



**A DESCRIPTIVE STUDY
ON THE EXCHANGE STRUCTURE
OF THREE PEER - LEARNERS OF ENGLISH
IN A SMALL GROUP DISCUSSION**

A THESIS

Submitted in partial fulfillment of the requirements
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ABSTRACT

Having a clear understanding of the realities of English conversation is supposed to be very important to have a more progress of ELT pedagogy. It is, therefore necessary to investigate how a conversation is structured

This is a study on the Exchange Structure of the Indonesian Learners of English in a Small Group Discussion. It is aimed at finding out how the learners structure a conversation in a small group discussion and is conducted primarily to determine the exchange structure produced by the learners during the discussion.

The main question of this study is : What exchange structure do the students produce during the discussion? This study also tries to find out the function of the language used by the learners and to describe the move structures formed as the combination of acts in which each act realizes one element of move structure.

The data in this study were spoken data which were transcribed from the discussion involving the sixth semester students at IKIP PGRI Semarang in Academic year 2004/2005. The data were then analyzed in term of acts used, moves structure and exchange structure following the frame work made by Francis and Hunston (1992) and also Sinclair and Coulthard (1992).

From the transcribed data under study, it was identified that the acts mostly used were inquire, neutral proposal, informative and receive and never were marker, framer, starter and metastatement used for the students often took turn asking, answering and giving information. With the possible structure; (starter) (pre-head) head (post-head), in all kinds of move the learners made use the element structures of move but the element structures of move used are dominated by head structure. And there are many possible exchange structure formations found. Those are I, I R, Ib R, I R1 R2, I R F, I R1 R2 F, I R1F1 R2F2.

The analysis showed that the exchange structure formed has the basic formations, IR(F) and because the discussion involved three participants there are possible term R1, R2, F1 and F2 and the discussion done by the students was supposed to be formal and though the exchanges are the same and they have the same structure, they are made up of different kinds of moves and different kinds of acts.

As every discourse is unique and that spoken language is never analyzed directly, researches with more variables in different genres should be investigated so that students can find out what strategies they use in certain circumstances and to demonstrate some essential features of casual conversation.

APPROVAL

A Thesis on

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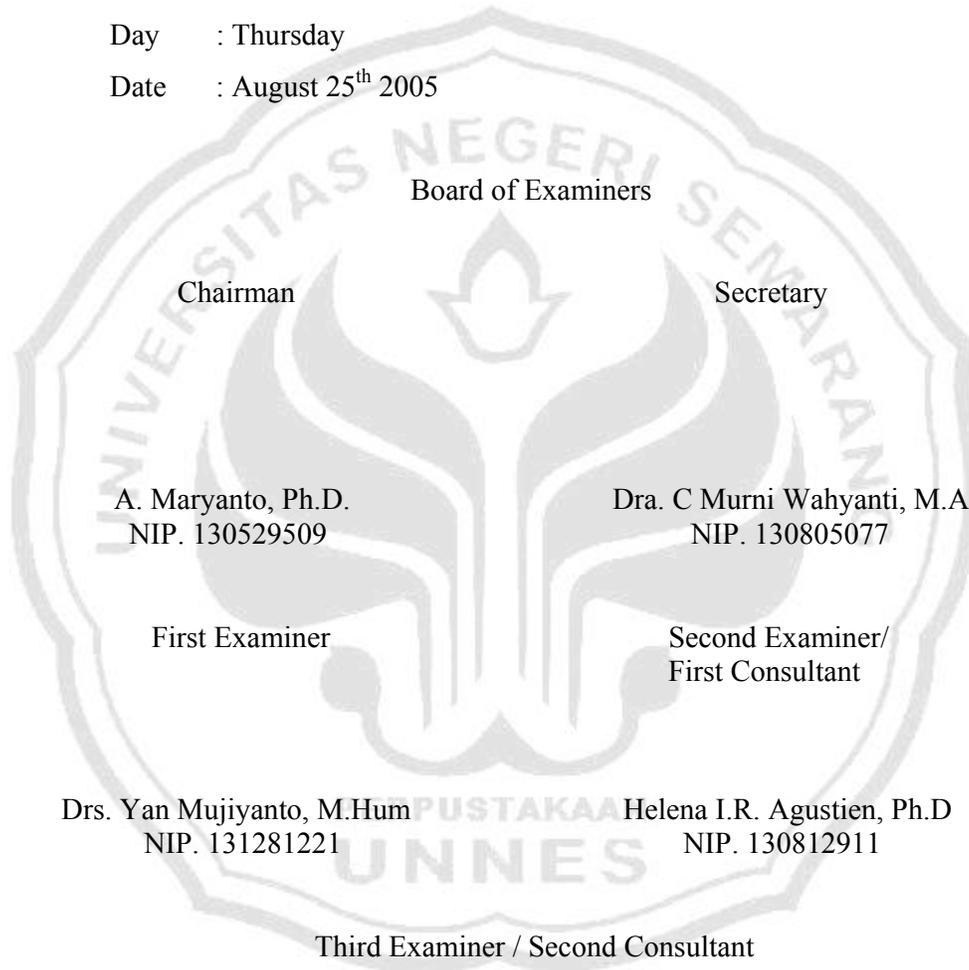
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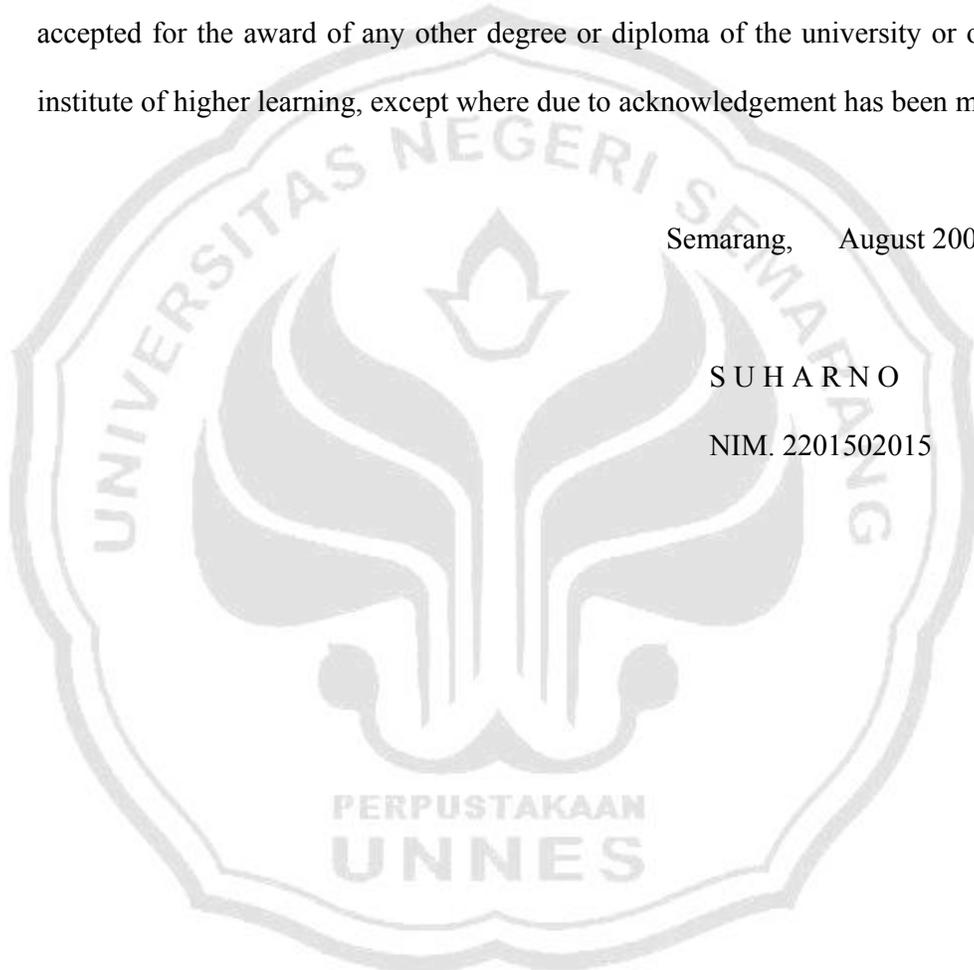
DECLARATION

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to substantial extent has been accepted for the award of any other degree or diploma of the university or other institute of higher learning, except where due to acknowledgement has been made

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Learning a foreign language means having a process to acquire the four language skills; listening or understanding, speaking, reading, and writing. Great many effective techniques have, therefore, been developed to enable students to learn a foreign language. Alexander (1985) states that the teacher's effort had to be directed at informing his students about a language but enabling them to use it. This implies that students have to be able to produce the language in their speaking and their writing.

As a matter of fact that mastering the speaking skill is not that easy. It is because

The students should understand any message spoken by native speakers and should eventually be able to create the utterances that will allow them to respond appropriately to the messages as well as to express their wants, needs, or desires spontaneously; that is without the continuous stimulus of the teacher, besides, the students should be able to create utterances the sound, grammar and vocabulary systems in the cultural situation in which native speakers normally use them. (Finocchiaro and Bonomo, 1973).

So, that is why Agustien (1997) claims that for Indonesian learners of English, being able to speak the language is a coming true dream and again Nunan (1995) as quoted by Agustien (1997) states that to most people mastering the art of speaking is the single most important aspect of learning a second or a foreign language and the success is measured in terms of the ability to carry out a conversation in the language

Whereas Finocchiaro and Bonomo (1973) give their statement that ultimate goal of language learning is that the students develop the competence and performance of a native speaker of the same age level and for the learner's ultimate goal or objective as Littlewood (1981) says is to take part in communication with others.

The speakers involving in a conversation or dialogue have be able to create utterances to interact; to respond appropriately and to express anything they want to say. They should also be able to take turn interacting so that they can keep having the dialogue going on.

And Stubbs, as quated by Slade in her article states

Conversation is basic, the commonest use of language, a pervasive phenomenon of everyday life which deserves systematic study on these ground alone if only because of its massive occurrence, spontaneous unrehearsed conversation must provide some kinds of base line or norm for the description of language in general (1983:10)

To know further about conversation, one has to understand the detail of the conversation itself. But when one would like the detail he comes into the systematic study of it. Like a lesson, conversation is highly structured. It can be divided into classroom interaction in which the classroom interaction, as part of the lesson, has also structure (Sinclair and Coulthard 1991). They then gave example:

‘ Good Morning, children, Welcome to Waseley School. This is an important day for you...’ (The welcoming the new pupils by the headmaster on the first morning of the academic year) and ‘ This year we are going to study world geography, starting with the continent of Africa....Today I want to look at the rivers of Africa. Let’s start with the map. Can you tell us the name of one river, any one?’ (The first subject lesson introduction from the teacher). What the headmaster and

the teacher said could be considered as introductions to a series of hierarchically ordered units

In the work of grammar, *word* is made up of one or more units of the rank below morpheme and *morpheme* itself combines with other units at the same rank to make one unit at the rank above, *group* (Halliday 1961)

Each rank above the lowest has a structure and this structure can be expressed in the terms of units next below. The structure of a clause, for example, can be expressed in terms of nominal, verbal, adverbial and prepositional groups. It goes without saying that the units at the highest rank have a structure and the structure can be expressed in terms of lower units, but does not itself form part of the structure of any higher unit. That is why that 'sentence' is regarded as the highest unit of grammar. Whereas paragraphs have no grammatical structure; they consist of a series of sentences of any type in any order. Where there are no grammatical constraints on what an individual can do, variations are usually regarded as 'stylistic'.

In the unit of discourse, when conversation is discussed it talks about two ranks, utterance and exchange; utterance is defined as everything said by one speaker before another begins to speak and exchange may have two or more utterances. The following example can be analyzed

T : Can you tell me why do you eat all that food?

Yes.

P : To keep you strong

T : To keep you strong. Yes to keep you strong. Why do you want to be strong?

(Sinclair and Coulthard, 1991:2)

The example above has three utterances but how many exchanges are there? It is a typical exchange in the classroom which consists of an initiation by the teacher, followed by a response from the pupil and followed by feedback, to the pupil's response from the teacher.

There is a boundary in the middle of the teacher's second utterance. This shows that there is a unit smaller than utterances. It is labeled the unit move (Bellack et al, 1966, as quoted by Coulthard) and moves combine to form exchanges

There is a small set of words like 'right', 'well', 'good', 'OK', 'now'. They reoccur frequently in conversation, in the speech of teachers especially. These words have a function to indicate boundaries in the lesson (when we talk about the classroom discourse), the end of one stage and the beginning of the next. And it is labeled frame.

Frame is the boundary element and it is the evidence of the existence of a unit above the exchange and it is labeled Transaction. Exchanges combine to form transaction. It is also necessary to code at the lowest rank. Thus moves actually have a structure. And another rank to describe this structure is called act

Moves and acts in discourse are very similar to words and morphemes in grammar. Move is defined as the smallest unit and it has a structure in terms of acts. Similarly, there are bound morphemes which cannot alone realize words, so there are bound acts which cannot alone realize moves

These all mean that conversation is at the core of language use and it deserves the attention of language teachers. And again this is in line with what Crystal and Dany claim, as quoted by Slade

To develop real productive and receptive fluency in this area is a task yet to be thoroughly investigated by teachers and applied linguistics. But we are clear about one thing; no progress will be made towards an improved ELT pedagogy without a clear understanding of the realities of English conversation (1975:4)

It is not only the teachers' but also the applied linguists' work to develop the fluency of the language skills. But speaking is said to be the most supportive to make progress in learning English. It is further said that no progress will be made towards an improved ELT pedagogy unless the teachers as well as the students know or understand clearly the realities of English conversation. It is difficult to get progress the other language skills

Referring to the discussion above, in fact there are studies done at this area. Sinclair and Coulthard (1992:1), for example, have discussed about the structure of classroom interaction. They further said that when they began to investigate this they had no preconceptions about the organization or extent of linguistic patterning in language texts and this showed that lessons are highly structured.

Whereas Eggins and Slade (1997) talked about a casual conversation with different genres; humor conversation, gossiping as well as telling stories

Carthy (1998; 52) says that though the exchange is the minimal structural unit of interaction, consisting of initial and response (for example, a question and its answer, or a greeting and a return greeting), this minimal condition is typically elaborated in casual conversation to include a third function, the follow-up, and is in fact often realized in quite complex configurations. This may happen because

speaker repertoires often range from only performing the Response function, to Initiating but still do not make any follow-up. The latter behaviour is sometimes noticeable in classroom pairwork where the teacher is often going around the class and monitoring performance. The follow-up very frequently has a relational/ interactional function, where social, cultural and affective meanings are encoded in relation to responses, to acknowledging the response and its information. Key conversational processes such as convergence are effected. It becomes a crucial structural element in its global and generic framework and it can be done by making it part of the learner's repertoire.

