



**CONVERSATIONAL STRUCTURE OF NON-NATIVE
SPEAKERS OF ENGLISH**

a final project
submitted in partial fulfilment of the requirements
for the degree of *Sarjana Pendidikan*
in English

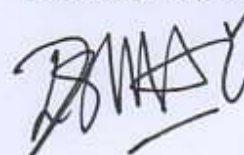
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I, Shufi Annisa Rahmah, hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to substantial extent has been accepted for the award of any other degree or diploma of the university or the other institute of higher learning. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

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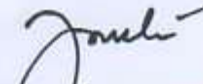
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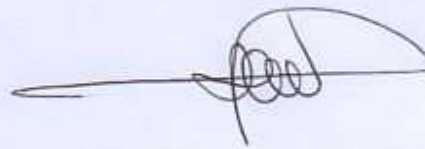
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The good you do today will be forgotten tomorrow. Do good anyway.

People really need help but may attack you if you do help them. Help people anyway. The biggest people with the biggest ideas can be shot down by the smallest people with the smallest minds. Think big anyway.

What you spend years building may be destroyed overnight. Build anyway.

If you are successful, you will win false friends and true enemies; succeed anyway. Give the world the best you have and you'll get kicked in the teeth. Give the world the best you have anyway.

Because happiness belongs to good people, anyway.

-Kent M. Keith-

Love all, trust a few, do wrong to no one.

-William Shakespeare-

I, with love and gratitude, dedicate this Final Project to:
Daddy Yusuf and Momma Elvi, the greatest parents ever;
my very amazing and inspiring grandparents
my beloved sister, Lia;
the best family and the best friends;
for all of the inspirations, prayers, and supports.

AKNOWLEDGEMENTS

All praises be to Allah SWT, the Almighty and the most merciful for all blessings and miracle. Without which I would never have finished this thesis. Blessing and salutation be upon the most honorable prophet and messenger Muhammad Sholallaahu Allaihi Wasalam, his relatives and his followers. Finally, with a lot of prayers and hard work, this research is finished successfully.

In accomplishing this study, I would like to give my sincerest gratitude to my beloved parents, Drs. Mohammad Yusuf Irianto and Dra. Elvi Setiyaningsih for their endless love, prayers, and being the strength and the best supporter of my success.

I also want to give my great gratitude towards those who have given a great deal of help to me to finish this thesis. Thus, my great gratitude is addressed to:

1. my first advisor, Drs. Ahmad Sofwan, M.A., Ph.D. for the all the support, knowledge, and guidance I got.
2. my second advisor, Dra. Sri Suprapti, M.Pd., for the greatest inspiration, advice, assistance, and care for me
3. my lecturers of English Department of Semarang State University, for the priceless and valuable knowledge and inspiration they gave me.
4. my lovable best friends, Memed-diana Noor, MasDhan, Laras, Mytha, Anjan, for always being there for me; for all the fun, the laugh and the tears they have shared together.

5. my supporters, Edy, Awalia, Grace, the all charming and inspiring members of *Share Awesomaze Foundation Foundation*, and all the lovely sisters in the great bording house of *Graha Annisa 2*, for their prayer, support, and companion.
6. all the members of Library Center of Semarang State University and The Green Library of English Department.
7. all people whom I cannot mention one by one, who have given contribution and have supported me during the finishing of this research.

I realize that this thesis is far from perfection. Therefore, I would gratefully accept anycomments and suggestions for the betterment of this thesis. I hope this thesis will be a guidance for the reader and those who are interested in it.

Semarang, June 2016

Shufi Annisa Rahmah

ABSTRACT

Rahmah, Shufi Annisa. 2016. *Conversation Analysis (CA): The Analysis of Conversational Structure of Non-native Speakers of English*. Final Project, English Department, Faculty of Languages and Arts, Semarang State University. Advisor I: Drs. Ahmad Sofwan, M.A., Ph.D. Advisor II: Dra. Sri Suprpti, M.Pd.

Keywords: conversation analysis, conversational structure, opening, closing, adjacency pairs, turn-taking, repair.

A number of experts coming from different fields, such as sociology, psychology and linguistics, who are interested in conversational analysis. Following their steps, I analyzed the conversational structure of non-native speakers of English. The aspects I examined were opening, closing, adjacency pairs, turn-taking allocation, and repair strategies. A couple of English department students (classmate; both of them are female) at UNNES were used as the participants. The participants' conversation was intentionally recorded. However there was no prescribed topic for the conversation so they could talk about everything in a naturally occurred conversation atmosphere. Following the theories of Schegloff and Sacks, the data of this descriptive qualitative study were classified into three rules (R1, R2 and R3) of turn-taking allocation namely R1: current-select-next, R2: next speaker self-selects, and R3: no-current-speaker-select-next & no-next-speaker-self-selects; and four strategies of conversational repair: self-initiated self-repair, other-initiated self-repair, self-initiated other-repair, and other-initiated other-repair. Meanwhile, the opening, the closing, and the adjacency pairs were described according to what was found on the conversation. I collected the data by recording and transcribing the participants' talk. The data were analyzed through the following steps: (1) choosing the data, (2) identifying, (3) classifying (4) tabulating, and then (5) reporting the data. There were 141 turn-takings, sixty-five of which are R1, sixty-six of which are R2 and ten of which are R3. There were seventy-one adjacency pairs: greeting-greeting three pairs, question-answers forty-three pairs, information-response four pairs, advice-acceptance one pair, assertion-agreement ten pairs, request-grant/acceptance four pairs, statement-confirmation four pairs, thank-return one pair, farewell-farewell one pair. Then, out of sixty-nine repairs found, there were sixty-six of self-initiated self-repair; two of self-initiated other-repair; one of other-initiated self-repair; and none of other-initiated other-repair. The participants also opened and closed their conversation appropriately. Based on the findings, the participants were already capable of constructing a well-organized conversation so that their conversation was considered as successful since the messages delivered by the speakers are received well by the interlocutors without any misunderstandings.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENT	vi
ABSTRACT	viii
TABLE OF CONTENTS	ix
LIST OF FIGURE	xiii
LIST OF TABLES	xiv
LIST OF APPENDICES	xv
CHAPTER	
I. INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Reason for Choosing the Topic.....	6
1.3 Research Questions	7
1.4 Objectives of the Study	8
1.5 Significance of the Study	8
1.6 Limitation of the Study	9
1.7 Outline of the Report	9
II. REVIEW OF RELATED LITERATURE	11
2.1 Review of the Previous Study	11
2.2 Review of Theoretical Studies	14
2.2.1Conversation.....	14

2.2.2	Ethnomethodology.....	17
2.2.3	Conversation Analysis.....	19
2.2.4	Aspects of Conversation Analysis.....	23
2.2.4.1	Openings.....	23
2.2.4.2	Closings.....	24
2.2.4.3	Turn-taking.....	25
2.2.4.4	Adjacency Pairs.....	27
2.2.4.5	Repair.....	32
2.3	Theoretical Framework.....	35
III.	RESEARCH METHODS.....	39
3.1	Research Design.....	39
3.2	Object of the Study.....	40
3.3	Type of the Data.....	41
3.4	Role of the Writer.....	41
3.5	Procedure of Collecting the Data.....	42
3.6	Instrument for Collecting the Data.....	42
3.7	Procedures of Analysing the Data.....	43
IV.	RESULT AND DISCUSSION.....	46
4.1	Research Findings.....	46
4.2	Discussion.....	49
4.2.1	Opening.....	49
4.2.2	Closing.....	51

4.2.3 Turn-taking Allocation	55
4.2.3.1 Current-Select-Next (R1)	55
4.2.3.2 Next Speaker Self-Selects (R2)	59
4.2.3.3 No Current Speaker Select Next & No Next Speaker Self-Selects (R3)	65
4.2.4 Adjacency Pairs	69
4.2.4.1 Greeting-Greeting	70
4.2.4.2 Question-Answer	71
4.2.4.3 Information-Response	73
4.2.4.4 Assertion-Agreement	74
4.2.4.5 Request-Grant/Acceptance	75
4.2.4.6 Statement-Confirmation	78
4.2.4.7 Advice-Acceptance	79
4.2.4.8 Thank-Return	80
4.2.4.9 Farewell-Farewell	80
4.2.5 Conversational Repair	81
4.2.5.1 Self-initiated self-repair	82
4.2.5.2 Other-initiated self-repair	86
4.2.5.3 Self-initiated other-repair	87
4.2.5.4 Other-initiated other-repair	88
4.3 Prominent Phenomena Analysis	88
V. CONCLUSION AND SUGGESTION	91
5.1 Conclusion	91

5.2 Suggestion	93
BIBLIOGRAPHY	94
APPENDICES	99

LIST OF FIGURE

Figure

2.1 Analytical Construct of the Present Study	36
2.2 Framework of the Present Study.....	38

LIST OF TABLE

Table

3.1 Classifying Results of the Aspects of Conversation Structure	43
3.2 Frequency Table of the Aspects of Conversation Structure	44
4.1 Frequency Table of the Aspects of Conversation Structure	48

LIST OF APPENDICES

Appendix

1. The table of transcription conventions	100
2. The transcript of English non-native speakers conversation.....	101
2. Tabulation of all analysis of conversation aspects.....	124

CHAPTER 1

INTRODUCTION

The first chapter introduces the basic reasons of why I thought that this topic is interesting to explore and discuss. Thus, in this section I present the background of the study, reasons for choosing the topic, research questions, objectives of the study, significance of the study, limitation of the study, and the outline of the report.

1.1 Background of the Study

Language is a set of conventional communicative signals used by humans for communication in a community. Language in this sense is a possession of a social group, comprising an indispensable set of rules which permits its members to relate to each other, to interact with each other, and to co-operate with each other. Language helps human in every single part of life. Language makes it possible for human to develop science, art and technology.

Human interact to exchange ideas, share feelings, make known one's intention, and various other needs. Pridham (2001) defines a conversation as an interactive spoken exchange between two or more people. From this definition, it can be seen that conversations are the actions of individuals and this involves face to face exchanges like those carried out during lunch or dinners, in supermarkets while shopping and so on. Conversations may also include non face to face exchanges like telephone conversations or radio talk shows. Conversation is a real communication in social context. The utterance among the

speakers are related. Patterns are attributed to the fact that conversations have identical structure which are created and used by interacting participants who have reasons for participating in the way they do.

Conversation analysis is a tool for analyzing human social interaction. In the Conversation analysis view, human social action is thoroughly structured and organized. In pursuing their goals, people have to orient themselves to rules and structures that make their actions possible.

In pragmatics, according to Levinson (1973), the term Conversational Analysis (CA) is used to mean the investigation into and analysis of natural conversation so as to reveal what the linguistic features of conversation is and how conversation is used in ordinary life. Conversational analysis studies three things. Those are:

1. Firstly, the techniques that the speaker employs in deciding when to speak during a conversation, such as rules of turn-taking,
2. Secondly, the ways in which the utterances of more than one speaker are related, for instance, conversational maxims, adjacency pair, inserted sequence, etc, and
3. Thirdly, the different functions that conversation is used for, for example, establishing roles, communicating politeness, etc.

All of the things above shows that conversational analysis tries to break down the aspects contained in conversation as the prime function of language in detail to help people understand more about conversation. With better understanding of conversation, it is hoped that thing that trigger misunderstanding

between participants in conversations can be prevented. Misunderstanding is easily appear when people talk. The wrong way of picking the time to tell something or not giving an answer in time might annoy or even insult someone. Thus, a good understanding of conversation structur is definiety important.

