VII.180

Mr.Ahmad : Are you ready ?
 Students : Yes, sir.
 Mr.Ahmad : Run quickly.

Text 69.VII.180

Librarian : Read the book quietly.
 Rini : All right.

Text 70.VII.180

Toni : Cut the paper carefully please.
 Amin : OK, I will.

Text 71.VII.180

Miss Ina : Walk slowly. The floor is still wet.
 Students : Yes, ma'am.

Text 72.VII.180

Ms Ina : Sugeng, can you help me?
 Sugeng : Yes, ma'am. What would you like?
 Ms Ina : Go to the library and bring some dictionaries.
 Sugeng : All right, ma'am.

Text 73.VII.180

Dona : Shanti, I need your help.
 Shanti : Sure. What do you need?
 Dona : Can you help me do my homework?
 Shanti : OK. I will help you.
 Nurul : Really? Thanks.

Text 74.VII.181

- A : Hold his paper, please.
B : Like this?
A : Tie the sticks, please.
B : All right.

Text 75.VII.186

- Shanti : Look. A new announcement.
Made : Let's read it.



ANNOUNCEMENT

01/03/07

Due to the long holiday, all first grade students have to complete their English homework from page 158-167. Submit it before March 4th.

(Miss Ina)

Made : We should submit it on March 4th, right?
Shanti : Yes. There are only three days left.
Made : Really? What's the date today?
Shanti : Um... It's March 1st.
Made : Let's do it after school.
Shanti : OK

F. THE SETTING OF SOCIAL CONTEXTUAL FACTORS