To know the detail of how the Exchange Structure is constructed the analysis about this exchange structure should be done. To find out further how the learners structure conversation in a small group discussion, a conversation that is organized where the three students are chosen to do a conversation spontaneously with a certain topic given will be a specific study compared with the previous study done by other researchers before. It is hoped that the students will, in doing the conversation, produce the exchange structure.

This will be done by students of IKIP PGRI Semarang and does not mean that they will represent all Indonesian learners but this is only a case and will be another reference of similar kind of researches done before

1.2 Research Question

The research questions proposed are:

- (1) What kinds of speech acts do the students performed in doing the discussion?
- (2) What structures of moves are displayed in the students' discussion?

- (3) What exchange structures do the students produce during the discussion?

These questions are hoped to lead to provide comprehensive evidence to determine the structure of exchange of the discussion done by students

1.3 The Objective of the Study

Given the background of the study discussed in the previous section along with the research question addressed, this study is mainly to determine the exchange structures produced by the students during the discussions. Particularly, this study is conducted to describe the functions of the language or the speech acts used by the students that are realized in the units at the lowest rank of the discourse level of language patterning. Further this study is also to describe the move structure that is formed as the combination of acts. Each act realizes one element of move structure and there are eight moves: framing, opening, answering, eliciting, informing, acknowledging, directing and behaving

And the previous answers lead to describe what exchange structure are formed. The first three moves realize elements of structure of Organizational exchanges; the first subclass consists of the Boundary exchange, which has only one element of structure, Fr (frame). The second consists of three exchanges: Structuring, Greet and Summon and the other five of moves realize Conversational exchanges; Elicit, Inform, Direct, and the three bound-Elicit exchanges (Clarify, Repeat and Re-initiation)

1.4 Significance of the Study

This study is conducted based on the assumption that the language teaching still pays insufficient attention to the norm of formal conversational English. (Slade,1986) In fact many language- teaching materials seem to work on the assumption that the students will be able to bridge the gap between the language used in classroom and that used outside

Therefore this basic exchange structure produced by the students needs to be explicitly formulated. The exchange structure identified and the way the students use can serve to define precisely the analytical categories so that the students could apply it with confidence. It is in line with Crystal and Davy (1975) as quoted by Slade, claim that no progress will be made towards an improved ELT pedagogy without a clear understanding of the realities of English conversation. Hopefully, this study will be helpful for speaking teachers to do their task to develop real productive and receptive fluency in this area

In addition, clarifying the exchange structure will also help analysts who are interested in studying this to analyze learner's conversation data or others.

1.5 Definition of terms

In order that this thesis is consistent in such a way, some definitions are explained as follows:

a. Exchange Structure

The structure of exchanges is the realization of moves. Moves combine to form exchanges and each move realizes one element of exchange structure. To trace back the moves, acts, as the units at the lowest rank of the discourse level of

language patterning, should be clearly defined. There are two subclasses of Organizational exchange, distinguished structurally as well as functionally. The first subclass consists of three exchanges: Structuring, Greet and Summon, which have two obligatory elements of structure, I and R. The class of Conversational exchange consists of the following units: Elicit, Inform, Direct, and three bound-Elicit exchanges Clarify, Repeat and Re-initiation.

b. Small Group Discussion

Small group discussion in this study refers to an organized dialogue or conversation of three on a certain topic given. But the conversation was done spontaneously. A certain topic or material was provided so that the participants involving in the conversation could keep sustaining the interaction.

1.6 Limitation of the study

As any other study, this thesis is not claimed as having no limitation in its content. The obvious limitation of this study is that a case that takes only a source of the data, i.e. a transcript of the dialogue of the students with three participants. Therefore, the results of this study cannot be generalized to other studies at any group, any level or any institution. A study with more data and in a wider area is needed to clarify the results and gives further evidence that it is the foremost tendency performed by the learners of English in their real conversation or dialogue

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Conversation Analysis

Conversation Analysis (CA) known as ethnomethodology which has been developed by sociologist has offered an approach to discourse. It tries to discover the methods by which member of a society produce a sense of its own sense of structure. Ciccorel (1972) as quoted by Schiffrin says that conversation is a source of much of our sense of social order as it produces many of the typifications underlying our notions of social role. CA is therefore specially applied to conversation.

CA seems to be related to interactional sociolinguistics in its concern with the problem of social order, and how language both creates and is created by social context and it is believed that no detail of conversation can be neglected a priori as unimportant. Whereas the language itself is no less situated product of rules and systems than other typifications: categories that are continuously adjusted according to whether the anticipation of an actor is confirmed by another actor.

CA as Schiffrin (1994: 235) says focuses upon details of actual events: analysts record conversations that occur without researcher prompting but the researcher produces transcription events that attempt to reproduce what is said in ways that avoids presupposition about what might be important for either participant or analysts themselves.

Talking about the specific method and findings of CA, We can refer to what Heitage (1984a: 241) has listed. Those are three assumptions of CA : (1) interaction is structurally organized; (b) contributions to interaction are contextual oriented; (c) these two properties inhere in the details of interaction so that no order of detail can be dismissed, a priori, as orderly, accidental, or irrelevant.

This means that it is participants' conduct itself that must provide evidence for the presence of units, existence of pattern, and formulation of rules and CA searches for recurrent pattern, distributions, and forms of organization in talk

2.2 The Spoken Language: key descriptive area

Nowadays there are many kinds of descriptive literature that are available on spoken discourse. Sociolinguists, discourse analysts and conversation analysts come at spoken language from different perspectives. They offer the interested language teachers something to get excited about and also present findings that seem to be relevant to second and foreign language teaching. The studies are many and varied in their general characteristics. They range from major attempt to model the spoken language in term of structure done by Sinclair and Coulthard (1975), perspective of socio-cultural norms to which conversational participants orient themselves, such as turn-taking conducted by Sack et al (1974), and descriptions of complex surface manifestations such as discourse- marking observed by Schiffirin (1987)

Structural Feature.

McCarthy. (1998: 50) proposes that there are three structural units fundamental to all spoken interaction. They emerge from a wide range of studies in discourse and conversational analysis: the transaction, the exchange and the adjacency pair.

1. Transaction

Term transaction Sinclair and Coulthard (1975) use is to label stretches of talk identified by certain type of activity at their boundaries because like the paragraph in written language, the transaction has no pre-defined length and is only recognizable by its boundaries. It is difficult, of course, to imagine that talk runs effectively with no participants signaling in some way or other and recognizing such boundaries. So as a structure, transaction can be put into a discourse universal.

As unit of discourse, the transaction is further said that it possibly presents us with a problem on two distinction levels. On the first level, there may be a problem of awareness among both teacher and learner if we talk about classroom talk that transaction signaling is an important part of behaving linguistically in the target language. On the second one, the problem is principally a lexical one. It talks about how the target language realize the marking and whether the second language literal lexical equivalents for items like ‘Good!’ and ‘Now then’ as well as those used for marking purpose

2. *The Exchange*

As the minimum structural unit of interaction, it contains an initiation and a response. But then in casual conversation, it may include the follow-up, the third function.

With those three functions; the first function (the initiation), the second function (the response) and the third function (the follow-up), the exchange is in fact often realized in quite complex configuration

3. *The Adjacency pair*

The adjacency pair is usually conducted from an ethnomethodological stand point (McCarthy, 1998: 54). It is concerned with how participants behave in interaction in terms of alignment (how they position themselves socially in relation to their interlocutors), achieving goals, negotiating outcomes etc. Sometimes speakers or participants may take a definite stand in what they say. They take a position or assert a proposition and are prepared to defend it in argument (David Butt et al 1995: 78-9).

Seen from the metalanguage portion when speakers are definite about their propositions, the finite always encodes the time of the action in relation to the speakers and it is very important if we are to argue about a clause. It is the Subject-Finite relationship which allow discussion of the proposition contained in a clause.

2.3 Definition of the Exchange

Sinclair et al (1972) as quoted by Marcolm and Brazil. D (1992: 64) defined the exchange as the basic unit of interaction. This definition is in line

with what Mc.Carthy. M (1998: 52) say that the exchange is the minimal structural unit of interaction consisting of initiation and a response, for example: a question and its answer or a greeting and a return greeting.

It is said to be the basic unit because it consists minimally of contribution by two participants and it combines to form the largest unit of interaction, the transaction. Further more Sinclair et al suggested that there were three major classes of exchange: eliciting, directing, and informing. These shows the initial moves function respectively to request a verbal response, to require a non-verbal response and to provide new information as the most general sense of information

2.4 Concept of Exchange

When people speak, they do not use only one speech function, such as giving information or asking a question but they may give a command, a request, a conformation etc Halliday and other experts in Hallidayan system such as : Fries, Martin, Thomson Matthiessen have used the term 'Systemic Functional Grammar' to describe language used in terms of their functions in interacting with one another. They use the same definition that the systemic functional grammar is a grammar that is based on functional approach. It implies that grammar is not only used to as a resource to express meaning but also to concern with situation and culture where the speech and the text are performed.

What other people mean in their speaking and writing can be interpreted and analyzed by function labels. Gerot and Wignell (1994) note that realization of our utterances and writing is the form of clauses not sentences because sentences are just the realization of our written language. A sentence

begins with a capital letter and ends with a full stop or the equivalent. Then in interpreting speech and text we use the term 'clause', Halliday (1994:179) points out that in English language, a clause is a combination of three different structures deriving from functional components.

In systemic theory, the components are called metafunctions. They are ideational, interpersonal and textual. The first of these metafunction, i.e, ideational metafunction has a role in the construction of meaning which relates to physical and the experience of language users. In this strand of meaning a clause is viewed as representation of the world. Then interpersonal metafunction enables people to express their attitudes and judgements. It is a verbal exchange between a speaker/writer and a listener/ reader.. The next textual metafunction actualizes ideational and interpersonal meaning into texts which are relevant to their verbal and situational environment. Thus, the construction of a text depends on the purpose and reflects the meanings of the situation in which it is used

A clause has another aspect of meaning that is its meaning as an exchange. In addition to its function as an exchange, a clause is organized as an interactive event involving a speakers or writer and audience. So, a clause is not just a piece of news. We make interaction since we exchange our interpersonal meaning as Halliday states that a clause has a meaning as an exchange, a transaction between speaker and listener; the subject is then certification of the exchange. It is the element the speaker makes responsible for the validity of what he is saying (1994: 34).

Based on this statement, the subject functions in the structure of the exchange. Through this meaning, when we set up or initiate a conversation, we

create and maintain social relation. Consequently, we must choose the Mood. Martin et al (1997) emphasizes that the system of Mood belongs to the interpersonal metafunction and is grammatical resource for realizing an interactive move in a dialogue. The following description taken from Martin(1997: 58) is the example of clauses having different Mood choice.

Example	Mood	Function
The policeman helped her cross the street	Declarative	Giving information
Did the policeman help her cross the street?	Interrogative: yes / no	Demand information
Who helped her cross the street?	Interrogative: Wh-	Demand information
Help her	Imperative	Demand service

Table 2.1 Mood choices

The figure above shows that the different Moods result in different function. The difference between them lies in the role of the speaker. The speaker may either give something to the addressee or demand something of her/him. Gerot and Wignell (1994: 22) has an idea that a speaker, in uttering something, select a speech role for her or himself, and simultaneously allocates a speech role to the addressee. Then when a speaker gives us some information (offering us a cigarette, for example) or services (offering us bring our luggage), he/she is inviting us to receive those goods or services. The same thing when a speaker

demands us some goods; let us say “ give me some water, please ” we are supposed to give that service or provide the goods. In this case, Halliday (1994: 68) gives his opinion and says that there are two fundamental types of speech roles. Those are (a) giving which means “ inviting to receive and (b) demanding which means, “ inviting to give “. Therefore the act of speaking means an interaction (an exchange). Halliday (1994: 68) also distinguishes the nature of the commodity being exchanged. They are (a) goods and services, or (b) information. Whenever someone asks me to do something for her / him, let us say “ Open the door “ or to give her / him an object as in “ Take me that pen” , the exchange commodity is surely non-verbal. This means that the demand that should be fulfilled is an object or an action, and language is conveyed to help the process along. Then the above explanation is said to be the exchange of goods and services. On the hand whenever someone asks me a question as in “When will you move to your new house? “This implies that she / he demands information. As she / he expects something the language is not only the end but also the means.

The selection from the Mood, as the resource for realizing an interactive event in dialogue consisting of Finite and Subject (Halliday, 1994: 72) is used to analyze a text to find its organization to express the interpersonal meanings. The rest of the clause is called Residue. It is said not to be very important in the case of speech function for it gives a piece of information. The following diagram shows how the Mood system is organized in the form of clauses.

(a)

Mother	Sewed		her own dress
Subject	Finite	Predicator	Complement

Mood		Residue	
------	--	---------	--

(b)

Did	Mother	Sew	Her own dress?
Finite(past)	Subject	Predicator	Complement
Mood		Residue	

Table 2.2 Mood system (Gerot and Wignell, 1994: 39)

Seeing the two examples above, we can see that the speaker gives information in (a) and the speaker also demands information in (b). Thus the mood analysis is done to find the interpersonal meaning of a text.

2.5 Eliciting Exchanges

The classroom observation done by Sinclair et al as quoted by Coulthard. M and Brazil. B (1992: 65) showed that the typical eliciting exchange was not Initiation-Response, IR but rather Initiation-Response-Feedback, IRF. The third function in this part is to evaluate and / or comment towards the second one (response). The occurrence of the structure may emerge when a teacher asks a question and the question seems strange to the learners. Though the teacher knows the answer already, the answerer is often unsure and thus really needs to be told whether the answer the teacher has offered is answered correctly according to what it is required. The structure is so powerful that if there is no evaluation on the third part, it is usually identified as 'absent' and its absence is a clue of the wrong answer. The example given by Coulthard M and Brazil. B (1992: 65) is

Teacher, I : Can you think why I changed 'mat' to 'rag'?

- Pupil, R : Mat's got to vowels in it.
 Teacher, F : Ø
 Teacher, I : Which one are they? What are they?
 Pupil, R : 'a' and 't'
 Teacher, F : Ø
 Teacher, I : Is 't' a vowel?
 Pupil, R : No
 Teacher, F : No

And the other structure of the three-part eliciting exchange may be formulated because of an asymmetrical status relationship. But the formation of the three-part eliciting exchange in an interaction does not always appear and if it is so, it seems uncommon. We can see in the following General Practitioner Consultation. The third part move is very different from that in classroom discourse:

- Doctor, I : And what's been the matter recently?
 Patient, R : Well, I've had pains around the heart
 Doctor, I : Pains in your chest then?
 Patient, R : Yes
 Doctor, I : whereabouts in your chest?
 Patient, R : On the---heart side here
 Doctor, F : Yes
 Doctor, I : And how long have you had these for?
 Patient, R : Well, I had 'em a -week last Wednesday
 Doctor, F : A week last Wednesday.