This study use the method of conversation analysis because conversation analysis is the dominant contemporary method for the analysis of social interaction. Conversational interaction involves ‘doing things with words’ and that, for example describing, questioning, agreeing, offering and so on are all examples of social actions that people use words to perform in social life. There are four main features of actions ththat pose immensely challenginng issues for the systematic analysis of social life. Conversation develops specifically to deal with these four issues:

1. Human actions are meaningful and involve meaning-making. Analysis of human action cannot avoid this contextual variation without appearing superficial and irrelevant, not least because human beings exploit context in the construction of action.
2. Actions are meaningful and make meaning through a combination of their content and context.
3. To be socially meaningful, the meaning of actions must be shared (or intersubjective). This sharing may not be perfect, but it is normally good enough for the participants to keep going. The shared meaning of actions is made possible by the common use of methods for analyzing actions-in-context

4. Meanings are unique and singular. Actions function in particular ways to create meanings that are also particular.

Face-to-face conversation is universal—engaged in by all human cultures, and providing an interactive context in which children learn their native languages. There are so many languages in this world. Bloch and Trager (1942) states that language, as a means of communication, is arbitrary. Language is arbitrary in the sense that there is no inherent relation between the words of a language and their meanings or the ideas conveyed by them. It may be noted that had language not been arbitrary, there would have been only one language in the world. Almost every regions in every country in this world has their own language. Fortunately people have decided a language as the international language to unite people all over the world, this language is none other than English language.

There are so many important reasons as to why people need to master English and not only their native language. English language is used by most people in the world. By mastering this international language, people from different countries with different cultures and different language will be able to communicate one another well.

In Indonesia, it is like a trend here for the people to learn English and use it either in formal or informal communication. However, people who learn English find some problems to speak English fluently. As what is stated by Brown and Yale (1983), spoken language production is often considered one of the most difficult aspects of language learning. Many language learners find it difficult to

express themselves in spoken language in the target language, particularly Indonesian students who learn English. However, using English actively for communication is the purpose of the learning and it is known that speaking is the most essential aspect of communication.

Conversation might be a tool to find out how much someone has mastered the language she has been learning. People think that doing conversation using English is very much harder than writing an article using the mentioned language. As what Blanchot (1993) stated,

Conversation is when two people speak together, they speak not together, but each in turn: one says something, then stops, the other something else (or the same thing), then stops. The coherent discourse they carry on is composed of sequences that are interrupted when the conversation moves is a means of survival (Maslow, 1954) and talking is one of the means. Talk or conversations function essentially to serve the needs of mankind which is from partner to partner, even if adjustments are made so that they correspond to one another.

Partlidge (2006) stated that aspects of conversation include turn taking, adjacency pairs, preference organization, feedback, and conversational repair. Sufficient knowledge about these aspects can help English learners to perform well when they engage in an English conversation. With this idea in mind, I conducted this study to analyze the structure of the conversation in which the participants are non-native of English language. The analysis explored on the turn taking, adjacency pairs, feedback and repairs found in the transcript of the conversation of the participants. A couple of of English department of UNNES' students (classmate; both of them are female) were used as the participants. The participants' conversation was intentionally recorded. However there was no

prescribed topic for the conversation so they could talk about everything in naturally occurred conversation atmosphere.

1.2 Reasons for choosing the Topic

There are some considerations that madame choseto analyze the conversational structure of the conversation of non-native English speakers. The reasons were as follows:

- (1) People, as the user of language, need to understand the structure of conversation so that they will be able to understand more about the language and how to use it well.
- (2) To use language, people need to understand the structure of conversation, moreover the turn-taking and adjacency pairs pattern, in order to make their communication successful.
- (3) I was interested to study with the topic of conversation analysis because conversation analysis, as what Sidnell (2010) stated, aims to describe, analyze and understand talk as a basic and constitutive feature of human social life.
- (4) I decided to analyze the conversation done by non-native speakers of English because it is very interesting to find whether their communication is successful and use the proper structure of conversation or not after the learning proces they have been through.

1.3 Research Questions

The focus of this study was to analyze the structure of the conversation of two English department students which both are non-native speakers of English. Based on the focus of this study, I limited the discussion by presenting these following questions:

- (1) How do non-native speakers of English open and close conversation?
- (2) What strategies do non-native speakers of English in this study use to select their turn to talk in the conversation?
- (3) What kind of adjacency pairs used in the conversation among non-native speakers of English in the study?
- (4) What types of repair used in the conversation among non-native speakers of English in this study?

1.4 Objectives of the Study

Based on the research question above, the objectives of this study are:

- (1) To analyze the way non-native speakers of English open and close in a conversation;
- (2) To analyze the turn taking strategies used in the conversation between non-native speakers of English in this study;
- (3) To identify the adjacency pairs used by non-native speakers of English in the conversation used in this study;
- (4) To identify the types of repair used in the conversation of non-native speakers of English of the current study.

1.5 Significance of the Study

People communicate to share their feeling to each other. They communicate to deliver and to exchange the ideas they have to one another. The communication people have need to be successful so the feelings, ideas and meanings they want to share delivered properly without any misunderstanding. As what has been mentioned above about a successful communication, conversation requires a good structure. The participants of the conversation have to follow the proper structure that is existed in the language system. Aimed to understand the structure of conversation particularly the conversation of non-native speakers of English, I conducted this study. The findings are meant to build constructive contribution for conversational structure analysis which later, hopefully, very fundamental for future research. The findings of this study hopefully will help people to be more knowledgeable about language and its system particularly about the structure of conversation in order to have a good communication. beside that, the students who learn English will have a better sight into structure of conversation so they might find strategy to have much better conversation. I hoped that this study might help the students to improve their English language skills especially in speaking, the skill that is considered to give the greatest burden to the learner of English language. In addition, this study hopefully represents the general use of structure of conversation of the non-native speakers of English. Linguists could use these findings as a reference to know more about the structure of conversation especially of English language. Broadly speaking, the findings of these study are

expected to give a better knowledge about conversational structure so that it can help the readersto have a successful English conversations.

1.6 Limitation of the Study

In order to make the result of the study more specific, the study is limited only on the aspects of conversation found in the transcript of the conversation of non-native speaker of English used in this study.

1.7 Outline of the Report

This paper is systematically organized as follows.

Chapter I provides introduction that consists of background of the study, reasons for choosing the topic, research questions, objective of the study, significance of the study, and the outline of the report.

Chapter II presents review of related literatur that can support the writing of the final project. It discusses previous studies, conversation, conversation analysis, conversation structure, turn taking,adjacency pairs, feedbacks and repairs.

Chapter III presents the research methods dealing with data collection and analysis. It deals with research design, object of the study, type of the data, role of the researcher, method of collecting data, and method of analyzing data.

Chapter IV is the analysis of the study. It is the most essential part of the study, because it discusses about the turn taking,adjacency pairs, feedback and reepairs in the the transcript of non-native speakers of English.

Chapter V is the last chapter. It presents conclusion preserving the main points from the result of the study. This chapter also provides some suggestions which are relevant to the topic.

CHAPTER II

REVIEW OF RELATED LITERATURE

A good study has to be valid and reliable in order to make it trustworthy enough for it to be used as a reference by the other researchers in the future. Therefore, this study provides some studies and theories of the concerned field to support the arguments presented on this study.

2.1 Review of the Previous Studies

In order to make a good and valid study, I took some previous research about conversational analysis to support this study.

Rosyalina (2012) did a research aiming to describe the conversational structure of “*Toy Story 3*”. Qualitative research in the form of descriptive method was used in this research. Rosyalina found 1144 turns in the script of *Toy Story 3*. The turn allocation component dominated by the 1 rule. The percentage of turn rules are 59.20 % of rule 1, 26.53 % of rule 2, and 14.26 % of rule 3. The form of repair is found 3 times, and 9 times of overlapping. There are 26 adjacency pairs found. There are blame-denial (1), complain-excuse (1), request-grant/acceptance (1), greeting-greeting (2), request-challenge (1), request-refusal (12), summons-answer (18), question-answer (133), assessment-agreement (5), assessment-disagreement (8), assessment-question (3), assessment-statement (1), command-undertake (8), command-challenge (1), command-refusal (3), command-question (1), command-assessment (3), command-prohibition (2), complaint-command (1), complaint-question (1), greeting-suggestion (1)

introduction-introduction (1), report-praise (1), statement-statement (1), statement-question (2), and summons-question (1).

The next study comes from Jordan. In the year of 2010, Al-harabsheh did a study entitled A Conversation Analysis of self-initiated repair structures in Jordanian Spoken Arabic. This research studies the conversation analysis of self-initiated repair structures in everyday conversations in Jordanian Spoken Arabic (JSA). The data were collected in 2010; 18 dyadic-videotaped conversations totalling about nine hours, mixed and single-sex, were conducted at Yarmouk University, Irbid, Jordan. The data analysed include 1595 self-initiated repairs. The CA approach is employed as a theoretical framework for this study. The findings of this research indicate that Jordanian speakers practise 10 self-initiated repair structures, namely, expansion, hesitation, replacement, repetition, abort and restart, abort and abandon, insertion, deletion, meta-repair and modify order.

With the advances of technology, nowadays conversation does not always require the participants to be in a face-to-face interaction. Based on this idea, Zaferanieh (2012) did a conversational analysis research in online chat. She examined the discourse strategies chatters used to maintain conversation and manage turn-taking, repair and adjacency pairs. The analysis of data related to interactions in on line chat in this study revealed that online chat exhibits features of turn-taking, repair and adjacency pairs as important concepts in CA. These principles are quietly effective in the situation of online chat while sometimes differ significantly from what is expected to find in face-to-face conversation. This findings is in agreement Condon & Cech (1996) who compared the structure

of decision making interactions by dividing utterances into functional categories. They assert that in online interactions, there are features such as turn-taking and repair, which are both crucial in conversation analysis. However, it was found that there are some disorganizations or problems in these principles in on line chat. These findings are in line with Herring (1999)'s study who believes that computer based communication is incoherent, and the processes of turn-taking and topic maintenance are disrupted in such contexts. Also, these findings are in accord with Cherny (1999), Parrish (2000), Greenfield et al. (2003), McKinlay et al. (1994). McKinlay et al. (1994) in their experiments found that the transfer of turn-taking skills from the face-to-face setting to the computer setting is problematic.

Furthermore, Andriyanto did a research that was aimed at describing the aspects of conversation found in an interview between news reporter of New York Times and author on Bestseller Novels. The data were taken from written data of news interview of a news reporter and an author in Stuart Wood's (author) official webpage. The speakers were a news reporter and an author. The conversation was an English dialogue in formal conversation. The result showed that there is no opening on this interview because the interviewer directly asked question to the author. The closing is indicated by the preclosing "Anything else you'd like to say to readers?". Then, it was followed by the answer of the interviewee or the novel's author. The dominant adjacency pair found in this interview is question-answer. The topic discussed in this interview is only one that is about the novel written by the author. The initiator of the topic is interviewer by asking something to the interviewee. The topic is

developed by the interviewee by giving answer to the interviewer. There are 114 turn takings in the conversation: 57 times from the interviewer and 57 times from the interviewee. In this conversation there is no dominant person or less dominant person because both of them give the same turns. Besides that, the form of the conversation is just question and answer. So, the turn taking just happened when the interviewer gives question to the interviewee

2.2 Review of Theoretical Studies

In this section, I presented a number of theoretical studies cited from several literatures. As have been mentioned before, these studies could be elaborated as follows: conversation, conversation analysis, turn taking, adjacency pairs, and repairs.

2.2.1 Conversation

Etymologically, the word 'conversation' was derived from Latin 'conversari' which means 'keep company'. Based on Wikipedia, conversation is interactive, more-or-less spontaneous, communication between two or more people.