2.6 Move Clauses

As the second part of identifying the exchange structure, move is also discussed. There are three major classes of move. They are opening, answering and follow-up in which each appropriate to one and only one position in structure.

In Grammar there is a rank of group. At this rank, the class nominal can act at four among the five places in clause structure. They are S, O, C, A. In other group classes, they are labeled referring to their most important constituent unit. Those are Noun, Verb, and Adjective. But when we talk about their position in the

structure of unit, they are not divided according to this; the group of opening, answering, and feedback. Therefore they are referred to the terms of eliciting, informing and acknowledging moves. They are what Coulthard proposes (1992: 72).

In this discussion, we have the majority of exchanges that are basically concerned with the transmission of information and must contain one informing move. It can occur either in the initiating or in the informing slot. In some cases,

Coulthard and Brazil (1992: 72-3) say that one participant offers a piece of information and then wants to know minimally that it has been understood and hopefully accepted and agreed with. So when the IR structure makes clear, the acknowledging move is socially required. In other cases, when the information is elicited, the reason for its occurrence and its interpretation should not be problematic because an acknowledging move is not essential, though it often occurs. The initiation is used to elicit or to provide information whereas the responding is used to provide an appropriate next contribution. It means that it is an inform if I

Is an elicit and an acknowledge if the I is an inform.

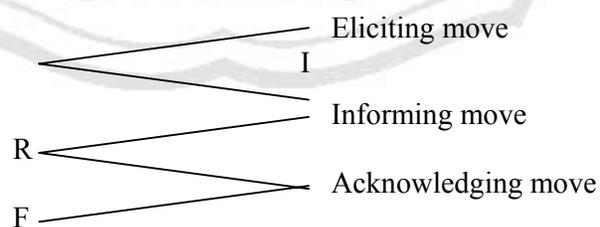


Figure 2.1 move formation (Coulthard and Brazil , 1992)

The figure above tells us that an initiating inform requires an acknowledgement but a responding inform does not..

Further more it is said that discourse analysis prioritizes the interactive nature of language. If it is related to the spoken language, the co-operation of more than one individual is essential to its performance though the people's thought, word and deed are different.

Here are three consequences that is noted by Coulthard and Brazil (1992: 83):

- (a) The social intention of participants may well not coincide in an interaction.. Therefore they strive to achieve their purposes by managing the future direction of the discourse. This is possible because each utterance provides a framework within which the next utterance is placed. Each speaker in turn thus has an opportunity to steer the discourse in the direction that best suits his or her purpose. This feature of discourse is called *prospection*.
- (b) The vast complexity of human communicative behaviour must be reducible to a small number of simple activities. The simple management of *prospection*, particularly in real-time conversation, argues that people use a fairly simple model and elaborate it according to their needs and skills.
- (c) No matter how co-operative people strive to be, it cannot be assumed that they correctly divine each other's intentions. The structure of conversation, as a consequence, provides a mechanism whereby they can check and compare their understanding of the discourse they are creating between them. In the exchange, this is realized by a move called *follow-up*

2.7 Mood System

2.7.1 Indicative Clauses

Referring to the above discussion, Mood, according to Halliday (1994) consists of two parts:

- (1). The subject or a nominal group, and
- (2) The finite operator or a part of a verbal group.

The indicative is the grammatical category that is characteristically used to exchange information and it is the general principle behind the expression of

Mood in the clauses. And within the category of indicative, there are two kinds of the characteristic expression. The characteristic expression can be in the form of a statement and it is called declarative and when it is in the form of question is called interrogative. Within the category of interrogative itself there are two kinds that are differentiated into yes –no interrogative for polar question and Wh-interrogative for content questions.

The order of the subject and the finite will determine whether the construction realizes the pattern to be declarative or interrogative and the using Wh element in the interrogative realizes that the pattern is Wh-interrogative. The order of the subject and the finite is as follows:

- (a) When the subject comes before the finite, it realizes “ declarative “

George	went	to the post office.
Subject	Finite: past	predicator
Mood		Residue

- (b) When the finite comes before the subject, it realizes “ yes – no interrogative”

Did	George	go	to the post office yesterday?
Finite	Subject	Predicator	
Mood		Residue	

- (c) There are two kinds of orders in Wh-interrogative:

- (1) When the Wh-element is the subject , the subject comes before the finite.

Who	told	You about that?
Subject	Finite: past	Predicator
Mood		Residue

(2) When the wh-element is not the subject, the finite comes before the subject.

What	are	You	Doing	Here?
Complement	Finite	Subject	Predicator	
	Mood			
	Residue			

Table 2.3 Orders of Subject and Finite and in Wh Interrogative

Indicative clauses are typically used to negotiate proposition that is to exchange information. It is in line with Matthiessen's (1995) opinion that indicative clauses indicate moves negotiating information and under certain conditions they may realize moves negotiating goods and services.

Declarative clauses are usually the unmarked one in the Mood system. It is the most frequent choice and it is used to express wide spectrum of speech functional meanings. So when a speaker in conversation produces a lot of declarative clauses she or he is supposed to be the initiator of the exchange because she or he gives more often information. Matthiessen (1995) also says that there is one other feature of declarative clauses which do not need a response but there is an option of explicitly soliciting an expression of agreement or disagreement from the addressee. And the elliptical declarative clauses indicate the addressee's responses as it realizes her or his supporting role in the conversation, not the initiating role (Eggins and Slade, 1997) This can also be used to express a statement of opinion as well as fact and normally it is used to open moves. Therefore whenever the speaker uses declarative clauses in that way she or he initiates a lot then she or he is considered to be the initiator.

Whereas the polar interrogative is used to gain information and the use of Wh-interrogative indicates that the speaker would like to initiate the turn by demanding information. When a speaker produces interrogative clauses, they are dependent on the clauses produced by the other speakers. This indicates that her or his dependence on the other speakers and her or his inability or unwillingness to obtain information and that she or he is on the subordinate position in that conversation. A polar interrogative, however may also indicate that a speaker is initiative, when it is used to initiate an exchange.

2.7.2 Imperative clauses

Halliday (1994) talks further about imperative. As the other type of Mood, it has different system of person from indicative for exchanging goods and services. The Subject used in imperative may be you or I or you and I and if we take the second person “you” as the base form, the paradigm of imperative clauses is as follows:

	Unmarked for person or polarity	Marked for person	Marked for polarity
Positive	Look	YOU look	DO look
Negative	DON'T look	DON'T YOU look	DO NOT look

Table 2.4 ‘You and I’ imperative

Now if we take the second person “you and me” as the base form, the imperative clauses are as follows:

	Unmarked for person or polarity	Marked for person	Marked for polarity
Positive	Let's look	LET'S look	DO let's look
Negative	DON'T let's look	DON'T LET'S look	LET'S NOT look

Table 2.5 ‘You and me’ imperative

The type of imperative is divided into Jussive, Suggestive and Obligative. This division is introduced by Matthiessen (1995) and below is the table of his description of Mood system. It involves indicative clauses as well as imperative clauses and their subdivision:

			ELLIPSIS	
			Full	Elliptical (Residue)
Indicative	Declarative	Untagged	He has left	He has
		Tagged	He has left, hasn't he?	He has __,hasn't he?
			He has left, has he?	He has, has he?
	Interrogative	WH	Who has left?	Who has?
			Has he left?	Has he?
		Yes/No		
Imperative	Jussive	Untagged	(You) have!	(You) do!
		Tagged	(You) leave, won't you?	(You) do--, won't you?
	Suggestive	Untagged	Let's leave!	Let's!
Tagged		Let's leave, shall we?	Let's, shall we?	
Obligative		Untagged	Let me leave!	Let me
		Tagged	Let me leave, shall I?	Let me, shall I?

Table 2.6 Matthiessen's Mood system

Seeing the table above, we can find that the Jussive is the imperative that is based on the second person 'you', the Suggestive is the imperative clause that uses "you and me" as the base of it whereas the obligative imperative clause takes the first person singular 'me'

Eggin and Slade (1997) state that the use of imperative clause for suggesting rather than for attracting interlocutor's attention or getting someone else to do something indicates that the speaker enacts his role to get some authority from the addressee or in other word we can say that the speaker has

more powerful status than the interlocutor in a conversation but they also say that the speaker using imperative clauses to perform command or to get someone to do something shows that the participants have more equal status compared to the speaker using modulation of obligation to perform command.

2.8 Moodfulness and Polarity

2.8.1 Moodfulness

Moodfulness is a system that shows the difference between clauses based on the kind of distribution the speaker to perform exchange in a dialogue.

There are Major clauses and Minor ones. The Major clauses can be used to exchange information, goods and services while the Minor clauses cannot. In this case Matthiessen (1995) explains that they are self-expressive (exclamation) or are used in one way or another to facilitate major exchanges that is by engaging through calls and greetings or disengaging through greetings.

Minor clauses in the other side realize a move in semantic organization of a dialogue. Generally they make different contribution of moves in the exchanges, for example when facilitating interaction by opening or closing a dialogue. This can be

done through greetings and closings or managing the continuity of exchanges. In most minor clauses, the speaker's position is put as a compliant supporter of prior interaction. Let us see how Matthiessen (1995: 433) sets their proportion in the following table:

Minor clause	Example	Related Major clause feature			Exchange value	
		Textual	Interpersonal	Experiential	Initiating	Responding
Exclamation	Wow! Great!		Often exclamative wh-	Sometime descriptive-	Doesn't set up	

			What a beautiful day it is!	attributive Beautiful day, great!	exchange role	
Alarm	Fire! Danger! No-smoking Careful!		Often imperative Don't smoke! Watch out!	Some elements of representation often indeterminate in value	Initiating	(+ nonverbal response)
Call	Henry! (yes---)		Vocative: vocative Henry where is the dictionary?		Initiating	(+ responding)
Greeting	Bye. -bye bye well done, thanks		Often interrogative + declarative How are you? Fine		Initiating/	Responding
Continuity	They arrived last night --Uh uh	Continutive continutive (oh, did they?)			Initiating	Responding

Table 2.7 Matthiessen's Minor clauses (1995: 433).

2.8.2 Polarity

Polarity, as Matthiessen (1995; 476) explains, is the source of assessing the arguability value of a clause: the yes or no validity of proposition (it is / it isn't) or the actualization of proposal (do / don't) in the system of polarity.

The positive polarity is supposed to be unmarked whereas the negative polarity is marked. The markness of polarity can be reflected in various ways:

- (1). It is reflected in the realization of the terms. If the clause is positive, no marker of polarity is given. On the contrary, if the clause is negative, a marker of polarity is given.
- (2). It is reflected in probability. This means that the positive clause is more probable than the negative one.
- (3). It is also reflected by the choice of meaning between positive and negative

(Matthiessen, 1995: 478)

The positive and negative polarity can be compared more clearly in the table given by Matthiessen (1995: 478) below. It is about the range of realization of polarity and reversal value in Mood tag.

POLARITY of clause	Mood			Residue	Mood tag
	Subject	Finite	Adjunct	Complement	Reserved polarity
Positive	They	Are		Happy	Aren't they
	They	Are	always	Happy	Aren't they
	They	Are	often	Happy	Aren't they
	Somebody	Is		Happy	Aren't they
	A few people	Are		Happy	Aren't they
	They	Are		Unhappy	Aren't they
Negative	They	Aren't	always	Happy	Are they
	They	Aren't	never	Happy	Are they
	They	aren't	seldom	Happy	Are they
	They	aren't	hardly	Happy	Are they
	Nobody	Is		Happy	Are they
	Few people	Are		Happy	Are they
	They	aren't		Happy	Are they

Table 2.8 Range of realizations of polarity and Reversal Value in Mood tag (Matthiessen, 1995: 478)

Polarity is what a speaker uses to assess the initiation of the proposition (it is / it isn't) and proposal (do / don't) being exchanged. The choice between positive or negative is interpersonal in character. It refers to what the speaker judges the addressee is likely to believe or do. It means that a speaker may choose the negative to cancel what the addressee believes or will do. It is also what Matthiessen (1995: 487) explains that the choice of positive or negative polarity depends on the speaker. It can be used to maintain and revise a model of relationship between herself or himself and the addressee.

2.9 Mood Tag

This is another type of clause. It emerges between declarative and polar interrogative. Structurally, it goes after a declarative, with the subject occurring before the finite element. It is similar with the simple declarative but the tagged declarative is attached with the so called “Mood tag”

There are four types of tag question proposed by Amy Tsui (1992) as quoted in Coulthard (1992):

- | | | |
|------|--|----------------|
| Type | (1) Position assumption + neutral expectation. | |
| | He likes his job, doesn't he? | (Rising tone) |
| (2) | Negative assumption + neutral expectation | |
| | He doesn't like his job, does he? | (Rising tone) |
| (3) | Positive + positive expectation | |
| | He likes his job, doesn't he | (Falling tone) |
| (4) | Negative assumption | |
| | He doesn't like his job, does he? | (Falling tone) |

She further says that the construction of question tag suggests that the speaker have certain assumption and be biased to a certain answer. Tags are always conductive and cannot be neutral A question tag with a rising tone has the discourse context that leads the speaker to cast doubt on his assumption and to invite the addressee's conformation.

Here are the structure of tag that plays a lot with finite:

- | | |
|------|---|
| Type | (1) positive polarity of declarative + negative polar interrogative |
| | She loves her parents, <u>doesn't</u> <u>she</u> ? |
| | Finite Subject (Mood tag) |
| (2) | Negative polarity of declarative + positive polar interrogative |
| | She doesn't love her parents, <u>does</u> <u>she</u> ? |
| | Finite Subject (Mood tag) |

2.10 Absence of Elements of the Modal Structure

2.10.1 Ellipsis

It is a typical pattern of dialogue in English where the dialogue is carried on by the Mood element in the clause. An exchange focusing on the identity of the subject, the choice and degree of polarity may be realized by clauses consisting the Mood only, the Residue being established at the start and then done by ellipsis, or by substitution with *do*. And exchanges that involve the WH- word, where just one element is under discussion, brings about a different form of ellipsis in which everything is omitted except that element. Yes-no interrogative is differentiated from declarative and the difference can be realized by the order of the element Subject and Finite. It is impossible to arrange the two elements in order if one of them is not there.

Halliday (1994: 93-4) says that if a clause that on the other grounds can be interpreted as offer or statement occurs without a Subject, the listener will understand the subject 'I'. It means that Subject equals speaker. The example he gives is:

(a) Carry your bag? ('shall I.....?')
-Would you? Thanks

(b) Met Fred on the way here. ('I.....')
-Did you? Where?

(c) Seen Fred? ('Have you...?')
-No, I haven't

(d) Play us a tune. ('Will you....?')
-Shall I? All right.

And if it question or command as in (c) or (d), the listener will understand the Subject "You". This implies that Subject equals listener.

2.10.2 Minor Clauses

It is possible that a clause does not display a Mood – Residue structure and it is called a minor clause. Minor speech functions are Exclamation, calls, greetings and alarms.

Exclamations

They are the limiting case of exchange. They are verbal gestures of the speaker addressed to no-one in particular. Some of them are in fact not language but protolanguage, such as *Wow!*, *Aha!*, *Ouch!* Etc Whereas the words like *Terrific!*, *Bullshit!* Etc are analyzed as nominal group.

Calls

They are the speaker calling to attention another person, or other entity treated as capable of being addressed. They can be in the form of deity, spirit, animal or inanimate object.

Greetings

The expression of them include salutations e.g *Hello!*, *Good morning!*, *welcome!*, *Hi!* etc , valediction (*Godbye!*, *See you!*) and also the responses. Well-wishing can also be included here, such as *Your vey good health!*, *Cheers!*, *Good shot!*, *Congratulation!*

Alarms

They look like exclamatives. Alarms include warnings, such as *Look out!*, *Quick!*, *Careful!*, and also appeals e.g. *Help!*, *Fire!*, *Mercy!* Etc. The formation of Residue may vary in this point.. They can be Predicator only, Predicator plus Adjunct, optional Predicator plus Complement and so on

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This study works on a language, conversation especially. Ciccourel (1972) as quoted by Schiffrin (1994) says that conversation, as a source of much of our sense of social order, produces many of the typifications underlying our notions role and also exhibits its own order and manifests its own sense of structure.

Referring to the above discussion, this study stays in the conversation analysis as it talks about conversation. This study is therefore qualitative in nature, in which the data were analyzed qualitatively. This study identified and discovered the possible model structure of the exchange produced by the learners in a discussion

How the moves the participants in the dialogue used such as answering, eliciting or informing etc as well as their participating in the discussion in the form of initiating, responds, as the negotiation of the exchange produced a certain formula of structure. Hence, I applied the way how Francis and Hunston did their 'Analyzing everyday conversation' In this case, the analysis was done descriptively and no significant quantification was involved.

3.2. Data of the study

The object of this study was limited to the transcript of the students' dialogue. The dialogue was among the three students. The three participants are classmates.

The students in this study were of the six semester of IKIP PGRI Semarang in academic year 2003/2004

The dialogue done was considered in this study with neither consideration regard it as representatives of neither the students of English at IKIP PGRI Semarang nor intention to generalize all the students of English throughout Indonesia

3.3. Data Collection

To obtain the data this study is line with the Conversation Analysis (CA). CA focuses upon the details of actual events; analysts record conversation that occur without researcher prompting and also produce transcription events that attempt to reproduce what is said, in ways that avoid presupposition about what might be important for either participants or analysts themselves (Schiffrin; 1994). And CA views the empirical conduct of speakers as the central resource out of which analysis must develop (Heritage 1984: 243). The CA view of interaction is structural view

The data obtained were in the form of dialogue done by the sixth semester students of IKIP PGRI Semarang who attended speaking VI class. In fact there were thirty students staying in this class.

When the course came to the end of the semester and after they did the semester test I came to my colleague, the speaking lecturer, telling that I needed three students to obtain the data as I would like to have a focus sight of how the Exchange Structure was produced by the three students. He then recommended the three students. They were chosen with the supposition that they had enough ability as well as the equally the same ability to converse in the hope that the dialogue done run smoothly.

I gave them the topic to learn at home in order that they had the background knowledge to discuss. Two days after they came to a certain classroom as we had made a deal

As the researcher, in this case, I only helped them clarify the topic they had to talk about; the newly launched curriculum, the 2004 curriculum. This is something fresh to talk about, therefore it is hoped that the participants had enough references to convey their ideas

In fact they were the ones who attended a seminar about the same topic a month before Four days after they reviewed to remember all about the topic they came to the researcher to do the discussion

The place was arranged in such a way so that it was out of the disturbance from other people and after the tape recorder was prepared the participants did the dialogue spontaneously.

The table of the data is presented completely in the Appendix and It must be noted that this study focused on the Exchange Structure. I, therefore, did not referred to the intonation nor the length of the answer. I have not included the element of move structure 'select' and the acts that realize it (*cue, bid and*

nomination). They are supposed to be a feature whose use is restricted to the classroom.

3.4 Unit of analysis

The units of analysis in this study are a) acts b) move and c) exchange

(a) Acts

Acts are the units at the lowest rank of the discourse. They show how units at move rank have structures for each of acts realizes one element of move structure. These therefore need to be recognized what kinds of acts the students performed in doing the discussion.

Here is the table that consists of a list of acts. This is used to code and identify the acts

The acts can be identified and label as follows:

Label	Symbol
1. Frames	Fr
2. Marker	M
3. Starter	S
4. Metastatement	Ms
5. Conclusion	Con
6. Acquiesce	Acq
7. Greeting	Gr
8. Reply greeting	Re-gr
9. Summon	Sum
10. Reply summon	Re-sum
11. Inquire	inq
12. Neutral proposal	n.pr
13. Marked proposal	m.pr

14. Return	ret
15. Loop	l
16. Prompt	p
17. Observation	Obs
18. Informative	i
19. Concur	Conc
20. Confirm	Conf
21. Quality	Qu
22. Reject	Ej
23. Terminate	Ter
24. Receive	Rec
25. React	Rea
26. Reformulate	Ref
27. Endorse	End
28. Protest	Prot
29. Directive	D
30. Behave	Be
31. Comment	com
32. Engage	eng

(b) *Moves*

In the previous discussion, Acts are said to be the units of the lowest rank of the discourse and whenever acts combine, they form moves. In other words, moves, the units at the next above rank of acts of discourse are made up of acts and they occupy places in the structure of exchange. In this study the structure of moves is described in each different exchange.

The structure and Function of moves

Move	Acts
1. Framing	Framer
2. Opening	Metastatement Conclusion Greeting Summon
3. Answering	Acquiesce Reply-greeting Reply-summon Reject
4. Eliciting	Inquire Neutral proposal Marked proposal Return Loop Prompt
5. Informing	Observation Informative Concur Confirm Quality Reject
6. Acknowledging	Terminate Receive React Endorse Protest
7. Directing	Directive
8. Behaving	Behave

(c) Exchange

The diagrammatic representations of structure in Siclair and Coulthard (1975) as quoted by Gill Francis and Susan Hunston (1992; 125) shows that in the

system of analysis, the exchange lies in Rank III after Interaction (in Rank I) and Transaction

(in Rank II). There are two major classes of Exchange: Organizational and Conversational (with their own subclasses)

1. Organizational

(a). *Boundary*

Structure: Fr, realized by framing move.

Function: to mark boundaries in the conversation.

(b). *Structuring, Greet, Summon*

Structure: I R, where I is realized by an opening move and R by an answering move.

(i) *Structuring*

Function: to structure the conversation, prospectively or retrospectively. Acquiesce is realized by silence, hence the parentheses.

(ii) *Greet*

Function: to greet or take leave, observing conventional procedures.

(iii) *Summon*

Function: to engage another participant in conversation, or to gain his/her attention.

2. Conversational

(i) *Elicit*

Structure: I (R/I) R (F[~]), where I is realized by an eliciting move, R by an informing move, and F by an acknowledging move.

Function: to elicit information, decision, or agreement.

(ii) *Inform*

Structure: I (R/I) R (F[~]), where I is realized by an informing move, and R and F by acknowledging moves.

Function: to offer information.

(iii) *Direct*

Structure: I R (F[~]), where I is realized by directing move, R by a behaving or acknowledging move and F by an acknowledging move.
Function: to request immediate or future action..

(iv) Clarify (bound-Elicit)

Function: I² (R/I) (F[~]), where I² is realized by an eliciting move, R by an informing move, and F by an acknowledging move.
Function: to elicit clarification of a preceding utterance.

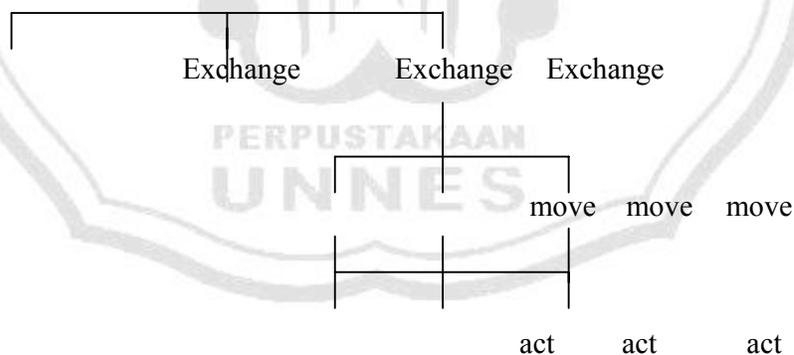
(v) Repeat (bound-Elicit)

Structure: I (R/I) R (F[~]), where I is realized by an eliciting move, R by an informing move, and F by an acknowledging move.
Function: to elicit repetition of a preceding utterance.

(vi) Re-initiation (bound-Elicit)

Structure: I² (R/I) (F[~]), I² is realized by an eliciting move, R by an informing move, and F by an acknowledging move.
Function: to indicate that an informing move is still required: it follows a silence on the part of B (another speaker)

Above all, we can put them into the diagram as follows



3.5 Stages of Analysis

In this study, the analysis was done using a table as proposed by Francis and Hunston in Coulthard (1992)

The table consists of five columns. The first column is for the line of the conversation. In this column each utterance is given number to analyze the act, the move and the exchange. The second column headed 'e.s' (element structure) gives the element of move structure and this move is realized by the preceding act. The third column headed 'e.s' gives the element of exchange structure, which is realized by the preceding move. The next column is for numbering the exchanges whereas the last column is for transaction number.

Example:

<i>Line of dialogue</i>	<i>act</i>	<i>e.s</i>	<i>move</i>	<i>e.s</i>	<i>exch</i>
<i>ex tr</i>					
24. A: How are you anyway Danny		inq	h	eliciting	I
Elicit	10	2			
25 B: All right	I	h	informing	R	
26 A: You are all right	ret	h	eliciting	Ib Clarify	11
27 B: Uh-uh	conc	h	informing	R	
					etc.....

The first thing to do in analyzing the available data is identifying the pieces of the dialogue and putting each of them into the line of dialogue by giving number 1, 2, 3, 4 etc thoroughly till the last piece. Then classifying each of the utterance into the kinds of acts to know the element of move structure. It shows the possible combinations of these exchange structures. And the next step is determining the element of exchange structure from the preceding move. The element structures are associated with classes or units at the rank below, showing which among these may realize each element. The last two steps are numbering

the exchanges. Then drawing lines is done: to indicate an exchange boundary, a single line is given and to indicate that the next exchange is bound-elicited, a broken line is made

Having analyzed all the data in the notion of the exchange structure produced by the students, I came to my colleagues to examine the result of the analyses. Any suggestion and thought from them were then considered to make the analyses more valid due to the qualitative method used in this study



CHAPTER IV

RESEARCH FINDINGS

The data used in this study were spoken data which were transcribed from the discussion done by the sixth semester students at IKIP PGRI Semarang in academic year 2003 / 2004

The data were then analyzed in term of Exchange structure following the framework produced by Francis and Hunston (1992). But before that, this study is conducted to find out what kinds of speech acts the students performed in doing the discussion. This study is then to describe what structures of moves displayed as the combination of acts. Such analysis was done to provide the relevance answer to the main research question talked in the previous chapter, chapter one: what exchange structures do the students produce during the discussion?.

Hopefully, this gives an additional description to the students; descriptions, which are based on the same structural criteria, are directly comparable. It is possible to reveal similarities and difference between different discourses and different genres of discourse once these have been subjected to the same structural analysis. This implies that the distinctive feature of a structural description and the possible combination must be rigorously defined.

The discussion ends by providing the description of pedagogical and theoretical implications to make this study more beneficial to the field of analytical categories as well as theoretical studies that might be useful for linguists.

4.1 Acts

To see the function of the language used by the students during the discussion, the units at the rank below is realized. Therefore, as the unit at the lowest rank of discourse, acts should be presented.

Along with identifying acts of a student- discussion, the analysis was concerned with determining the kinds and the realization of the acts. The analysis of acts is completely shown in the appendix 1.

4.1.1 Classes of Acts

Acts can be classified into different classes. As what Francis and Hunston (1975) proposed, the classes of acts can be traced and the students made use almost all the classes of the acts. The followings are those used by the students to conduct the discussion analyzed in this research:

1. Greeting

One of the classes of 'acts' is 'greeting'. The label-greeting with the symbol **gr** (see the appendix) actually can mean a closed class of items which form the pair part of the adjacency pairs that are used in the tradition of greeting as well as leave taking.

The students in conducting the discussion did the ritual of greeting. More clearly, the ritual of greeting the students used is the followings:

(1) A : Hi Ifana, hi Isti!

To begin entering the conversation A participant attracted the other participants' attention by doing the greeting.

2. Replay-greeting

The label reply-greeting with the symbol **re-gr** (see the appendix) can also mean a closed of items which form the second-pair parts of the adjacency pairs used in the ritual of greeting. each shows their attention like in

(2) B : Hi

(3) C : Hi

It is a response of attention by answering the greeting proposed by participant A and it is done doubly by the two other participants B and C.

3. Marker

Labeled as **m**, marker realizes the signal element of all moves and marks the onset of a move.

This can be seen in....

(17) A : Mm -

Participant A seems to go further to the preceding utterance he has proposed. He therefore marks before he can give another information to the other two participants.

4. Inquire

Inquire labeled as **inq** is realized by questions to seek information. It can be in the form of Wh-question or the ellipted forms of these. This can be seen as follows :

(4) A : where have you been?

The utterance above can be classified as the opening to have information. It realizes eliciting at I.

(59) A : what do you think about the apply – application

(60) Of the curriculum?

After giving information, A in the utterance above offered other spaker to give their opinion by asking question to have a further information from them. It also realizes eliciting at I.

(123) B : I'll just - I'll try - I'll give you a question about

(124) difficulties - about the school that face the difficulties.

(125) Do you think how in your opinion how to solve the problem?

The questions are the Wh-questions and participant A does the most if it is compared with the other two participants whereas participant C does the least.

In 123 –126 though it seems that participant B does a yes-no question but the real contain of the question is seeking information from Wh-question. It is therefore can be classified into Wh-question. Therefore mostly 'inq' realizes eliciting move at I. It sometimes stands by its own or even is followed with responses

5. Observation (obs)

It is realized by statement. It has a function to offer information which is already part of the shared knowledge of the participants in the discussion in other words we can say that it has a predominantly emphatic function as in

(5) C : I've been in my dormitory

(6) B : I've been in my village

The C and B's utterance above is the information, as the shared knowledge offered after A gave his 'inquire' to seek information.

(169) B : For the seminar is too - , what is it?

(170) It's too expensive I agree with you, both of you

(171) I mean the key of the problem is the teacher itself.