Hornby (1995:24) states that conversation is a usual talk, especially one involving a small group talk, especially one involving a small group of people or only two. However, Cook's argument (1989) is in the different boat with Hornby's. Cook states that conversation is different from speech and talk. Talk can be classified as conversation when:

- (1) It is primarily necessitated by a practical task,
- (2) any unequal power of participants is partially suspended,
- (3) the number of participants is small,

(4) talk is primarily for the participants and not for an outside audience, and (5) turns are quite short.

Different from Hornby and Cook who have different opinion, Jack C. Richards and Richard W. Schmidt (1984) have one argument about conversation that is an activity, which is directed to social goals (e. g. the establishment of roles, presentation of self) as well as the linguistics goal (communication of meaning).

Ten Have (1999) states that conversation occurs when any people talk with each other and can be used to indicate any activity of interactive talk, regardless of its purpose. The term conversation analysis can be construed in a broad sense to mean any study of people talking together in oral communication or language use. Conversation is more than merely the exchange of information. When people take part in a conversation, they bring to the conversational process shared assumptions and expectation about what conversation is, how conversation develops, and the sort of contribution they make. When people engage in conversation they share common principles of conversation that lead them to interpret each other's utterances as contributing to conversation. Conversation can be divided into four categories according to their major subject content. The categories are as the following:

- (1) Conversations about subjective ideas, which often serve to extend understanding and awareness.
- (2) Conversations about objective facts, which may serve to consolidate a widely-held view.

- (3) Conversations about other people, which may be critical, competitive, or supportive. This includes gossip.
- (4) Conversations about oneself, which sometimes indicate attention-seeking behaviour.

Dörnyei & Thurrell (1994) identify four components of conversation. The four components are as follows:

- (1) Conversational rules and structures: This group deals with the formal properties of conversational organization, such as opening and closing sequences, turn-taking management – that is, use of turn-entry and turn-exit devices as well as turn-keeping and uptaking or backchannelling moves (Sacks, Schegloff & Jefferson, 1974; Kasper, 1986) -, introducing and changing topics, interrupting, and producing preferred and dispreferred second parts of adjacency pairs (Schegloff & Sacks, 1973; Levinson, 1983).
- (2) Conversational strategies: refer to the linguistic devices available for learners to deal with communicative problems caused by deficient L2 knowledge and to enhance fluency and efficiency in L2 communication. This level, therefore, groups together research into L2 communication strategies (Tarone, 1980, 1981; Faerch & Kasper, 1980, 1983; Bou, 1992) and into L2 strategies for the negotiation of meaning (Long, 1983; Scarcella & Higa, 1981; Young & Doughty, 1987). Devices mentioned include avoidance, paraphrase, approximation,

appeal for help, asking for repetition and clarification, interpretive summary, checking comprehension and use of fillers.

- (3) Functions and meaning in conversation: this level deals with «the actual messages speakers convey and their purpose» (Dörnyei & Thurrell, 1994: 45). The authors mention language functions, the performance of indirect speech acts and implicit expression of attitudes towards those messages.
- (4) Social and cultural contexts: constitute the final group. It is concerned with the social and cultural constraints on language use. The factors mentioned are participant variables such as office and status, the social situation, social norms of appropriate language use, including the formal/informal continuum and degrees of politeness, and cross-cultural differences.

To communicate through conversation, people need to think about what to say, the way of saying, and decide to develop the conversation or not, in accordance with one's intentions, while maintaining the desired relations with others called interaction skills.

2.2.2 Ethnomethodology

Ethnomethodology is an area in sociology originating in the work of Harold Garfinkel. Garfinkel (1974) states that ethnomethodology represent the methods in and through which members concertedly produce and assemble the features of everyday life in any actual, concrete, and not hypothetical or theoretically depicted setting.

According to Wikipedia, Ethnomethodology is the study of methods people use for understanding and producing the social order in which they live. Ethnomethodology provides methods which have been used in ethnographic studies to produce accounts of people's methods for negotiating everyday situations.

According to George Psathas (1995), five types of ethnomethodological study can be identified These may be characterised as:

1. The organisation of practical actions and practical reasoning. Including the earliest studies, such as those in Garfinkel's seminal *Studies in Ethnomethodology*. [20]
2. The organisation of talk-in-interaction. More recently known as conversation analysis, Harvey Sacks established this approach in collaboration with his colleagues Emanuel Schegloff and Gail Jefferson.
3. Talk-in-interaction within institutional or organisational settings. While early studies focused on talk abstracted from the context in which it was produced (usually using tape recordings of telephone conversations) this approach seeks to identify interactional structures that are specific to particular settings.
4. The study of work. 'Work' is used here to refer to any social activity. The analytic interest is in how that work is accomplished within the setting in which it is performed.

5. The haecceity of work. Just what makes an activity what it is? e.g. what makes a test a test, a competition a competition, or a definition a definition?

The early investigations of ethnomethodology led to the founding of conversation analysis. However, ethnomethodology and conversation analysis have different principles and methods.

2.2.3 Conversation Analysis

Based on Wikipedia, conversation analysis is the study of talk in interaction for both verbal and non-verbal in everyday life situation. Conversation analysis generally attempts to describe the orderliness, structure and sequential patterns of interaction, whether in formal or in casual conversation.

Conversation analysis (CA) research is assumed to be included in typically linguistic disciplines such as pragmatics, discourse analysis, or sociolinguistics. In fact, it started in American sociology by the lectures of Harvey Sacks and his coworkers – Gail Jefferson and Emanuel Schegloff in 1960s (Liddicoat, 2007).

In Conversation Analysis (CA), particular attention is given to everyday spoken interaction such as casual conversation, chat and ordinary narratives. Mazeland (2006) states that the framework of CA that used to focus on talk in conversations has gradually been extended to research of other types of talk such as medical and clinical interaction, lessons, or news interviews. For such reason, he concludes why the more general characterization talk in interaction nowadays is often preferred over conversation.

Another argument comes from Gordon Marshall (1998). Marshall states that conversation analysis is a research method that takes conversations in real-life settings as the object of study, and as a window on to the roles, social relationships, and power relations of participants. Conversation analysis is an approach to the study of natural conversation. It determines the following:

- (1) Participants' methods of turn-taking
- (2) Constructing sequences of utterances across turns
- (3) Identifying and repairing problems
- (4) Employing gaze and movement, and
- (5) How conversation works in different conventional settings

Schiffrin (1994) claims that conversation analysis (CA) is like interactional sociolinguistic in its concern with the problem of social order, and how language both creates and is created by social context. Underlying this approach is a fundamental theory about how participants orient to interaction. This theory involves three interrelated claims :

- (1) In constructing their talk, participants normally address themselves to preceding talk and, most commonly, the immediately preceding talk (Sacks 1987 [1973], 1992 [1964-72]; Schegloff and Sacks 1973; Schegloff 1984). In this simple and direct sense, their talk is context-shaped.
- (2) In doing some current action, participants normally project (empirically) and require (normatively) that some 'next action' (or one of a range of possible 'next actions') should be done by a subsequent participant

(Schegloff 1972). They thus create (or maintain or renew) a context for the next person's talk.

- (3) By producing their next actions, participants show an understanding of a prior action and do so at a multiplicity of levels - for example, by an 'acceptance', someone can show an understanding that the prior turn was complete, that it was addressed to them, that it was an action of a particular type (e.g., an invitation), and so on. These understandings are (tacitly) confirmed or can become the objects of repair at any third turn in an on-going sequence (Schegloff 1992). Through this process they become 'mutual understandings' created through a sequential 'architecture of intersubjectivity' (Heritage 1984).

Conversation analysis (CA) offers an approach to discourse that has been extensively articulated by sociologists, beginning with Harold Garfinkel who developed the approach known as ethnomethodology (influenced by the phenomenology of Alfred Schutz), and then applied specifically to conversation, most notably by Harvey Sacks, Emanuel Schegloff, and Gail Jefferson.

Basic principles of CA, according to Seedhouse (2005) are as follows:

- 1) There is order in interaction, and it is systematically organized and deeply ordered.
- 2) Contributions to interaction are context-shaped and context-renewing.
- 3) No order of detail can be dismissed a priori as disorderly, accidental or irrelevant

- 4) Analysis is bottom-up and data driven. The data should not be approached with any prior theoretical assumptions, regarding, for example, power, gender, or race.

According to Hutchby and Woffitt (1998), conversation analysis (CA) concerns with the problem of social order and how language is created by social context. Conversation analysis is an analysis of conversation when the speaker follows in a particular interaction.

Partlidge (2006) says that one of the aims of conversational analysis is to avoid starting with the assumptions about analytical categories in the analysis of conversational data. Conversation analysts, rather, look for phenomena which regularly occur in the data and then make that the point of further investigation. According to Partlidge, aspects of conversation analysis that have been examined from this perspective include conversational opening and closing, turn taking, adjacency pairs, preference organization, and conversational repair.

Heritage (1997) notes that there are currently two prevalent branches of analytic conversation research. One kind examines the institution of interaction as an entity with its own structural, social, and moral characteristics. The other prevalent type of analysis focuses on the management of social institutions in interaction. Ten Have refers to the first kind as pure CA and to the second kind as applied CA (ten Have, 1999, p. 8). Within the applied CA framework the organization of interaction (such as turn-taking, the distribution of speakers' rights, and openings and closings of conversation) can be examined. Additionally, the specific interaction situation, the local, unique interaction requirements, and

how the conversants understand and demonstrate their orientations toward these “rules” can be examined. Sacks (1974) and others were careful to articulate that these are not prescriptive rules but, rather, rules that develop within and through the interaction. Thus, within the applied CA framework, CA is a systematic method to observe the production of intention or the achievement of understandings in the turns of talk between human speakers.

It can be drawn from all the theories about conversation analysis that conversation analysis examines how talk makes things happen in any occasion of social life. Conversational analysis is aimed to find out the way conversational behaviour is organized and the way it relates to the creation of social roles, social relationship and a sense of social order.

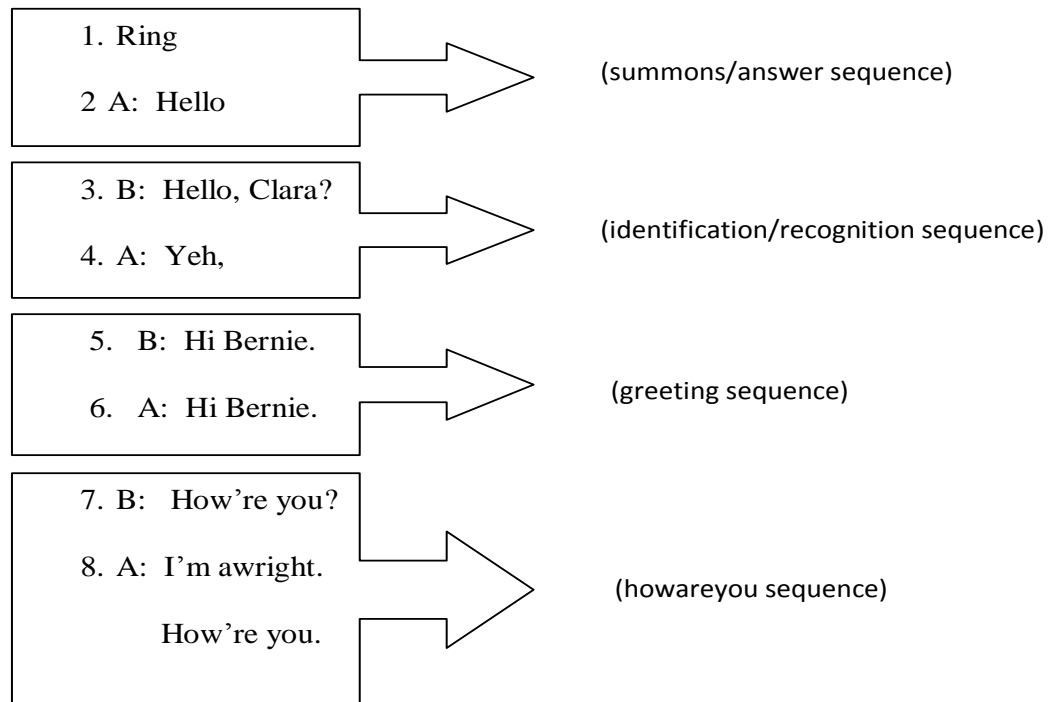
Based on the theory above, this research is applied conversational analysis that will study the organization of interaction which are about openings and closings, turn taking, adjacency pairs, and repairs.