(172) The teacher should gave self motivate. He or she has to

(173) make good students so the key of the solution

(174) is - comes from the teacher himself

In utterances (169-174) above, B participant wanted to come into the discussion, the shared knowledge, about the problem and how to motivate the students. It is not really an agreement though she said that.

6. Endorse (end)

It is realized by statement or moodless item and functions to offer positive endorsement of sympathy in the preceding utterance as in

(41) C : Curriculum make the education system come to

(42) increase, you know? a - quality

By acknowledging what participant A had offered and the question given, participant C above offered positive endorsement to that. Before that, participant A acknowledged as the expression of 'receive' by saying 'yes'. it realizes acknowledging move at R

7. Informative (i)

It is realized by statement and its function is to supply information or to give a decision between 'yes' and 'no' This can be seen in.....

(8) A : You know that I read many kinds of books during our last vacation and one of them is about curriculum

(18) A : In Indonesia there are many kinds of curriculums always change from time to time

(31) A : You know that in - in - the world Indonesia has low level of education quality. We're still under Malaysia, Philippine, and Thailand with just little above Vietnam and Cambodia It's very poor. It's very ironic I think Right now, there are many curriculums

In offering the information, participants in the dialogue often began by having the expression 'you know', 'as far as I know', 'in my opinion'. This often realizes the head of an informing move. This appears at I, or when it realizes at R, informative act is preceded by 'inq' or 'n pr' at I.

8. Neutral Proposal (n-pr)

It is realized by questions which seek a 'yes' or 'no' answer. It also functions to elicit a decision between yes or no. This can be found in :

(10) A : Do you think that curriculum is very important for our

(11) education especially in English?

(20) A : and do you think that curriculum need to be changed

(21) after such a long time?

In trying to get information, the participants tend to ask a yes- no question to find a yes – no answer, the participants in the dialogue began it with ‘ Do you think that...’, or ‘ Do you know...’. Neutral Proposal (n-pr) always realizes the head of an eliciting move at I

9. Receive (rec)

It is realized by mid key ‘yes’ and ‘no’ items and their variant, both verbal and non verbal; or mid key repetition. Receive is to acknowledge preceding utterance and to indicate that the appropriate information is forthcoming as in...

(12) C : Yes I think

(25) B : Of course

(40) C : Yes

(54) A : I - I also have read about it

Mostly, ‘Receive’ is realized with ‘yes, I think’ in the discussion and their variant can be expressed ‘of course, yes’ or repeating some of the utterances another speaker said previously like ‘I also have read it’ adding assurance.

10. Reformulate (ref)

It is realized by statement that paraphrases preceding utterances. It has a function to acknowledge preceding utterances or offer a revised version of it. This can be found in

(15) B : Curriculum is important because from the

(16) curriculum teachers know how to teach

(208) A : OK after I'm observing. I'm hearing all your opinion

(209) I mean your all opinion I can say that you all must be

(210) Great teacher some day

(211) After I have your plan to teach your own students but

(212) I also have my own plan when I am in the classroom

(213) Someday that I'll let all my students improve their

(214) Skill in their own version

(215) I will not treat them as if they are my students but

(216) I will treat them as if they are my friends

(217) I will be good friend for them

(218) And I can conclude that based on our conversation

(219) Based on our opinion

'Ref' realizes the head of acknowledging at R (15-16) and (208-219) utterances. Speaker A offered acknowledging statement in other version which has been revised from the previous statement uttered before by another speaker.

11. Comment (com)

Comment is realized by statement. It has a function to exemplify expand, explain, justify, provide additional information or evaluate one's own utterance. This can be found in

(23) C : Of course according to the situation and condition

(24) night now the curriculum should be changed in our life

After expressing the 'receive act' participant C gave a further comment by justifying participant A's utterances before. It realizes informing move at F.

(89) B : I think the curriculum, the theory of the curriculum is

(90) good enough but how the application we should see it

(91) later because how we are still in process

(92) How could Competence Based Curriculum be?

(93) So we find it different to – the curriculum

(94) The students can improve their skills in four language skills

In these utterances, participant B, before expressing her comment, she gave her conformation as he provided additional information about the subject matter discussed. It realizes informing move at R.

12. Concur (conc)

It is realized by a 'yes' and 'no' item and their variants; both verbal and non-verbal, repetition or paraphrases and is to give agreement. This can be seen in...

(27) B : You know that they have the lower ability indication

(28) so we should change our curriculum to show the

(29) world that even though we are poor country in

(30) education, we should try to make higher than the other

(31) country

it is the expression or utterances to give an agreement. But it is clearly stated as it shows its low 'yes or no' items

13. Confirm (conf)

It is realized by a 'yes' and 'no' items and their variants, both verbal and non-verbal; or by repetition or paraphrase. It has a function to give or assert agreement. This can be found in.....

(88) B : Well, I agree with you, Gus

(175) B : OK I agree with you so I don't give my opinion

It is different from 'concur'. 'confirm' tends to give an agreement which clearly stated as the high 'yes or no' items

14. Return (ret)

It is realized by question and is often elliptic.. The function is to seek clarification of a preceding utterance. This can be seen in....

(46) A : You mean the new curriculum called Competence

(47) Based Curriculum.?

Though what is conveyed by participant A seems a statement, it is a question.

15. Framing (fr)

It is realized by a closed class items. The expression like ‘OK’, ‘all right’, ‘anyway’ and their variant, precedes an exchange – initial move head whereas the expressions like ‘well’, ‘now’, ‘good’ and their variants precedes an exchange –initial move head and is said with high key falling intonation followed by silent stress. The function is to mark boundaries in the conversation, where such an interpretation is consistent with consideration. This can be seen in.....

(108) C : hm - hm -

(122) B : OK, Gus

(233) C : Oh yes!

16. Prompt (p)

It is realized by a closed class item ‘yeah’ (with rising intonation), ‘come on’, ‘go on give me an answer’, ‘guess’ and their variants. The function is to reinforce the point of preceding utterance but this cannot be identified in this dialogue done by the students

17. Terminate (ter)

It is realized by low key ‘yes’ and ‘no’ items and their variants, both verbal and non-verbal or by low key repetition and its function is to acknowledge a preceding utterance and to terminate an exchange. Although there is

possibility that it is followed by further acknowledging moves. This can be identified in.....

- (226) A : OK I hope we will be good teacher someday and
 (227) we will apply this curriculum
 (228) Well, in our curriculum someday
 (229) so I think enough for this discussion
 (230) Thanks for your opinion
 (231) because it will be very useful for me to get the
 (232) Information about this curriculum from you all

In the case above, participant A wanted to terminate the exchange where he stressed it by saying ‘ so I think enough for this discussion’. It realizes acknowledging move at F.

- (242) A : OK thank you anyway for your congratulating me
 (243) I’m really in my birthday now

Whereas in the expression above, participant A acknowledged what other participants had said about his birthday. It is different from the first example as it realizes acknowledging move at R.

18. Directive (d)

It is realized by command and the function is to request a non-verbal response i.e. an action as in.....

- (244) A : So let’s go. I’ll treat you

In inviting other participants, participant A asked them to go as he wanted to treat them by saying ‘ let’s go. I’ll treat you!’. It realizes directing move at I.

19. Behave (be)

It is realized by action and its function is to provide a non-verbal response to a preceding direction whether this involves compliance, non-compliance or defiance

(246) C : Ø

The finding above shows that in giving response to the invitation from the previous utterance, participant C provided a non-verbal response. She just did an action, following what other participants did.

20. Acquiesce (acq)

It is realized by 'yes' and other items indicating assent; both verbal and non-verbal. It may also be realized by silence, interpreted as a default mechanism where by failure to protest (rej) is an indication of acquiescence.

The function is to provide a warrant for suggestion as prospective (ms) or retrospective (con) structuring made by the other participants in a dialogue or two party conversation

This can be seen as in

9(9) A : Ø

(100) B : Ø

The table below shows the list if acts that are used by the participants if the discussion

Table 4.1 Kinds of acts used in the discussion

Acts	Participants			Total
	A	B	C	
1. Frames	-	1	2	3
2. Marker	1	-	-	1
3. Starter	-	-	-	-
4. Metastatement	-	-	-	-
5. Conclusion	-	-	-	-
6. Acquiesce	1	2	-	3
7. Greeting	1	-	-	1
8. Reply greeting	-	1	1	2
9. Summon	-	-	-	-
10. Reply summon	-	-	-	-
11. Inquire	5	3	3	11
12. Neutral proposal	5	1	2	8
13. Marked proposal	-	-	-	-
14. Return	1	-	-	1
15. Loop	-	-	-	-
16. Prompt	-	-	-	-
17. Observation	2	3	3	8
18. Informative	6	5	3	14
19. Concur	1	1	-	2
20. Confirm	-	2	-	2
21. Quality	-	-	-	-
22. Reject	-	-	-	-
23. Terminate	2	-	-	2
24. Receive	1	3	5	9
25. React	-	-	-	-
26. Reformulate	1	-	1	2
27. Endorse	1	-	1	2
28. Protect	-	-	-	-

29. Directive	1	-	-	1
30. Behave	-	-	1	1
31. Comment	-	1	1	2
32. Engage	-	-	-	-

In the table, participant A was identified to use informative act mostly. It means that he gave a lot of statements, as he wanted to supply information or to give a decision between 'yes' or 'no'. Besides that he used many inquire and neutral proposal acts as he asked a lot of questions to seek a 'yes' or 'no' answers. He also asked questions to seek information by using Wh-questions.

Participant B was identified to use informative acts more than the other acts. She actively gave statements to supply information. She used inquire, observation and receive acts equally frequent. This means that she asked questions a lot to seek a 'yes' or 'no' answers. She also offered information as parts of the shared knowledge of the participants in the discussion and was also active in acknowledging the other participants' utterances.

Whereas participant C was identified to use receive acts a lot. She actively acknowledged the other participants' utterances. She also used inquire, observation and informative equally frequent. She therefore was active in seeking information as well as offering information.

In short, the students were identified, in doing the discussion, they often took turn asking, answering and giving information, the acts like inquire, neutral proposal, observation, informative and receive mostly appeared during the discussion.

The students used less marker and framer. And never did they use starter and metastatement. In the level of move, those kinds of acts do not vary the formation of the element structure. The formation can be (s) (pre-h) h (post-h) in which s means signal which is realized by marker, pre-h means pre-head which is realized mostly by starter and post-h means post-head which is mostly realized by comment. The formation also means that the signal, pre-head and post-head are optional and the head is obligatory. With all the acts used in the discussion it can be concluded that the acts tend to straightly form the head structure.

4.2 Structure and Classes of Moves

As it is said by Francis and Hunston (1992) that each act combines to form moves and in this study, move began with the opening class (1) from participant A and was followed by the answering class (2,3) from the other two participants; B and C. Participant A then initiated the eliciting class (4) and again the other two participants expressed the informing class (5,6). After that participant A stated his acknowledging class (7) and he added to give informing class (8,9) to the B and C participants to attract their attention. Then participant A uttered his eliciting class (10,11) and participant C said her acknowledging (12) and offered her eliciting (13) to B. Then B responded the C's eliciting by giving her acknowledging (14-16).

This time the flow of the discussion went on when A said his informing class move (17-19) and offered his eliciting (20,21). C expressed her acknowledging (22) and informing (23,24) too and B did the same thing. She

agreed with participant A's eliciting class of move by expressing her acknowledging (25) and her informing class of move (26-30).

Participant A brought the B and C into another discussion; the cause of the changing of the curriculum by expressing his informing class of move (31-36). Participant C then received the A' eliciting (37-39) by expressing acknowledging (40) and endorsed (41,42) it. Both are classified into acknowledging which shows the obligatory head structure

Participant B then informed (43-51) that they did not need to blame the curriculum but the creator which is classified into informing class move with head structure and participant A clarified. It is included in eliciting class of move (52,53) with head structure. It talked about 'Competence Based Curriculum'

Still participant A offered information (55-58) of how school could apply the new curriculum. As he did not know, he asked a question. It is put in the eliciting class of move (59) with head structure. And participant C said that she did not know either. It is in the informing class of move (61) with head structure. Participant C also asked a question which is in the eliciting class of move (62,63) with head structure. Participant B responded by explaining what she had known. She, therefore, informed which can be put into the informing class move (64-72). In the end of participant B's explanation, participant C asked a question. It seems she wanted to go into the further discussion to talk about the detail of the curriculum. This can be put into the eliciting class of move (73). It is the head structure.

Participant A concurred by saying 'yeah' see the appendix (74). This is supposed to be informing class of move with post-head structure. He then stated

his opinion explaining the detail of the new curriculum. In this point, he expressed the informing class of move (75-87) with head structure.

Participant B agreed with what participant A explained. It refers to the informing class of move (88-94) with head structure

Participant C then wanted to talk another topic; a text and participant A and B just kept silent but this can be classified into the answering class of move (99,100) with head structure. The C shifted her talking. She referred to the students by informing the possible immersing problem the students had to face. This is supposed to be the informing class of move (101-107) with head structure. She expressed her framing (108) before asking a question to have the other participants' responses. It means that participant C expressed the eliciting class of move (109,110) with head structure.

Participant B responded by explaining further about the pervious talking. It is classified into the informing class of move (111-121) with the head structure.

To come to another topic of how to solve the problem, participant B framed (122) by saying 'OK, Gus!' and asked a question. This implies that she expressed the eliciting class of move (123-126) so both classes are with the head structure. She continued giving a little bit information. Then she came to the previous question. The classes of move used are informing (127,128) and eliciting (129).

Participant A gave a response to the question given by participant B and it seems he talked a lot about it. The class of move he used is informing (130-150). A then selected C and asked her a question. This means that he expressed his eliciting class of move (151,152). And of course, this time C gave response by

expressing her acknowledging (153) but she then gave her informing class of move (154-165) by talking further information.

After that she selected participant B by asking her a question. This realizes the eliciting class of move (166-168) with head structure. And B expressed her informing class of move (169-175) to supply an answer appropriately to a preceding eliciting move. She then asked a question by expressing her eliciting class of move (175,177).

Participant A gave a response by expressing his informing class of move (178-182) with head structure. This time he likely held a turn to elicit by expressing eliciting class of move (183,184) and C responded it by giving information as she expressed her informing class of move (185-195) with head structure. C then selected B to offer her eliciting class of move (196) with head structure. As she was elected, B gave a respond by expressing her informing class of move (197-207) with head structure. And A, after listening to the other participants, acknowledged their information. It realizes the acknowledging class of move (208-219) with head structure. But before he ended his explanation he asked for an agreement and this includes the eliciting class of move (220-222) with head structure and participant C agreed with what participant A had explained. This shows that she gave her acknowledging move class (223) with head structure and B did the same thing (224,225) and participant A ended the topic of the discussion by providing positive follow-up. This expression is characterized the acknowledging class of move (226-232) with post head structure.