2.2.4 Aspects of Conversation Analysis

2.2.4.1 Openings

Schegloff (1986) claims that there is an archetype opening which consists of four sequences: the summons/answer sequence, an identification (and/or recognition) sequence, a greeting sequence, and one or more how are you (How are you?) sequences. Schegloff (1986) also observed that some openings are more compressed than the archetype opening and may consist of fewer than the four core sequences. This shorter opening allows the conversation to be more efficient and thus allows speakers to initiate their first topic more quickly.

The excerpt below is a common type of phone call opening which consists of the four consequences.



2.2.4.2 Closings

Schegloff & Sacks (1973), the first to perform an extensive analysis of the closing section, discovered that the archetypal closing consists of two adjacency pairs. The first adjacency pair is the pre-closing segment and the second is the terminal exchange. The pre-closing usually consists of an adjacency pair such as “well” or “okay.” One of the most important functions of a pre-closing is to show that a participant has nothing more to say and is seeking a warrant from the other participant to finish the conversation. If the hearer answers with the second part of the adjacency pair, it means that the hearer provides warrant to proceed and finish

the conversation. It provides the participants with an accepted way to avoid abruptly proceeding to the terminal farewell phrases. Secondly, after they agree to close the conversation with a pre-closing, participants proceed to a terminal exchange. A terminal exchange also involves an adjacency pair such as “bye” or “see you” with which to finish a conversation. Button (1987) gives an example of closings in a phone call.

- (1) A: And thanks for calling
- (2) B: Alright dear
- (3) A: Alrighty
- (4) B: Bye
- (5) A: Bye

B’s “Alright, dear” in (2) is the initial portion of the pair involved with pre-closing. Bea provides the second part of the pre-closing in (3), and then both speakers mutually agree to finish the conversation by providing the terminal exchange in (4) and (5). The first adjacency pair (2) and (3) constitutes pre-closing, and the second adjacency pair (4) and (5) constitutes the terminal exchange. The four turns are the basic components of an archetype closing

2.2.4.3 Turn-taking

According to Streeck (1983, pp.80-81) interaction and exchange between speaker and hearer is crucial in conversation. This interaction consists of turns. Each turn is made up of turn-constructive units. These units can consist of anything from one word to a complete sentence, and are not to be mistaken for well-formulated written sentences. Each turn has a possible completion point which is recognized

as a good point for speakers to switch. This is also referred to as the transition relevance place. The next speaker in the turn-taking can either be self-selected or selected by the previous speaker.

According to Sacks generally, regardless of the social contexts, we can find a collection of rules that dominates turn taking system. This rule applies to the first transition relevant place of any turn

- (a) If the current speaker selects the next speaker during the current turn then the current speaker must stop speaking and the next speaker must speak next. And he/she must speak next at the first transition relevant place after this 'next speaker' selection
- (b) If the speaker does not select a next speaker during a current turn, then anybody else present (other parties) can self-select and the first person to do this will gain 'speaker rights' at the next turn.
- (c) If the current speaker has not selected the next speaker and nobody else self-selects then the speaker can continue (although this is not a requirement). In doing so he/she gains a right to have a further turn-constructive unit

According to Partilidge (2006), there are a number of ways in which people can show that they have come to the end of a turn. This may be through the completion of syntactic unit, or it may be through the use of falling intonation, then pausing. They may also end a unit with a signal such as “mmm” or “anyway” which signals the end of a turn.

People may hold on to a turn by not pausing too long at the end of an utterance and starting straight away with saying something else.

There appears to be some discipline to turn taking:

- (a) less than 5% of speech in overlap (simultaneous)
- (b) flexible management: works independently of number of participants, length of turns, order in which participants speak, etc.
- (c) cross-linguistic and cross-cultural similarities
- (d) formal settings (courtroom, classroom, etc.) deviate from pattern in conventionalized ways.

2.2.4.4 Adjacency Pairs

Many of the ideas of adjacency pairs were developed at the beginning of the 70s or even earlier. Schegloff and Sacks' article *Opening up Closings* (1973), Sacks' lectures at that time (published in 1992) and Schegloff's article 'On Some Questions and Ambiguities in Conversation' , said to be written in 1972 (published in 1984), stated in various ways that adjacency pairs are a particularly strong form of sequential constraint. This allowed seeing them as the most powerful form of sequential organization. They are considered critical to the organization of the institution of talk.

“It is that coparticipants in conversation operate under the constraint that their utterances be so constructed and so placed as to show attention to, and understanding of, their placement. That means that utterances, or larger units, are constructed to display to coparticipants that their speaker has attended a last utterance, or sequence of utterances, or other unit, and that this current utterance, in its construction, is placed with due regard for where it is occurring.” (Schegloff 1984: 37).

Adjacency pair is a sequence of two utterances, which are adjacent, produced by different speakers, ordered as a first part and second part, and typed, so that a first part requires a particular second part or range of second parts". Schegloff and Sack(1973) said that adjacency pairs are organized patterns of stable, recurrent actions that provide for, and reflect, order within conversation.

Adjacency pairs are a fundamental unit of conversational organization and a key way in which meanings are communicated and interpreted in conversations. Adjacency pairs are utterances produced by two successive speakers in a way that the second utterance is identified as related to the first one as an expected follow-up to that utterance.

Psathas (1997) summarizes the major dimensions of the adjacency pair structure:

- (1) There are at least two turns in length.
- (2) They have at least two parts.
- (3) The first part is produced by one speaker.
- (4) The second part is produced by another speaker.
- (5) The sequences are in immediate next turns.
- (6) The two parts are relatively ordered so that the first belongs to the class of first pair parts, and the second to the class of second pair parts.
- (7) The two are discriminately related in that the pair type, the first of which is member, is relevant to the selection among second pair parts.

- (8) The two parts are in relation of conditional relevance; the first sets up what may occur as second, and the second depends on what occurred as first

Adjacency pairs include such exchanges as question/answer; greeting/greeting; congratulations/thanks; apology/acceptance; inform/knowledge; leave taking/leave taking; complaint/denial; offer/accept; request/grant; compliment/rejection; challenge/rejection, and instruct/receipt.

Adjacency pairs are "Pairs of utterances in talk are often mutually dependent" (McCarthy, p119). They are considered to be an automatic sequences consisting of a first part and a second part. These parts are produced by the different participants in a conversation. After the speaker utters the first part, the first speaker immediately expects his conversation partner to utter the second part of the pair. The most obvious example of adjacency pairs are thanking-response, request-acceptance, and question-answer sequences. In addition to, opening sequences and greetings typically contain adjacency pairs. McCarthy gives some illustrations for adjacency pairs:

A: Congratulations on the new job, by the way.

B: Oh, thanks.

A: I've just passed my driving test.

B: Oh, congratulations.

A: Thanks.

If the second participant fail to provide the second part, there will be a kind of conversational disrupt. Thus, the adjacency pairs are considered to be one of the factor that contribute to the flow of conversation.

According to Schegloff (2007), to compose an adjacency pair, the FPP [first pair part] and SPP [second pair part] come from the same pair type. Consider such FPPs as 'Hello,' or 'Do you know what time it is?,' or 'Would you like a cup of coffee?' and such SPPs as 'Hi,' or 'Four o'clock,' or 'No, thanks.' Parties to talk-in-interaction do not just pick some SPP to respond to an FPP; that would yield such absurdities as 'Hello,' 'No, thanks,' or 'Would you like a cup of coffee?,' 'Hi.' The components of adjacency pairs are 'typologized' not only into first and second pair parts, but into the pair types which they can partially compose: greeting-greeting ("hello,' 'Hi"), question-answer ("Do you know what time it is?,' 'Four o'clock'), offer-accept/decline ('Would you like a cup of coffee?,' 'No, thanks,' if it is declined)."

Here are more examples of adjacency pairs:

1. Greeting → Greeting

"Heya!" → "Oh, hi!"

2. Offer → Acceptance/Rejection

"Would you like to visit the museum with me this evening?" → "I'd love to!"

3. Request → Acceptance/Rejection

"Is it OK if I borrow this book?" → "I'd rather you didn't, it's due back at the library tomorrow"

4. Question → Answer

"What does this big red button do?" → "It causes two-thirds of the universe to implode"

5. Complaint → Excuse/Remedy

"It's awfully cold in here" → "Oh, sorry, I'll close the window"

6. Degreeting → Degreeting

"See you!" → "Yeah, see you later!"

However, it is often found that a first pair part (eg a question) is sometimes followed by something that is clearly not an 'answer' in the required sense - it might be a refusal to answer, a redirection to somebody else, a challenge to the questioner's right or competence to ask that question, and so on.

Take a look at a collection of 'unexpected' responses it will show that they are done differently from 'expected' ones. They are not so prompt, and will have a hedge, or a request for clarification, or an account, or something that alludes to a difficulty or an excuse.

A: "why don't you come to our party on Saturday?"

(Pause)

B: "Well I'd like to but it's Hannah's birthday" [marked rejection]

This latter is an example of what is called a 'dispreferred' response. Therejection is (it is empirically found) marked by hesitation and hedging and an account of why the preferred response wasn't given. The mark is so powerful that it alone will suffice as a rejection:

A: "why don't you come to our party on Sunday?"

(pause)

B: "Well ..."

And A knows that B is declining the invitation.

But what will happen if it gave the dispreferred reply without marking it:

A: "why don't you come to our party on Sunday?"

B: "No"

That would look strange and rude. A would infer something about what B was saying (e.g. that they were sulking). The informativeness of such deviation shows us that the substance of the dispreferred SPP (e.g. that it is a rejection) and its markers (e.g. a pause, a hedge) normally go together.

So there are four possibilities: (commonly) expected and unexpected answer which can be either marked or unmarked. Commonly expected answers tend strongly to be unmarked.

2.2.4.5 Repair

Conversation is full of errors and mistakes because of synchronous qualities of this type of interaction; and since there is not enough time to plan each utterance in advance, and instead people make repairs and corrections. According to Schegloff, Jefferson and Sacks (1977), the organization of repair can be analyzed based on three different terms:

- (1) The position of repair in relation to an initial trouble source
- (2) The person who initiates repair (self or other) and who completes it (again self or other)
- (3) Whether a repair is successful or unsuccessful.

According to Schegloff, Jefferson and Sack retrieved from wikipedia (2007), states that repair is the mechanisms through which certain ‘troubles’ in interaction are deal with. Repairs are classified by two initiates repair, they are self repairs and other repairs. Self repair is done by the speaker about what has been said before. Nevertheless, other repair is done by another speaker as interlocutor. For example:

We might correct what we have said (self repair):

A : I’m going to the movies tomorrow... ***I meant opera***

The other person might repair what we have said (otherrepair)

A : *I’m going to that restaurant we went to last week. You know the Italian... one I Brunswick Street?*

B : ***You mean Lygon Street, don’t you?***

A : *Yeah. That’s right, Lygon Street.*

(adapted from Sacks, Schegloff and jefferson 1978)

Speakers may commit grammatical or word mistakes or they may have trouble inhearing or understanding the talk (Schegloff, 2007). Schegloff (2007) distinguishesbetween initiating a repair and ‘solving it’ or carrying it through by different parties. Toillustrate, sometimes one speaker commences a repair and completes it, or he or she initiatesit and the other speaker completes it. Sometimes, if someone involves himself orherself as the ‘self-repair’, then it is the ‘self-initiation of repair’. However, if someoneother than the speaker of the trouble source makes effort to repair the problem, then it is‘other-initiation repair’.

Schegloff, Jefferson, and Sacks (1977) define four types of repair:

1. self-initiated self-repair, one that is both initiated and carried out by the speaker of trouble source turn;
2. other-initiated self-repair, one that is carried out by the speaker of the trouble source turn but initiated by the recipient;
3. self-initiated other-repair, whereby the speaker of the trouble source may try to get the recipient to repair the trouble source, for instance if a name is proving troublesome to remember;
4. other-initiated other-repair, whereby the recipient of a trouble source turn both initiates and carries out the repair – this is closest to what is conventionally understood as ‘correction’.

Here are some example of the used of repairs in conversation:

1. Self-Initiated-Self-Repairs

A: When do you want your money back?

B: Next month - I mean next week.

2. Other-Initiated-Self-repairs

A: By the way, I have to go to Lila’s.

B: Where?

A: Lila’s.

(adapted from Schegloff, Jefferson, and Sacks, 1977)

3. Self-Initiated-Other-Repairs

A: I talked to Mr. Weinap - what's his name?

B: Weinapple.

4. Other-initiated-other repairs

(Singing a line from "I'll be There" by Jackson Five)

A: You and I must make a pack, we must bring
starvation

B: Starva: tion

C: Starva: tion, boy it's sal/ /vation.

A: Salvation.

(adapted from Harness Goodwin, 1983)

Streeck (1983) showed that self-initiated self-repair is the most common one, and that most of the repairs occur in the same sentence as the mistakes were produced. An important strategy speakers use in spoken interaction is repair, that is the way speakers correct things that have been said in a conversation. Repair organization addresses problem in speaking, hearing, or understanding in conversation.

2.3 Theoretical Framework

As have been discussed above, I aimed to conduct a qualitative research on the conversation transcript of English non-native speakers; specifically, to describe the structure of conversation found in the transcript. A number of literatures had also been cited to support this study with theoretical theories; thus, the aspects of conversation that are used in this study are openings and closings turn taking, adjacency pairs and repairs. All of these theories functioned as the basic guidance. In

accordance of these theories, I made a diagram to show the analytical construct of this study.

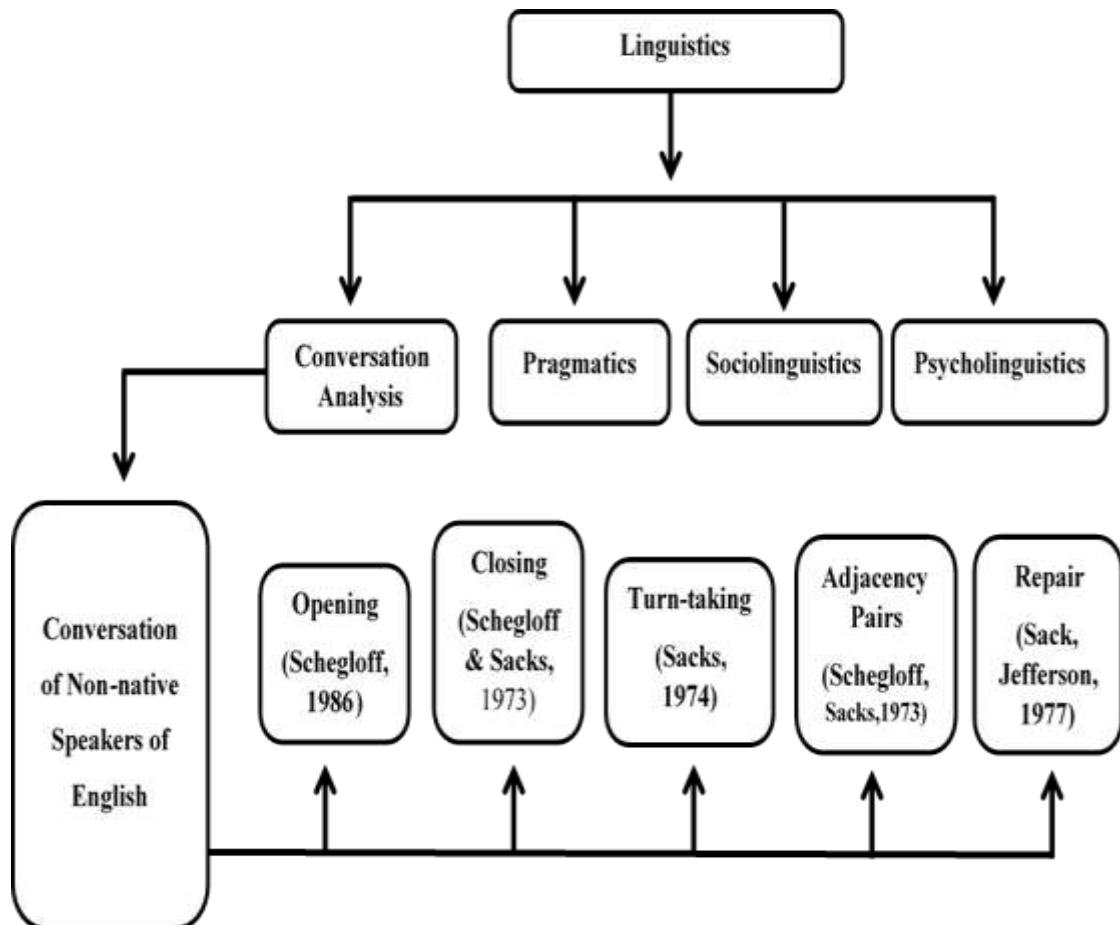


Figure 2.1 Analytical Construct of the Present Study

Then, the data in this study were analyzed using the framework proposed by Paltridge, as follows:

1. Reading the result of the written data carefully.
2. Identifying the structure of conversation using the categories of discourse structure of conversation.

3. Explaining the material that has been focused only on some aspects of conversation, those are opening and closing, adjacency pair, topic management and turn taking.
4. Intserpreting the data.
5. Drawing conclusion.

In short, the flowchart of the study based on the theories above is as presented in Figure 2.2.

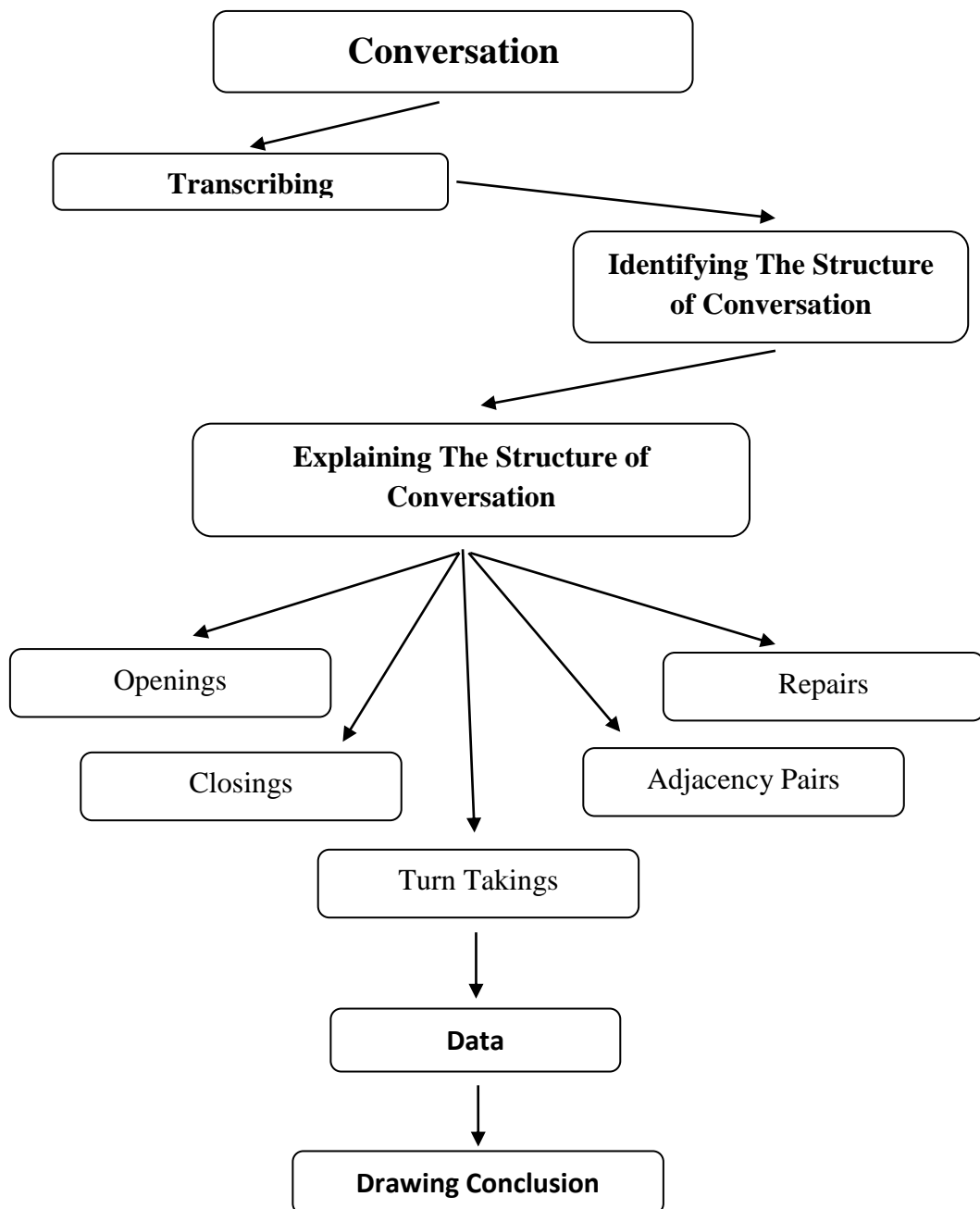


Figure 2.2 Framework of the Present Study

CHAPTER III

METHOD OF INVESTIGATION

In order to create a good quality study, every study must follow academic methods. The methods will lead us to achieve the goals of the study. This chapter deals with the research methods that discuss research design, object of the study, types of the data, role of the researcher, method of collecting data, and method of analysing data.

3.1 Research Design

There are two kinds of research approaches, there are qualitative and quantitative research. In this research, I used qualitative approach. Qualitative research presents the data research in the form of qualitative research which merely focuses on the analysis of textual data.

There are a lot of methods in qualitative research, one of them is descriptive analysis method. According to Koentjoroningrat as cited in Mukhoyimah (1986), a descriptive analysis is an analysis which aims in describing existing conditions through the activity of collecting the data. Hereby, the analysis of this type is done with words to describe conclusions. This research obtains the descriptive data whether spoken or written. A library research is also used in conducting the research, in order to find out some theories through numbers of books, journals, articles, and other sources that have correlation to the topic.

Woods (2006) also states that qualitative research is concerned with life as it lives, things as they happen, situations as they are reconstructed in the day-to-day, moment-to-moment course of events. Therefore, I reported and described the data as original as it is without any editing to ensure that findings really reflect the phenomenon.