Participant C started to have another topic of the discussion by expressing her framing (233). This marks boundary the discussion. She then expressed her eliciting class of move (234) when she asked a question. This question was not clearly stated to A, but it was for him as C gave her face to A. the respond was given by A as an informing class of move (235) with head structure but then he reminded the other participants about his promise. He expressed his eliciting move (236). B gave an answer as it is in the informing move (237). After that B asked him and confirmed that it was his birthday. It refers to the eliciting class of move (238,239). C reformulated what B had said. It is in acknowledging class of move (240,241) with head structure. And A terminated as he gave positive follow-up. It is an acknowledging class of move (242,243) with head structure. Then A participant invited the other participants to go as he wanted to treat them, this utterance can be classified into directing move (244) with head structure. B agreed by saying 'OK'. This means that she used the acknowledging class of move (245) but participant C just followed without saying anything. This can be classified into behaving class of move with head structure.

Above all it can be concluded that the element structure of move are dominated by head structures. Unlike the classroom discourse said by Sinclair and Coulthard (1975) that framing moves occur more because it is carefully structured. This means that the dialogue done by the students is little bit formal.

The dialogue is also dominated by the structure of eliciting, informing and acknowledging moves

Table 4.2. Element Structure of moves

No	Move	Element Structure	Total
1	Framing	head	3
2	Opening	head	2
3	Answering	head	4
4	Eliciting	head	27
5	Informing	head	24
		post	1
6	Acknowledging	pre-head	1
		head	15
		post	1
7	Directing	head	1
8	Behaving	head	1

The table above shows that the participants of the discussion structure eliciting, informing, and acknowledging moves with head structure more than other moves. This implies that the participants took turn eliciting, giving information and acknowledging more often and only one move with pre-head and one with post-head structure. This can be identified that the kind of the discussion is supposed to be different from the so-called casual conversation because the discussion contains less meta interactive acts

4.3 Exchange Structure

Based on the diagrammatic representations of structure set out in Sinclair and Coulhard (1975), the rank scale of exchange lies on the third rank. The exchange is differentiated into two major classes. They are organizational and conversational. For the organizational exchange there are two subclasses which are differentiated structurally and functionally.

The first subclass is called Boundary exchange. It is realized by a **framing** move and it is supposed to have the only element of structure, **Fr** and the function is to mark boundaries in the conversation. The second subclass is distinguished into three exchanges. They are *structuring*, *greet and summon*. They also have two obligatory elements of structure, **I** and **R** and each has its own function. To structure the conversation is the function of *structuring*. To greet or to take leave, observing conversational procedures is the function of *Greet* whereas to engage another participant in conversation or to gain attention from him or her is the function of *summon*. The class of conversational exchange is made up of four following units : elicit, inform, direct and the three bound – elicit exchanges; clarify, repeat and re-initiation. As the name given, bound-elicited exchange is bound to preceding exchanges and they all have eliciting moves at **I**.

Referring the dialogue produced by the students in this research, it can be concluded that the three participants took the almost equal role in having the dialogue.

Table 4.3 Shared exchange among the three participants

Participant	I	R	F	Total
A	13	7	2	22
B	5	14	1	20
C	9	12	2	23

The table above implies that though it seems the three participants equally participated in the dialogue, participant A initiated the dialogue the most. Participant A initiated 13 exchanges of his 22 total exchanges. On the other hand, participant B did the least. She just initiated 5 exchanges of her 22 total exchanges but participant B gave responses the most. She gave responses 14 exchanges. Whereas participant C not only initiated but also responded actively. She initiated 9 exchanges and responded 12 exchanges.

Table 4.4 Possible Exchange Structure

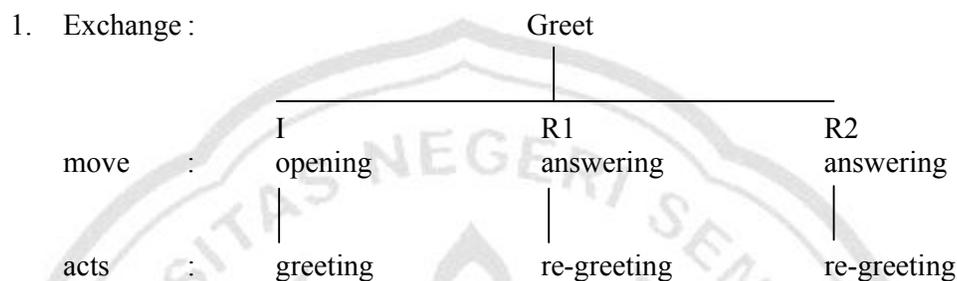
Exchange	Element Structure	Exchange Number	Total
Great	I R1 R2	1	1
Elicit	I R	4,11,12,13,18,19,20,21,22,23,26,27	12
	I R1 R2	16,24,28	3
	I R1 R2 F	2,25	2
	I R1F1 R2F2	6	1
	I R F	8	1
Inform	I	3,5,7,9,10,15,17	7
	I R	14	1

Clarify	Ib R	4b,9b	2
Direct	I R1 R2	29	1

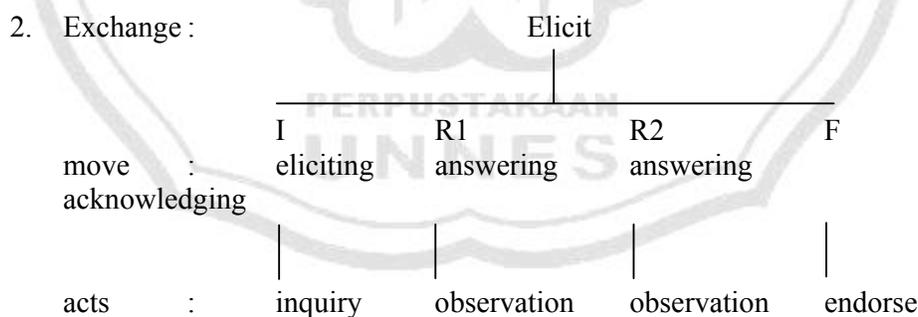
And the possible exchange structure can be seen above. I R1 R2 in Greet exchange means that after the initiation from participant A and the responds were given from two different participants. I R in Elicit exchange means that the initiation may be delivered by any participant and the response was also given from one of the two participants. This kind of exchange appears twelve times in the Elicit exchange and once in the Inform exchange in the discussion done by the learners and it is supposed to be the most exchange structure produced. I R1 R2 in Elicit exchange means that the initiation was from one of the participants and the response was given from the two different participants. This formation of the exchange structure also happened in Direct exchange. I R1 R2 F means that the initiation was produced and it was followed by two different responses before it was stopped by follow-up structure. Whereas I R1F1 R2F2 means that after the initiation was uttered, the responses were directly accompanied by follow-up given by the two different participants. It happened in exchange number 6 (see the appendix). And I R F in exchange number 8 means that the initiation produced was responded by one of the participants and directly given the follow-up structure by the same participant. In the Inform exchange there are some Inform exchanges that stand by themselves and no responses were given. In this case the participant just gave the information and when he/she needed an exchange from the other two participants he/she elicited so that the response was given. In Clarify exchange we find Ib R formation. This means that the initiation was

uttered to clarify the previous initiation in previous exchange. The table above shows that the exchange is potentially longer and has more formation compared with the three moves originally envisaged, I R F

The exchange structure can also be seen in the form of diagram.



The diagram of the exchange (1) above shows that the discussion began with the opening move from participant A and was followed by answering move from the other two different participants; B and C. The opening realized I (Initiation) and the answering moves realized R (Response) and as the R came from different participants, the R is differently labeled R1 and R2.

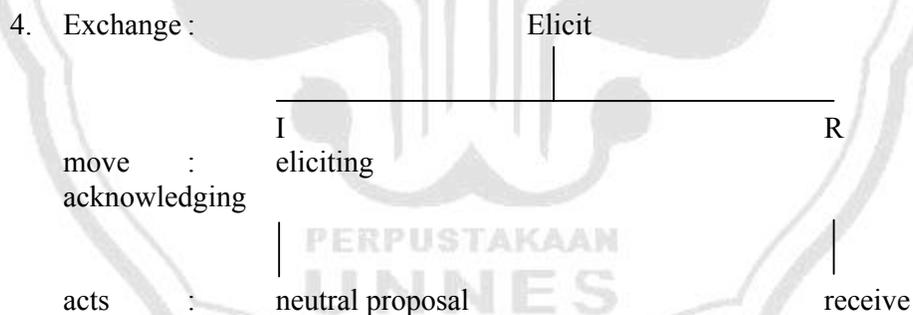


The diagram (2) above shows that eliciting move realizes I. Here, participant A initiated by eliciting and the other two participants gave information successively and their utterances are classified into informing moves and the moves realized R and again as they came from two different participants, they are

labeled R1 and R2. Then participant A stated the acknowledging move. It realized F (Follow up).

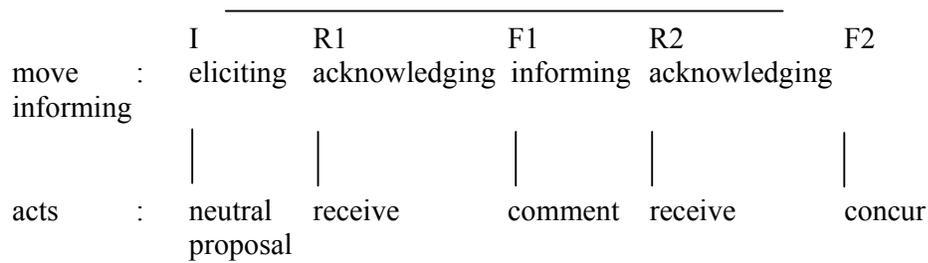


The diagram of the exchange shows that the informing move stands by itself for after this utterance was conveyed, the participant (it may come from participant A, B or C) expressed eliciting move. This happened several times as in the exchange number 3,5,7,9,10,15 and 17 (see the appendix 1). Only the exchange number 5 is varied with marker.

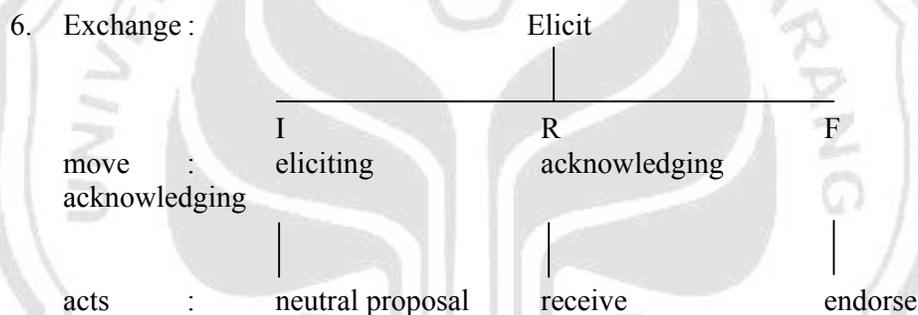


Exchange number 4 shows that participant A performed the eliciting move realizing I. It was responded by acknowledging move (R) from participant C but then participant C continued the exchange by having eliciting move which referred to the previous eliciting move. Then participant B gave a response (R) by acknowledging.

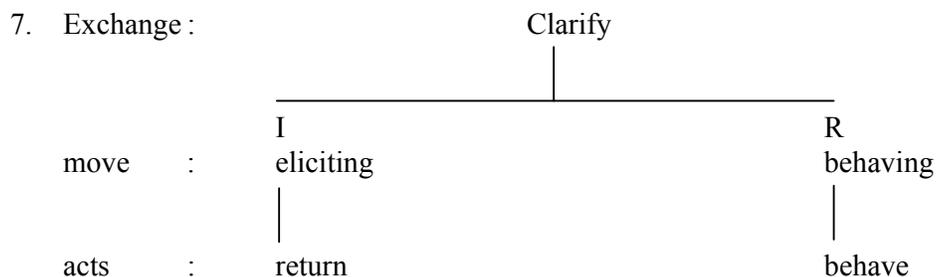




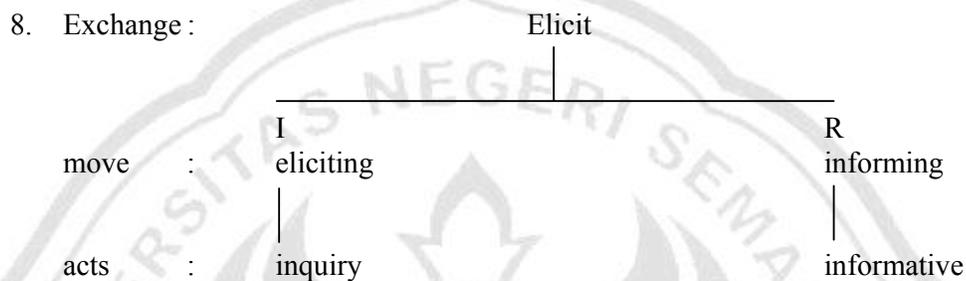
The diagram of the Exchange (6) is an elicit exchange. Participant A performed an eliciting move realizing I. Then it was followed by acknowledging move which realized R and by informing move which realized F successively from two different participants B and C.



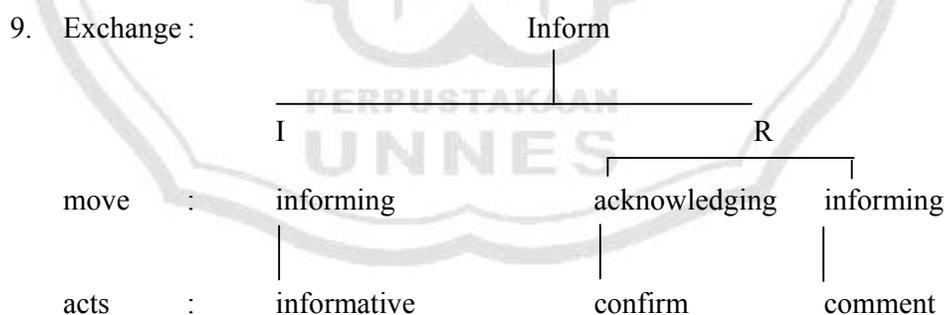
The diagram above happens in the exchange number 8. It is also an elicit exchange but it is different from the previous one. The eliciting move that realized I from participant A was answered by acknowledging moves which realized R.