3.2 Object of the Study

According to Strauss and Corbin (1998: 11), the qualitative data might consist of interviews and observations but also might include documents, films or videotapes, and even data that have been quantified for other purposes such as census data. In this study, the data were a conversation mp3 recording and a transcript of non native speaker of English which were two students (both are female) of fifth semester of English department of UNNES.

In order to be able to analyze the structure of a conversation, the conversation has to have a good flow of the talking. Being able to make a talking with a good flow means that the participants of the conversation are required to have standard ability of using English language well. Based on this idea, I chose the fifth semester students of English department of UNNES as the participants of the conversation that later would be analyzed in this study. The students of the fifth semester of English department have been through an education process with enough subjects that enabling them acquiring standard skill of English. Therefore, these students were considered good enough to be the participants of the conversation in which its transcript was the data of this study.

3.3 Type of the Data

I divided the data into two categories. They were:

(1) Primary Data

The primary data were transcript of the conversations of non-native speaker of English

(2) Secondary Data

The secondary data were in forms of supporting references taken from books, dictionaries, encyclopedias, and websites related to the study.

3.4 Role of the researcher

In this study, the writer collected and analyzed the data from the script and video in the film entitled The Proposal. It means that the writer was a data collector and a data analyst.

(a) As a data collector

I collected the data by recording the conversation of English non-native speaker and then made the transcript of it. The writer also collected the data from supporting references, such as books, journals, and websites related to the study.

(b) As a data analyst

The data collected were analyzed to answer the research question stated. In analyzing the data, I used descriptive-qualitative analysis.

3.5 Procedures of Collecting the Data

The data of this study were collected through the following steps:

3.5.1 Recording

I recorded the talking of two students of fifth semester of English Department of UNNES as English non-native speakers.

3.5.2 Listening

I listened the audio file of the recording to understand the content of the conversation.

3.5.3 Transcribing

I transcribed the speaker's utterances in transcription sheets. I wrote down the utterances on the transcript, while playing the recording. Then, I replayed the recording to check the accuracy of the transcripts. The principles and conventions I used here followed those of the Jefferson-style transcription system. The transcription convention needed in this study can be seen in the appendixes.

3.6 Instrument for Collecting the Data

Instruments for collecting the data were as follows:

(1) **Audio Recorder in MP3 Format**

I decided to use mp3 format because this file format was easier to be utilized. This file format could be played in any player so that it made the

transcribing process much easier. The duration of the recording is 31, 46 minutes.

(2) Transcript

I used transcript sheets to write down the transcription of the recording. The transcript sheets were the draft of the final analysis.

3.7 Procedures of Analysing The Data

After the data were collected, the data were analyzed by using several steps.

(1) Identifying

I compiled the related data that used in this analysis study. The first step is identifying. The identifying processes were consisted of :

- a) Identifying the opening and closing of the conversation
- b) Identifying the turn taking strategies of the participants
- c) Identifying the adjacency pairs used by the participants
- d) Identifying the conversational repairs

(2) Classifying

The intended data are collected and stored into a table. The table is divided into several column in accordance with the aspects of conversation structures.

Table 3.1. Classifying Results of The Aspects of Conversation Structure

NO.	SPEAKER	DATA	CONVERSATIONAL STRUCTURE ASPECTS
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			OPENING	CLOSING	ADJACENCY PAIR	TURN TAKING ALLOCATION	REPAIR

(3) Tabulating

After classifying the data based on the aspects of conversation structure, I showed the information in the form of table.

Table 3.2. Frequency Table of The Aspects of Conversation Structure

NO.	CONVERSATION STRUCTURE ASPECTS	FREQUENCY	TOTAL
1	Opening		
2	Closing		
3	Turn Taking Allocation		
5	Conversational Repair		

(4) Choosing Data

After all the data were analyzed, I numbered all section of the dialogoe and compile them into data card according to the aspect they belong to. Then, I chose some of them on each aspects randomly to be discussed further on chapter IV.

(5) Reporting

The procedure of reporting the result in this study used descriptive qualitative research. Qualitative research involves any research that uses data that do not indicate ordinal values (Nkwi, Nyamongo, Ryan, 2001:1). In other words, descriptive research answers the problem of the study emphasizing on description rather than calculation of numbers. I used this method in this research as it involves interpretation. According to Denzin and Lincoln (2005), qualitative research consists of a set of interpretive, material practices that make the world visible. In this study, interpretation is presented in the form of description, so the explanation is clearer and easier to understand for readers.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provides the findings of this study. These results are presented together with its analysis. This chapter is divided into three main sections namely research findings, discussion, and prominent phenomena analysis. Research findings presents all findings of conversation structure investigation in the conversation between two non-native speakers of English which were fifth semester students of English education at UNNES. The data are served with the frequency of each aspect of conversation structure found in the dialouge. Furthermore, detail explanation regarding the research findings is presented in research discussion.

4.1 Research Findings

After conducting this research, I realized that the ability of conversation participants to organize their talk well is really important. The speaker, which were students of fifth semester of English education program of UNNES, fulfil the requirement to be the object of this research by making a good organization of conversation although their speaking skill was still lacking in everywhere.

The opening and the closing of a conversation between the two participants must be interactionally achieved. They greet each other for the opening and saying farewell to each other for the closing of the conversation. I concluded that the speakers began and ended their conversation appropriately using the right expression.

I found out that there were 141 turns in the dialogue between two non-native speakers of English used in this research. Sacks' three rules of turn allocation that were mostly appeared in the talk were rule 1 and rule 2 with almost the same number, 65 and 66. Rule 3 was rarely found by only appears 10 times. Therefore, the turns of the talking were distributed fairly between the participants.

There were 71 pairs of adjacency pairs appeared in the conversation. There were advice-acceptance (1), assertion-agreement (10), farewell-farewell (1), greeting-greeting (3), information-response (4), question-answers (43), request-grant/acceptance (4), statement–confirmation (4), thank-return (1).

On the other hand, the speakers used many conversational repairs to fix the mistake they made on their talk. The number of repair they used were 69 repairs. The type of repair that dominates the findings was self-initiated self-repair which appeared 66 times. Self-initiated other-repair appeared 2 times and other-initiated self-repair only appeared 1 time. The last type of repair, that is other-initiated other-repair, was not found at all. For a better view of the findings, the overall result of current research can be seen in the provided table below.

Table 4.1. Frequency Table of The Aspects of Conversation Structure

NO.	CONVERSATION STRUCTURE ASPECTS	FREQUENCY	TOTAL
1	Opening	1	1
2	Closing	1	1
3	Turn Taking Allocation		
3.1	Rule 1	65	141
3.2	Rule 2	66	
3.3	Rule 3	10	
4	Adjacency Pairs		
4.1	Greeting-Greeting	3	71
4.2	Question-Answer	43	
4.3	Information-Response	4	
4.4	Assertion-Agreement	10	
4.5	Request-Grant/Acceptance	4	
4.6	Statement-Confirmation	4	
4.7	Advice-acceptance	1	
4.8	Thank-Return	1	
4.9	Farewell-Farewell	1	
5	Conversational Repair		
5.1	SISR	66	69
5.2	SIOR	1	
5.3	OISR	2	
5.4	OIOR	-	

4.2 Discussion

4.2.1 Opening

Liddicoat (2007) states that the beginning of a conversation does not just happen. Like other things in conversation, the opening of a conversation between two or more participants must be interactionally achieved. This section investigates how the opening of the conversation between two non-native speakers of English is achieved.

1	A	:	hi anggung, (0.5)] greeting sequence
2	B	:	hi irfina, (0.7)	
3	A	:	long time no see, (0.5)	
4	B	:	long time no see;	
	A	:	er:, (0.5) how:s your feeling today?] how-are-you sequence
5	B	:	um::, (0.5) i feel gread; howbout you?	
6	A	:	e:r, (0.5) I feel (0.5) wonderful;	

The dialogue above shows how the participants opens their conversation. They follow the basic and simple way to open a conversation just like how the majority of English learners if they are asked to hava an English conversation. Greeting and howareyou sequences use by the speakers to begin their talk. It must be

noted that the all sequences consist of adjacency pairs. According to Schegloff (2007), to compose an adjacency pair, the FPP [first pair part] and SPP [second pair part] come from the same pair type. The first speaker greets her friend by saying “hi Anggun” as the first pair part (FPP) of greetings and then, as the second pair part (SPP), she gets greeted back the same way by B. Right at the moment speaker A greets speaker B, speaker B will identified the identity of speaker A. After speaker B find out that speaker A is someone she knew, she greets speaker A back with also mentioning speaker A’s name (“hi Irfina”). The identification or recogniton is very basic and important stage to begin a conversation. If the invited participant is unable to recognize the participant who invites her into a conversation, the opening of conversation may fails because there is a high probability for the invited participant to reject the conversation invitation.

Then A continues her greeting with “long time no see” that initiates the next action from B who then answers it by saying the exact same words. It shows that the conversation is happened after they have not meet each other for long time. The speakers also use the howareyou sequence as part of greeting in the conversation beginning. Howareyou sequence also indicates that the two speakers have not met after long enough time so they do not know about each other condition at that time. Howareyou sequence does not always indicate that the participants have not met each other for long time. Sometimes howareyou may appears eventhough the participants have just met. In this case, how-are-you sequence is treated as a question rather than

greeting. This may happen if there is information about something that happened which may affect the participants condition. However, how are you sequence found in this research belongs to greeting sequence because clearly speaker A and B have not met for long time and they do not have any information about each other.

An opening of conversation has to be done collaboratively by the participants. If one of the speakers does not follow the basic sequences, or skips some of the sequence carelessly, miscommunication can occur. Such flaws may cause the opening section to be relatively fragile and to break down quite easily. This will make the conversation failed to happen. However, speaker B gives appropriate SPPs for A's greeting FPPs. Therefore, the opening performed by the participants considered as successful and their conversation could continue further to discuss about various topics.

4.2.2 Closing

This section discusses the closing of the conversation used in this research. As what Liddicoat says, closing a conversation provides a particular interactional problem. Participants need to disengage from talk in a way which does not make the relationship between participants vulnerable and which ensures that all participants to the conversation have had the opportunity to talk about all of the things which need to be dealt with in the conversation.

The dialogue below shows how the non-native speakers of English used in this research end their conversation.

B : um:,
 of course i have becoz i should
 prepare many things for my peer
 teaching,
 an' i think that the time is so
 limited,
 so,
 i should work hard.

(1.5)

B : Um:,
Irfina,
 Im sorry
 Er:,
 i have (xxx)
 thank yuh for shar your weeken',
 I must go now,
 See you::?
 (0.5)

(Closing implicative
 environment
 (Pre-closing segment))

(Terimnal exchange)

A : see you *anggun,*

From the dialogue above, it can be seen that it consists of two adjacency pairs, pre-closing segment and terminal exchange. The function of a pre-closing is to show that a participant has nothing more to say and to give signal to the other participant to finish the conversation. As what Nishimaki (2013) stated, after the other participants agree to end their conversation by saying “okay” or “well”, then participants should

proceed to terminal exchange by saying “bye” or “see you”. The mentioned way of initiating closing and finishing a conversation is called archetype closing.

It can be seen in the dialogue that speaker A and B are actually discussing about their assignment from peer teaching class when suddenly speaker B continues her turn by saying sorry that she has to go somewhere. This shows that B tries to initiate closing. Therefore, this segment considers as pre-closing segment. The part where B says sorry that she have to go is the FPP of pre-closing adjacency pair. If the conversation followed the archetype closing, speaker A should give the SPP by saying “oh, that’s okay”, “alright, then”, or anything else to show that speaker A agrees to finish their conversation and that the closing is achieved collaboratively by the participants to the conversation. However, without waiting to get the second pair part of her announcement of closure, B proceeds to the terminal exchange by saying “see you”.

Schegloff and Sacks (1973) states that closing is achieved with the production of the second component: the completion of the adjacency pair completes the conversation and removes the relevance of the continued application of speaker change for this conversation. The use of an adjacency pair to close conversation means that closing is achieved collaboratively by the parties to the conversation. The fact shown on the dialogue that speaker B doesn’t wait A to give her SPP makes it is considered as a failure in collaborating in the pre-closing segment. Liddicoat (2007) states that this kind of failure is potentially interpretable as expressing anger or some

other emotion. In this dialogue case, from what speaker B says, it can be assumed that speaker B is in hurry to go somewhere. This consideration is possibly the reason that makes speaker A just answers B's "see you" with "see you" back without saying anything else although there might be a possibility that for speaker A there are still mentionables which have not been mentioned.

It can be concluded that speaker B's first part of pre-closing is the practice of what Liddicoat (2007) states as closing implicative environment. This kind of closing usually invoke some external circumstance which warrants ending the current conversation, with greater or lesser degree of specificity. The circumstances which warrant ending to conversation may orient to the speaker's circumstances or the recipient's circumstances. In this conversation, speaker B invokes her having somewhere to go as an external circumstance which warrants her ending of the current conversation. Speaker B's announcement of closure immediately lead to a terminal component. This announcements of closure is unilateral declaration of closure to finally close the conversation. Eventhough speaker A does not give any response as the SPP for the pre-closing segment, she accepts B's announcement and that closure could happen right at the moment.

The organization of closing found in this conversation is the kind that the majority of closing produced by conversation participants. Doing closure through closing implicative environment makes closure relevant and is considered appropriate

for the participants due to no need to explicitly talk about closure as a relevant activity.

4.2.3 Turn-taking Allocation

Speaker change is a normative process which must be achieved by participants in the conversation. Hereby, speakers change is one of the most noticeable features of conversation. This segment discusses about the allocation of turn-taking found in the dialogue of two non-native speakers of English used in this research. This segment is divided into three parts following the three rules of turn-taking allocation by Sacks.

4.2.3.1 Current – Select – Next (R1)

In this research, this first rule is found as one of the majority rules applied by the speakers when they got their turn to talk in the conversation. This rule says that current speaker of the conversation can select the next speaker. Liddicoat (2007) states that if the current speaker is to select the next speaker, the talk must be designed to achieve this. The current speaker should give clue to the next speaker to talk after current speaker completes her TCU (Turn constructional Units). Example of the clue can be done by mentioning the name of chosen next speaker, or by rising the intonation of the utterance to show that it is a question that invite next speaker to give response by answer it.

As shown on the provided table of the general findings, question-answer is the first rank of form of adjacency pair performed by the participants with its appearance number was 43 of the total 71 adjacency pairs. This result one reason that supported

R1 to be one of the rules mostly performed by the conversation participants. In the current conversation, the organization of the talk is almost like that of interview dialogues'. The two participants took turn to be the interviewer and the informant throughout the conversation. This means that the turns were possessed alternately between the two speakers.

- 9 A : um::, (0.5)
 What did you do on the weeken' ?
 (1.0)
- 10 B : um::, (0.5)
 i ha:ve (.) a: quality ti:me (.) with my
 fami:ly a:n' (.) my frien's;

From the dialogue above, it can be seen that the participants were talking about their activities on the previous holiday. The first turn is speaker A who gave a question to speaker B. A uses the pronoun "you" to give sign that she yield the next turn to B. Speaker B realizes it as a question because A ends her TCU with a rising intonation which shown with symbol (?) at the end of her utterances. Gramatical structure of A's TUC also shows that it is the form of a question. After a brief silence, that is 1.0 second gap, speaker B take the turn and answered the question. The 1.0 gap is place where B wait for any possibilty that A has not yet completed her TCU. After B is sure that A has finished her utterance and that it is relevant to change speaker for the next TCU, B possessed the turn yielded from speaker A. Speaker B's turn size is not much different with A's. B ends her TCU with slightly falling

intonation, which shown with symbol (;), to show that she completes her turn and that it is a relevant place for next speaker turn.

The same taking-turn system with the preceeding dialogue also applied for the dialogue below since it is a question-answer pair of adjacency pair.

- 11 A : where did you go(.)with=e:r=family: an' (.)
frien's?
- 12 B : um::, (0.5)
Actually my: uncle (.)and (.) au:nty: came to
kudus,
(0.5)
e:r, (0.5)
The:y (.) were fro:m Jaka:rta (.) an' i we:n'
(.) many place:s (0.5) in kudus a:n'i tried
to: make them (.) comfortable.

Speaker A still becomes the questioner and they were still talking about their holiday. Knowing B went somewhere when they had been on their holiday, A give further question about it. The unit “where did you go” of A’s TCU actually can already be said as a complete TCU if it is viewed from syntactic completion, however, seeing it thorough intonation completion it is not complete yet because there should be a falling tone at the end of “where did you go”. It is clear that the pause did not function as signals for speaker change but had other interactional significance. Furthermore, eventhough there is a slight pause after “where did you go”, it is not the

place for speaker change as A then continues her turn. After finishing her turn with raising intonation, speaker A then gave the next turn to speaker B.

Speaker A should have finished her turn with falling intonation as it is not a yes-no question. The reason is because she is affected by Indonesian language system of giving question that all question sentences, in whatever form they are, have to end with rising intonation. Despite the wrong intonation, since she could send the meaning of her message well as well as B that could understand the question well, the turn is still considered as a successful complete TCU.

Feeling the possible completion of A's turn, B is ready to take the turn that is yielded by A. It can be seen from the provided dialogue above that B directly gives answer for A question. As turn length is never fixed, B gives longer turn by giving more explanation about her uncle and aunty's coming to her answer.

112 A : have you watch (.) dangdut academy dua?

113 B : i haven' watch it;

114 A : o::,

You shud watch this program becoz this program
is so interesting.

115 B : oka:y thank you for your suggestion;

In the data above, the R1 of Sacks' turn-taking allocation rules is still applied. Both of turn 112 and turn 114 show that speaker A chooses B to be next speaker, besides there is no other participant that could response to A's utterances.

The dialogue above shows that the participants change the topic of their conversation. Speaker A asks whether B has watched Dangdut Academy Dua (a famous television program of Indosiar, an Indonesian TV channel). Speaker A ends the TCU and shows the possible turn relevant place for the next speaker by rising the intonation. The rising intonation shows the intonation completion TCU. Speaker B catches the signal of the TRP and used the given opportunity to response to A's question. Speaker B says the she has not yet watched the program. The falling intonation of the ending of B's turn shows that B has finished her turn. After the relevant place for the next speaker shown, A responds to B's answer. There A makes suggestion for B to watch the show. Speaker A says to B "you should watch this program". The words "You should" shows that it is advice/suggestion form of sentence. Although A's TCU is not in the form of question sentence, the TCU still initiates B to respond it. Speaker A uses "you" in her utterance. Lerner (1996) has shown that the use of you to identify an address see function through features of context and recipient design to uniquely identify referents. The pronoun "you" uses by speaker A indicates that A invites B to take the next turn and that B should give response to A's suggestion. Understanding the meaning of her interlocuter's utterance and that she should give a response, B says thank you.

4.2.3.2 Next Speaker Self-Selects (R2)

The apperances of the second rule of Sacks' turn taking allocation system in this research will be discussed further in this subsection. Liddicoat (2007) states that self-

selection occurs when a participant becomes next speaker, but nothing in the previous talk has selected this person to be next speaker.

Next speaker's self-selection rule applied 66 times by the non-native of English participants in their conversation. The number of its appearances puts this rule in the first rank among all the three turn-taking allocation rules. This happened because on most of the question-answer pairs, the speaker who answer the question only answered it without giving back any question to the questioner. This reason that made me thought that the conversation structure between two English non-native speaker that is used in this research is like those of the usual structure of normal interviews.

From the data shown below, the idea which said that the majority dialogues of current conversation somehow are like an interview can be seen clearly.

- 46 B : er:,
 It is called (.) oleholeh right?
- 47 B : er:,
 I think so:, (.)
 Because
 Er:,
 we should (.) bring som:thing (.) fro:m
 (.) the place (xxx)
 (1.3)
- 48 A : um:, (.)
 By the way, (.)

How far i:s (0.5)

er::

your home to (.) menara-,

To: muria mountain'?

49 B : it tooks forty five minutes by ca:r.

(1.0)

51 A : an',

what activities d::,

did you do on the weeken'?

The self-selections on the dialogues above occurs when speaker A becomes the next speaker, but nothing in the previous talk has selected speaker A to be next speaker. It can be seen that after speaker B answering the question (turn 47), she just ends her turn. She does not ask speaker A back or say anything that could become a FPP of any adjacency pair that demands the SPP from speaker A. In short, B does not select any next speaker. Then, following a brief silence, speaker A self-selects herself as the next speaker. She give another FPP to be completed by speaker B. She asks B about the distance between B's house to the mentioned destination. Then again, stright to the point, B only answers the given answer without completing her TCU with anything signaling A to take the next speaking turn (data 49). Automatically, to make the conversation continued, A again self-selects herself and asks B another question (dialogue 50). The same with what has happened before, B only answers and does not select the next speaker for the next turn. Such taking-turn system were found many times in this research.

Another occurrence for R2 happens in the conversation between the two English learner can be seen from the data below.

- 51 B : um:, (.)
 I also bought a gown fo:r (.) my: (.) mini
 drama last,
 Eh:,
 Next week.
- 52 A : o::,
 [er:]//
- 53 B : //[i] think that (.) we are in the same
 class right?

The data above shows that after speaker B's turn, which does not specially select the next speaker, speaker A self-selects herself to respond on B's utterance. The silence after B's turn in dialogue 51 makes thinks that B has already completed her turn as B's TCU indicates a completion seen in the context of syntatic completion, intonation completion, and pragmatic (action) completion. At the beginning of A's TCU, she suddenly gets cutted off by B. Such thing is called interruption. Apparently, as speaker B does not select the next speaker, she also does not expect A to take the next speaking opportunity. Since she wants to continue her turn, speaker B self-selects herself and constructs another TCU.

Self-selecting also can happened when participants want to take the next turn to give response to current participant's utterance even when the current speaker does

not select from the participants to be the next speaker and does not expect the next speaker to comment on what current speaker had said. Such kind of self-select occurrences shown by the two following data.

(1)

62 B : um,
 I'll become (0.5) a cinderella in this drama,
 so,
 i shud (.) pla:y (.) an' (.) make myself (.)
 calm,
 (1.5)

63 A : er::
 it is er: (.) sutable, (.)
 it is, (.)
 it is (.) apa (.) i it is sutable for you to
 become (.) cinderella.;
 becoz (.) you, (0.5)
 Er:,
 are not only beautiful,
 but also,
 you are: (1.5)
 em::
 you are (1.0) kin' (.)
 an' i agree: that you become cinderella.

(2)

74 B : yes, (.)

Because when (.) i let him (.) to do (.) his
homewrk by himself,

They will play: a playstation (.) watch teevee
(.) an' the other activities.

(.)

He: tends to pla:y than study,

(0.5)

75 A : i think,

er: ,

its becau:se your brother is (.) still young,
(0.5)

He tends to (0.8) play a game (.) rather than
(.) study.