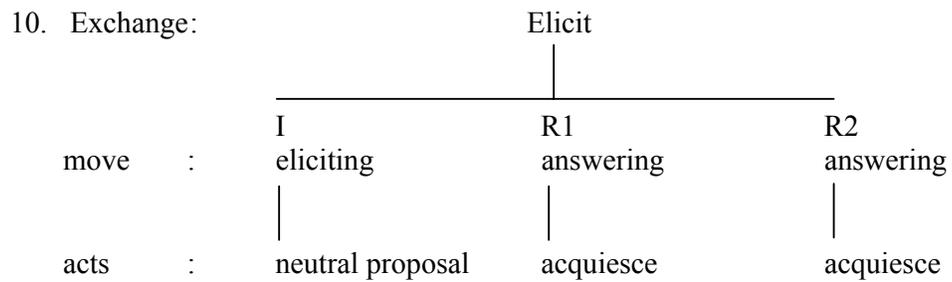
The diagram above (9b) shows that eliciting move which realized I from participant A clarified the previous informing move uttered by participant B and was responded by behaving moves. In this case, the participants just nodded in giving the response.



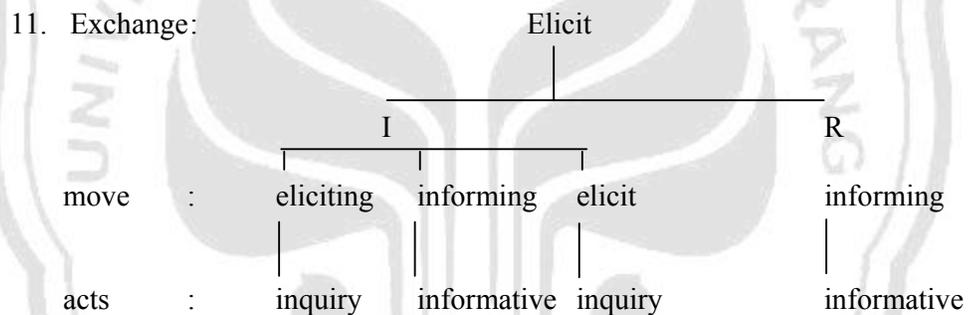
The diagram above, the exchange number 11, shows that eliciting move was followed by informing move. This exchange therefore realized I R and this often happened during the discussion. It happened in the exchange number 11, 12, 13, 20, 23, 26, 27 but they are built differently in the level of acts.



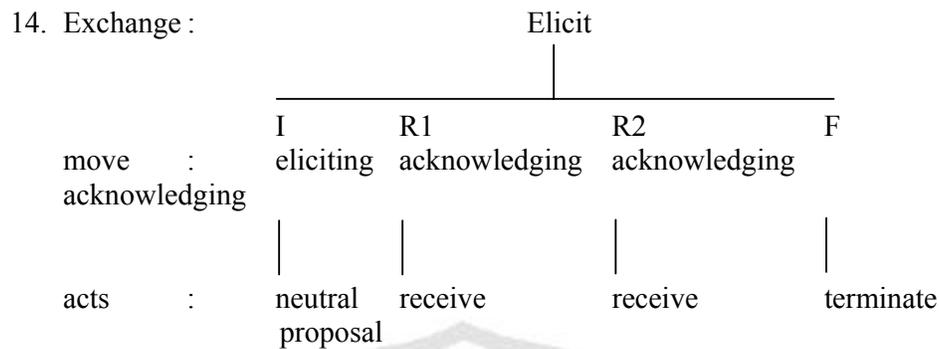
The diagram above, Exchange number 14, shows that though it performed I R formation but it is different from the formation of the exchange number 11. The I was informing move and it was followed by acknowledging move and also informing move from the same participant.



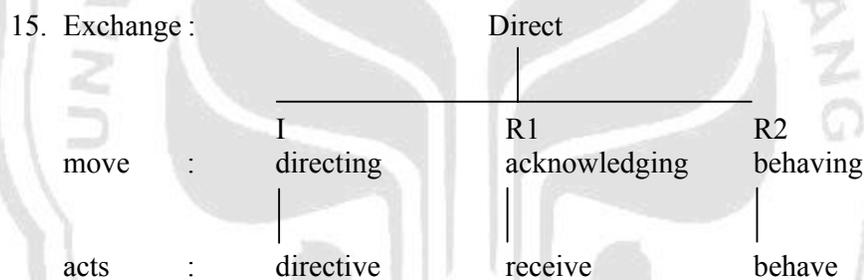
The diagram above is the exchange number 16. It shows that the eliciting move which realized I from participant C was followed by answering moves which realized R from the other two different participants A and B. But the form of the answer was by being silent. They just nodded.



The diagram above is the exchange number 19. It shows that participant B performed eliciting move but then she added information. It is identified as informing move but then she returned to the previous eliciting move. Those all realized I. It was then followed by informing moves from different participants which realized R



It is the diagram of Exchange number 25. It shows that the eliciting move from participant A which realized I was followed by acknowledging move from the other two participants, B and C. But then participant A terminated the talking by performing acknowledging move. It realized F.



The last diagram shows that directing move from participant A realized I. It was followed by acknowledging move from participant B and behaving move from participant C.

Then it is found that though some same exchanges may have the same structure, they are made up of different moves and also are made up of different acts.

Exchange number 4 and 1 are the same elicit exchanges with I R structure but it is made up of, in exchange number 4, eliciting-acknowledging

moves with neutral proposal-receive acts whereas in exchange number 11, it is made up of eliciting-informing moves with inquiry-informative acts.

It is also different from exchange number 12. Though it is the same elicit exchange with I R structure and it is made up of eliciting-informing moves. Like the elicit exchange in the exchange number 11, it is made up of different acts; neutral proposal – informative.

The more complex formation or structure is also found in the exchange number 19. It is an elicit exchange with I R structure but it is made up of eliciting-informing-eliciting and informing moves with inquiry – informative-inquiry and informative acts.

And in exchange number 20. It is also an elicit exchange with I R structure. It is made up of eliciting and acknowledging – informing moves with inquiry and receive – informative acts.

Whereas in the exchange number 21. It is the same elicit exchange with I R structure but it is made up of eliciting and informing – informing moves with neutral proposal and observation – confirm acts.

Among the elicit exchange, as the domination formation of the exchanges, the exchange number 6 is supposed to be the most complex formation. It has the exchange structure I R1F1 R2F2. It is made up of eliciting ---acknowledging-informing---acknowledging-informing with neutral proposal, receive, comment, receive concur acts used.

In the exchange number 16, 24 and 28, they are identified Elicit exchanges with I R1 R2 structure. The initiation begins with eliciting move but the responses are different. They are successively formulated; answering--answering moves

with acquiesce--acquiesce acts, Informing—acknowledging moves with observation—reformulate acts and acknowledging—acknowledging moves with reformulate – terminate acts.

4.4 Pedagogical Implications

This study has described objectively the exchange structure of a dialogue to have the possible other sight. As the scope of conversation is so enormous that the content of conversation should be clearly defined by students as the one in which they need skill in a certain register. It is essential to maintain and to establish relationships. Therefore, needs to be dealt with in class EFL learners tend to pick up specific work related to language at specific situation; what they find much more difficult is the acquisition of general communication strategy.

It may be argued if language teachers then just provide learners with reasonable pronunciation, an adequate selection of structures and vocabularies and make sure that they can fit the language to particular functions, then leave them to put this knowledge into practice.

The implicit assumption is that they can automatically transfer the linguistic knowledge into effective communicative performance but this assumption is partly true because this knowledge of structures and function is not enough that students so often complain that they cannot communicate effectively outside the classroom.

But if conversation is not a sequence of well-formed sentences what then does characterize it? Has it got a structure be systematically described? It is in the belief that it can be and that the descriptions provide valuable insight to the

language teacher that this research was undertaken and the result can be shared to the students.

4.5 Theoretical Implication

This study was motivated by a simple question; what exchange structures do the students produce during the discussion?. This calls for an analysis of the exchange structure which performs the structure initiate-response-follow up formation as the characteristic of certain conversation.

The model of analysis follows what Francis and Hunston (1992) have done and it is used as the frame work of this analysis, to determine the exchange structure produced by the students during the discussions. This study is particularly conducted to find out how the general characteristic that shows the units at the lowest rank of the discourse level of language. This study also describes the move structure that is formed as the combination of acts. Those will be the analytical categories and a clear understanding of the realities of English conversation for the students to apply with confidence towards an improved ELT pedagogy.

Finally, I should also note that this study, which has focused on the exchange structure of learners' small discussion, has been absolutely narrow. It has only talked about a set of dialogue. Consequently, I have no guarantee that the exchange structure in different genre as well as in a wider area proceeds similar evidences. Therefore, there is an obvious need for more studies to investigate the extended variables, which will find the exchange structure in many different genres.

CHAPTER V

CONCLUSION AND SUGGESTION

This study have three questions to be answered (1) what kinds of speech acts do the students perform in doing the discussion? (2) what structures of moves are displayed in the students' discussion? and (3) what exchange structure do the learners produce during the discussion? The first two questions provide comprehensive evidence

Referring to the discussion and interpretation which are presented in the previous chapter, several conclusions can be drawn as follows

5.1 Conclusion

Based on the discussion in the previous chapters especially in Chapter IV, it can be concluded as follows:

5.1.1 Kinds of speech acts students performed in doing the discussion

Because the students often took turn asking, answering and giving information, the acts like inquire, neutral proposal, observation, informative and receive mostly appeared during the discussion. On the other hand, they used few markers and framer acts and never did they use starter and metastatement acts.. The acts used, therefore, are the acts that do not vary the formation of the element structure in the level of move.

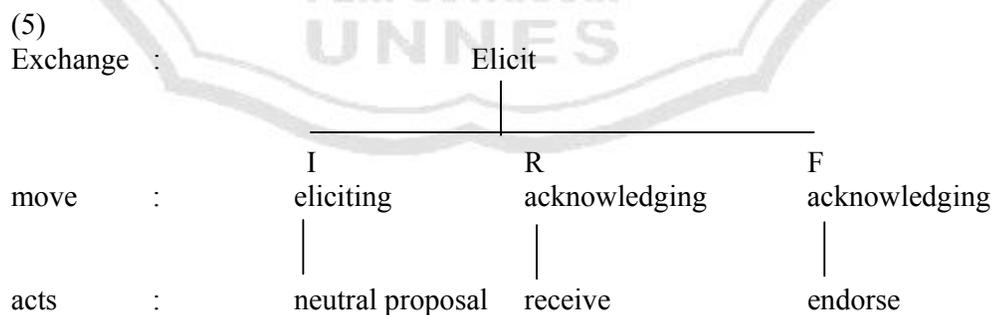
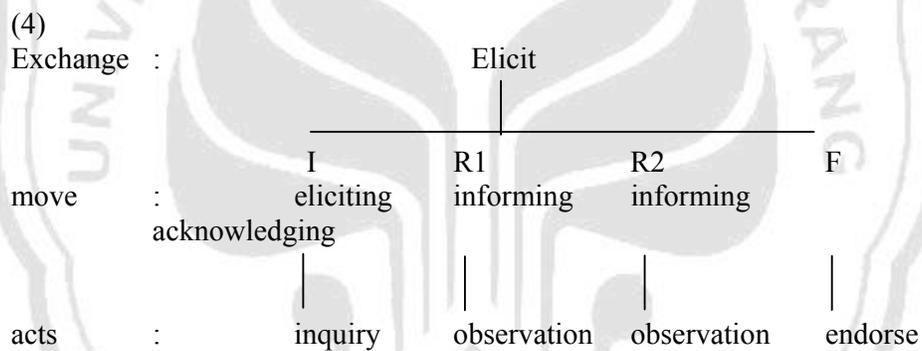
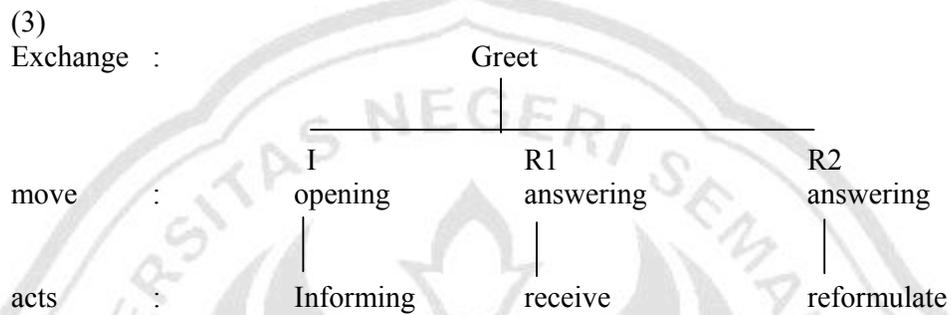
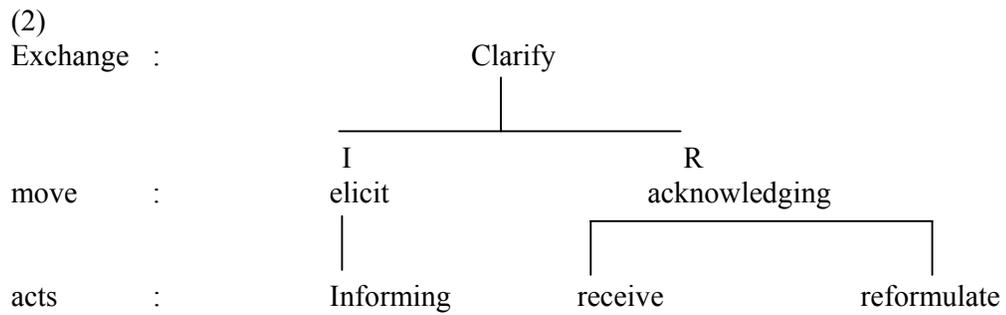
5.1.2 Structures of move displayed in the students' discussion

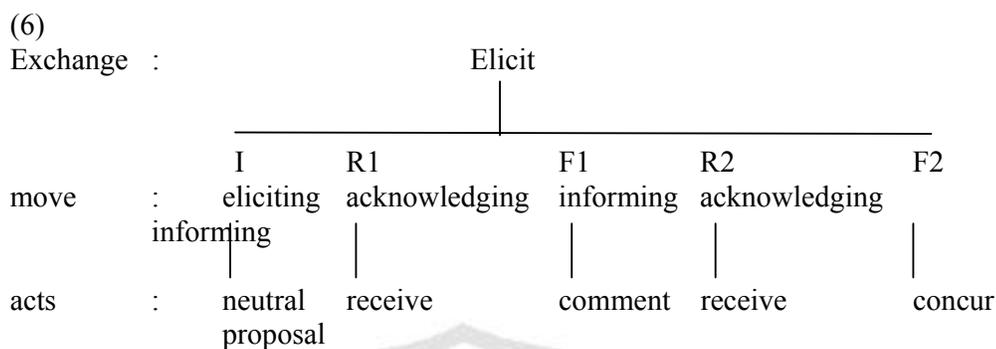
The students rarely used acts like markers and framers and never did they use starter and metastament acts. In this case it can be concluded that as the students structured eliciting, informing and acknowledging moves more, the students seldom vary the complete element structure; (start) (pre head) head (post head). They tend to form the obligatory head structure. It means that in giving responses the students often did that directly. It is different from the so-called casual conversation as it contains less meta interactive acts.

5.1.3 Exchange structures the students produce during the discussion

The students are identified to do the discussion well as they did actively and equally the same in participating in the discussion though student A was supposed to initiate the most of the other two students. Whereas student B was identified to inform the most. It means that she responded the most. And student C initiated and responded actively and she almost equally did those. The follow-up exchange was rarely performed by the three students. And they structured many possible exchange structures. Those are I, I R, Ib R, I R1R2, I R F, and I R1F1 R2F2. See the diagram below.







This means that the formation is so vary though basically it has the IR(F) formation and though the exchanges are the same and they also have the same structure, they can be made up of different kinds of moves and different kinds of acts.

Because the discussion involved three participants there are possible term like R1, R2, F1, F2 showing that Participant 1 – Response, Participant 2 – Response, Participant 1 – Follow up and Participant 2 – Follow up.

This specification is supposed to be the characteristic of the exchange structure of a discussion. It is different from what Willis (1985) said about the exchange structure occurring in the classroom that after the initial Boundary Exchange (1), there is a Teacher – Elicit Exchange (2) with typical three part move structure of Teacher Initiation, Student Response, Teacher follow-up. A further Boundary move (3) is followed by a Teacher Directive Exchange (4), an initiation followed by a non-verbal Responding move as the students find the words by pictures.

5.2 Suggestion

Lemke (<http://wwwpersonal.unich.edu/~jaylemke/papers/handbook.html>) said that every discourse is unique and that spoken language is never analyzed directly not even often analyzed from audio and video recording but from written transcriptions. Therefore other researches with more variables in different register should be investigated so that the students can find out what strategies they use in a certain specific circumstances and also to demonstrate some of the essential features of casual conversation.

For it is a belief that the actual ability to communicate depends on much more than a knowledge of grammatical and the so-called 'functional' features of English. The misunderstandings and breakdowns in communication that often occur between participants are often not only to do with the lack of grammatical knowledge but also arise because of a lack of cultural and contextual knowledge concerning the procedures and strategies used in conversation and the conventions underlying language use.

Therefore this study can be used as a source to conduct a further study to explore possible aspects which influence the students in having the acquisition of general communication strategy

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CONVERSATION TRANSCRIPT

Appendix 1

Speaker A

Speaker B

Speaker C

	Line of dialogue	act	e.s	move	e.s	exch	ex
A	: Hi Ifana, hi Isti!						
	h opening	I	Greet	1			gr
B	: Hi	re-gr					h answerin
C	: Hi	re-gr					
	h answering						
R							
A	: Where have you been?						
	inq h						
	eliciting I						
	Elicit 2						
C	: I've been in my dormitory						
	obs h						
	informing						
R							
B	: I've been in my village						
	obs h						
	informing						
R							
A	: Oh	end					
	h acknowl						
F							
	You know that I read many kinds of books during our last vacation and one of them is about curriculum m.....						i h ir
	Do you think that curriculum is very important for our						
	n-pr						
	h						
	eliciting						
	I						
	Elicit						
	4						
	education especially in English?						

C : Yes. I think
 rec h
 acknowl R

and how about you, Is?

n-pr h
 eliciting Ib
 Clarify 4b

B : Yes. I think
 rec

curriculum is important because from the
 ref
 curriculum teachers know how to teach

h acknowl

h acknowl

A : Mm m
 s
 informing
 I
 Inform
 5

.In Indonesia there are many kinds of curriculums
 i
 h
 always change from time to time

And do you think that curriculum need to be changed

n-pr
 h
 eliciting
 I
 Elicit
 6

after such along time?

C : Yes. I think.

rec
 h
 acknowl
 R

Of course according to the situation and condition

com
 post-h
 informing
 F

right now the curriculum should be changed in our life.

B : Of course.

rec
 h

acknowl
R
You know that they have the lower ability indication
conc post-h
informing
F
so we should change our curriculum to show the
world that even though we are poor country in
education, we should try to make higher than the
other
countries

A : You know that in – in - the world Indonesia has low i h
level of education quality. We're still under
Malaysia, Philippine, and Thailand with just little above
Vietnam and Cambodia
It's very poor. It's very ironic I think.
Right now, there are many curriculums

And do you think that - Do you think that it's caused
n-pr h
eliciting I
Elicit 8
by - .the changes of curriculum is caused by the
curriculum who - that always change?
C : Yes. rec
h acknowl
R
Curriculum make the education system come to
end
h
acknowl
F
increase, you know? a - quality

B : You know it's not a - we do not have to take a blame
i h
informing
I Inform
9
to the curriculum itself. We should take a blame to
the people who have created with education. It's
not
the mistake of the curriculum itself
no. I think it's the mistake of the people who have created
it.

I'm sure that our last curriculum rescue the education.

It's not as the best as we want so I think the last curriculum is not - is rescued but the curriculum now is better than the old one

A : You mean the new curriculum called Competence

ret h
eliciting Ib
clarify 9b

Based Curriculum.

B : θ

be h

I - I also have read about it

i h
informing

I Inform

10

And I think it's good enough but I don't know how about the development

I mean about the application in - a - all of the schools - .that apply this curriculum

What do you think about the apply - .the application of the curriculum?

inq h

C : I don't know exactly but a -.

i h

Do you know the differences between it, Isti ?

n-pr h
eliciting I
Elicit 12

Can you explain me?

B : As far as I know the curriculum based competency is

i h
informing

R

a curriculum which has function to let the students work by him or herself so it talks about function of

the

science. It talks about how the students can

applicate

their science or their ability directly

and as far as I know it's for the application in our country, especially in courses

as far as I know it's applicated in schools state

schools especially in big cities

C : As far as I know when I read the curriculum I didn't
 observe
 inform I
 Inform 15
 understand about the - there is a text. Context and
 language system a -

Do you know it? You know?

n-pr h

eliciting I

Elicit 16

A : Ø (acq)

h (answering)

R

B : Ø (acq)

h (answering)

R

C a - What about the students a - who didn't know English?

i h

informing

I Inform

17

a they would be shame to speak

I think the concentrate of the curriculum - is how

to

communicate with others. They have to

a - communicate and understand what they have to

talk, what they have to do if they have in their

context

they have to do with it

hm – hm -

fr h

framing fr

Frame 18

So what about you?

inq h

eliciting I

Elicit

What should the teacher do with the - a student of

it?

B : I think the objective itself to motivate it their students

i h

informing

R

to - they should be - the teacher should be the

model

of - good model. They should be - show that

English

is interesting thing. English as spoken and to be written they should make an interesting model.

They should show that teacher is kind of interesting

thing to

do - English is a kind of interesting thing to do

I think the key problem is just how the teacher make

English

is more interesting - is more joyful - is more - a well, everything is just comfortable to do with English. They

will

have some fun if they do it with English.

OK, Gus!

fr h
framing fr
Frame 19

I'll just - I'll try - .I'll give you question about
inq h
eliciting I
Elicit

difficulties...about the schools that face the difficulties.
Do you think how in your opinion how to solve the problem?
About the difficulty itself?
You know that - the curriculum just suitable for

i h
informing
the rich people only, the rich school only for big cities only
What do think how solve - how to solve this problem?

inq h
eliciting

A : OK, I think as I had said to you that for the poor schools
i h
informing
R

I mean schools which has no specially facilities
doesn't

has - doesn't have many sophist - good skill,
the teacher also has good skill of the student
I think we can maxi - maximize all of what

provided

in that school for example for the school which
has - which has no library, language laboratory.
They can use the - teacher - , the teacher should

apply

this curriculum as maximum as possible because it
also can be applied by the teacher himself -

maybe to

operate the cassette with tape recorder if there is

not

provided by their school. The teacher can read the

text

only but the problem that sometimes the teacher

has

bad pronunciation in reading the text so the

students

also find it difficult to understand or to catch the
teacher's words

I think that's the problem and how to solve it in
schools - school which has no good facilities in
language teaching but I think the problem is also

about the students. The students not all the
students
has good I mean good perception about this

So what do you think, Ifana to improve to make interesting
inq h
eliciting I
Elicit 20
in studying English?
C : O - yes maybe I agree with you about the teacher
rec h
acknowlR
For the new teacher may - .It's not a not very
i h
informing
2004 complicated to do, to practice it, the curriculum
trouble but the teacher, the senior teacher will get the
to do it. Maybe usually do the last curriculum,
the previous curriculum on it a - and the students,
they should have to prepare it , maybe they have to
more creative, more have personal performance to
show and to grow an increasing in English
language - maybe about their speaking, listening
and writing and reading with a new method.
It depends on the teacher to/ I think because the
control in the class is the teacher a - and then think a -

What about you, Isti?

n-pr h
 eliciting I
 Elicit 21

a..Do you have any ideas how to solve the
 students
 and teacher about - ? maybe by seminar or what?

B : For the seminar is too - ,what is it?

obs h
 informing

R

It's too expensive I agree with you, both of you
 I mean the key of the problem is the teacher itself.
 The teacher should give self motivate. He or she

has to

make good students so the key of the solution
 is - comes from the teacher himself.

OK I agree with you so I don't give my opinion
 conf h
 informing

So what do you think - what do you think

inq h
 eliciting I
 Elicit 22

the curriculum focus on?

A : I had said to you that the curriculum focus on four

obs h
 informing

R

language skills speaking, listening, writing and

also

reading and I know that you will face your own
 students because you know in English faculty
 education especially

What do you think you do with your own students

inquiry

eliciting I

Elicit 23

someday with this curriculum?

C : a - I will be a good teacher

observations

informing

R

I'll prepare my lesson plan with this curriculum

and - I will give the new atmosphere with the

class

like how to do, how to increase their speaking

especially speaking skill when they have to talk

with

each other when they have to do the greeting,

when

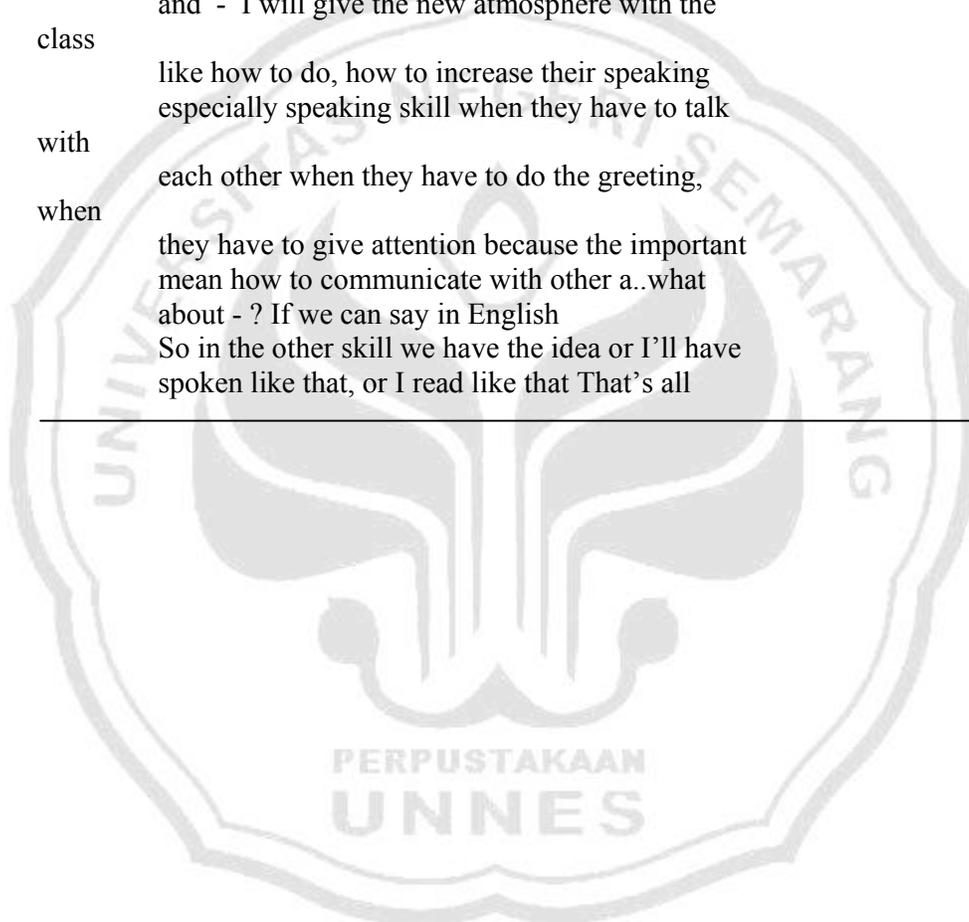
they have to give attention because the important

mean how to communicate with other a..what

about - ? If we can say in English

So in the other skill we have the idea or I'll have

spoken like that, or I read like that That's all



What about you, Isti?

inq h
 eliciting I
 Elicit 24

B : I'll make any class more fun
 obs h
 informing
 R
 I wouldn't like my students talk with their friends
 with
 another friend
 I'll try to make my class is the most joyful class they ever
 have
 I wouldn't like its any bad thing like my students
 students sleepy. It's just stupid thing I'll do if I let my
 just sleeping.
 I would make my class my class is more fun and
 they're full fun when I'm with them so I would
 show
 them that English is not the different thing to do.
 I'll make my English class is more fun fun and fun

A : OK after I'm observing. I'm hearing all your opinion
 ref h
 acknowl R
 I mean your all opinion I can say that you all must
 be
 great teacher someday
 After I have your plan to teach your own students
 but
 I also have my own plan when I am in the
 classroom
 someday that I'll let all my students improve their
 skill in their own version
 I will not treat them as if they are my students but
 I will treat them as if they are my friends
 I will be good friend for them
 And I can conclude that based on our conversation,
 based on our opinion,

so finally can we say that this
 n-pr h
 eliciting I
 Elicit 25
 curriculum is good enough for the demand of the
 world right now.

C : Yes I think
 rec h
 acknowl R

B : Yes, the definition is good, I'm sure
 rec h
 acknowl R

We have the best correlation even
 A : OK I hope we will be good teacher someday and
 ter post-h
 acknowl F
 we will apply this curriculum.
 Well, in our curriculum someday
 So I think enough for this discussion
 Thanks for your opinion
 Because it will be very useful for me to get the
 information about this curriculum from you all

C : Oh yes!
 fr h
 framing
 where do you want to go?
 inq h
 eliciting I
 Elicit 26

A : I want to back to my home
 obs h
 informing
 R

Did I have promise with you?

n-pr h
 eliciting I
 Elicit 27

B : Yes i
 h informing
 R

you have a promise to us that you treat us noodle, right?

n-pr h

eliciting I

Elicit 28

It's your birthday

C : Yes, it's your birthday

ref h

informing

R

You have to celebrate it

A : OK thank you anyway for your congratulating me

ter h

acknowlR

I'm really in my birthday now

So let's go I'll treat you all

d h

directing

I Direct

29

B : OK rec

h acknowl

R

C : θ be

h behaving

R