In the data of number (1), speaker B tells speaker A about her role on the next drama show. Here, B gives a TCU with an extension that explains the trait of her characterer on the drama. In her turn, speaker B does not ask about what speaker A's role on the drama. She also does not ask for A's opinion about her role, Cinderella. There is no clue or sign from B to make speaker A feels invited to give her thought on B's role as well. However, A self-selects herself on the next turn after she identifies the possible TRP. Speaker A starts her turn with "er:::" pause filler to show that she is claiming the current opportunity to talk. Then she continues her long turn with several TCUs that explain her opinion and the reasons behind it.

The same taking-turn rule as the previous data also happened in data of number (2). As the current speaker of turn 74, speaker B talks about her brother. In

this turn, she does not select nor offer speaker A to take the next turn as the next speaker. Self-selection happens again then, as A take the next turn and told B her opinion about B's brother.

4.2.3.3 No Current Speaker Selects Next & No Next Speaker Self-Selects (R3)

Sacks (1974) have outlined a small set of rules for relating turn allocation to turn construction which coordinate speaker change. In this subsegment, the application of third rule found in the current conversation will be discussed further.

The application of R3 in the current research was found appeared 10 times. Compared the the other two rules, the appearance of R3 was considered very rare. This happened because after every current speaker finished the TCU and reached the actual completion, it showed the relevant places for the next speaker to take turn and every participant who is not the current speaker always seek the opportunity to take the floor of the next speaker. That way, after one have finished their turn, the other speaker won't let the opportunity to talk just passed through her.

For rule R3, Sacks states that if the turn so far is not constructed to select a next speaker, the current speaker may, but need not continue if no other speaker self-selects. The following data shows that this R3 occurred in the current conversation of current research.

86 A : o: ,
 I think it is quite cheap right?=
 87 B : =ye:s ,

Of co:urse.

(3.0)

88 B : um: ,

An' i also: (.) have a cha:t (.) with my
frien's;

Two of my frien's told me about (.) her
boyfriend,

An' she got a brokenheart,

In turn 86, speaker A states her opinion about the price of something B has bought. She finishes her TCU with a rising intonation. It means that speaker A delivers a FPP which demands a SPP from B. Speaker B then give response to a's statement by agreeing with her. There is a falling intonation in the end of speaker B "of course" which indicates an actual complete TCU. Here, B does not select A to take the next floor to speak. Speaker A should have recognized the possible completion from the intonation of B's TCU. However, beside B who does not select the next speaker, speaker A does not self-select herself nor try any effort to obtain the next opportunity to talk. The relevant places presented after B's turn just becomes a long silence for 2 second. Realizing that A will not produce any TCU, B then decides to hold the turn again and produces the next TCU. Here, the last TCU B makes is a new TCU and not an extension of B's previous TCU because B talks about something very different from what she and A discusses in the previous turns.

There is also a possibility that after producing an actually complete TCU, the current speaker, who is currently possessing the control of conversation, chooses to

hold the conversation floor. By holding the floor, it means that the current speaker choose to cary on talking whether to extend the previous TCU or to deliver a brand new TCU. The data bellow is the example of the application of holding the floor performed by the speaker that is found in the current research

- 30 A : so, kodus has (.) two sunan right?
e::
Sunan kodus an' sunan muria,
- 31 B : yes,
Of course, (0.5)
Kodus has two sunan,
Sunan kodus an' sunan muria.
(.)
- 32 B : um::
(.)
I want to: (0.5) tell you that (.) in muria
mountain' (.) the:re i:s also: (0.5)
a water [fall] (.) there.
- 33 A : [em::.]
- 34 B :er:, (0.5)
The name is (.) montel

Above, it can be seen that speaker A delivers a question to speaker B which shown by the beginning of her TCU that ends in a rising intonation eventhough then she expands the TCU with another utterance that ends with a falling intonation. Then, at the next turn relevant places, speaker B produces her TCU as the answer of a

question. After she completes her TCU, following a brief silence, B cues that she will carry on. The cue B gives is the pause filler “um:”. Not failing to recognize B’s intention, A does not try to steal the floor and let B to continue. Speaker B then continues her turn to tell A about another tourist destination in Muria mountain.

Speaker A only produced “em:” that is overlapped with B’s utterance to give responses. The “em:” uttered by A is not considered as an effort to overtake the turn when the possible completion might be identified. It is rather considered as a normal automatic response that is appeared when a new knowledge is given. This is proven with falling intonation identified in A’s “em:”. Knowing that A would not make any new TCU, speaker B then extends her turn to further her TCU.

Almost the same with the system of turn-taking above, the data below shows an appearance of R3 when there is response of the other participant but could not be considered functioning as self-selecting as shown in the following data.

- 42 B : =but,
I think (.) that the taste is jus' (.) the
same with the other bananas,
- 43 A : ((laughing))
- 44 B : maybe its about (.) their percep [tion (.)
right?]

Speaker A produces a laughter as the response of B’s statement. Eventhough the laughter is happens in a brief silence after B’s turn, that can be an opportunity for the next speaker to overtake the turn, it is not counted as claiming the floor.

Liddicoat (2007) claims that laughter is done as a choral action in which no participant who is doing it at the current time could be considered the current speaker. As it shown in the dialogue above, speaker B then proceeds to continue the extension of her previous TCU.

4.2.4 Adjacency Pair

In the current conversation, I noticed that many turns of the two speakers occurred as pairs. Schegloff and Sacks (1973) called these sorts of paired utterances adjacency pairs and these adjacency pairs are the basic unit on which sequences in conversation are built. They also stated that adjacency pair is a sequence of two utterances, which are adjacent, produced by different speakers, ordered as a first part and second part, and typed, so that a first part requires a particular second part or range of second parts. Adjacency pairs are organized patterns of stable, recurrent actions that provide for, and reflect, order within conversation.

There were total of 71 pairs of adjacency pairs identified in this research. Those 71 pairs were the total number of 9 types of sequences of related utterance. Those types were advice-acceptance, assertion-agreement, farewell-farewell, greeting-greeting, information-response, question-answers, request-grant/acceptance, statement –confirmation, thank-return. All of those pairs of utterances will be discussed further in this subsection.

4.2.4.1 Greeting-Greeting

Greeting-greeting pair acts an opening of a conversation while the opening itself is one aspect of the conversation structure that build a good conversation. Thereby, the occurences of this pair in this research is inevitable. Greeting-greeting utterances pair found in this research occured in several sequences as shown by the following data.

- 1 A : hi anggun,
- 2 B : (0.5)hi irfina,
- 3 A : (0.5)long time no see,
- 4 B : (0.5)long time no see;
- 5 A : er:, (0.5)
 how:s your feeling today?
- 6 B : um::, (0.5)
 i feel gread;
 howbout you?
- 7 A : e:r, (0.5)
 I feel (0.5) wonderful;

The data above acts as the oppening of the current conversation. At the first turn, speaker A greeetes speaker B by saying “hi” and mentioning speaker B’s name. Speaker B gives the SPP required by the FPP with greeting speaker A back. Then, speaker A continues the greeting with “ long time no see”. This FPP has already had its fix pairs design that it has to be answer the same way as the FPP. Thus, B produces the appropriate SPP by also saying “long time no see”.

Then, the greeting proceeds to the howareyou sequence. This sequences is also considered the part of greeting-greeting pairs since howareyou sequences can never

be separated from this pairs. In first sequence, A provides the first part of howare you sequence. Then B answers it with constructing the expected SPP. In the next sequence, they alternate their role. Here, B produces the FPP to ask A back about her condition. Then to answer this, speaker A produces the demanded SPP with talking about her condition.

4.2.4.2 Question-Answer

This subsection will discuss further about question-answer pairs found in the conversation of current research. Question-answer is one type of adjacency pair that always occurred in all kind of conversation. There is almost no conversation with this type of utterances sequence. This idea is proven with the result of this research. Question-answer pairs appeared to be the first rank of mostly appear adjacency pairs. More than half of the adjacency pairs found, with the total number of 43 pairs, were identified as question-answer pairs.

```

18   A :  what did you buy;
19   B :  e:r, (1.0)
      I:  jus' bought jenang, (.)
      Jenang is the mos' famous (.) snack in
      kudas;
```

In the data above, A becomes the questioner and B becomes the informant. A constructs the FPP of question-answer pair. Then B, constructs the SPP with the answer of A's question. B also gives some extension to her TCU to explain more about jenang

49 A : um:, (.)
 By the way, (.)
 How far i:s (0.5)
 er::
 your home to (.) menara-,
 To: muria mountain'?

50 B : it tooks forty five minutes by ca:r.

Dialogue 49 shows us that speaker A gives a FPP that asking about distance.

This makes speaker B is responsible to provide the SPP of the answerer as what she then does in dialogue 50.

65 B : um: (0.5) have you prepare (.)your gown?
 66 A : yes i have (.) er: (.) when i (0.5) arrived
 (.) at home;
 I: directly wen' to: (.) the boutique (.) to:
 buy long dress,
 for (.) our mini drama.=

In dialogue 65, it shows thst speaker B constructs a question for speaker A.

This question initiates the next action which is B answering it. Then, the answer from B, the SPP for A's FPP, completeds the question-pairs in this data.

72 A : um:, (0.5)
 What do you think (.) about your brother?
 73 B : um:, (0.5)
 He can not study by: himself,
 He needs (.) somebody else to accompany: him

to do his homework.

The data above is another example of question-answer occurrence found in this research. In turn 72, it can be seen that A produces a question, that is the FPP, to speaker B. Then, to complete this question-answer sequence, B follows with the SPP that is her answer.

4.2.4.3 Information-Response

This utterances sequence of information-response occurred 4 times in the current conversation. Some of the occurrences of this pair will be discussed here.

(1)

23 B : a:n,

My: (.) uncle (.) bought a: kodus tower
miniature,

An',

(.)

He told me that (.) he wanted to: bring it to
jakarta, (.)

An' he wanted (.) to: share it to ma-(.) to
his frien' there.=

24 A : =o::

(2)

88 B : um:,

An' i also: (.) have a cha:t (.) with my
frien's;

Two of my frien's told me about (.) her
boyfriend,

An' she got a brokenheart,

(.)

89 A : o::,

In the two data above, it can be seen that the application of information-response pairs are the same. Speaker A tells B a new information. As the FPP, surely it needed SPP to complete it. This way, speaker B needs to show her response on something she is given told about. On both of the data above, speaker A produces a very short TCU, with “o::” only. However, this “o::” is considered as a complete unit since intonatinly and pragmatically the meaning behind it could be delifered and received well. This “o::” as the SPP shows that speaker A listens to B’s talk and that she accepts the knowledge she is given.

4.2.4.4 Assertion-Agreement

Adjacency pairs in the form of assertion-agreement appeared 10 times. This pairs acquired second rank position of the most type of adjacency pairs that appeared in this research. Here are moe occurences of this pairs that were found.

97 A : actually not,

But er:, (.)

This project is (0.5) our final examination.

So,

We have to

er:,

do the best (.) for our (0.5) performance.

98 B : um:,

Yes ofcour,
 We should do the bes' for this.

In dialogue 97, A's FPP asserts that they have to do their best for their performance because the performance will be treated as their final examination. Then, in dialogue 98, B produces a SPP which shows her agreement on A's assertion.

Another occurrence of assertion-agreement pair can be seen on the data below.

140 B : yes,
 Er:,
 It is very instant cooking i think,
 (0.5)
 141 A : yes,
 I think so.

In the dialogues above, B let out an assertion that she thinks that the cook they are talking about is easy to be done and very instant. Speaker B's FPP in assertion form then followed by A's SPP that is definitely agreeing on it. Hereby, speaker A says "yes, i think so".

4.2.4.5 Request-Grant/Acceptance

Request/grant-acceptance occurrence in current research is noticed 4 times. The following data show its occurrences in the current conversation.

25 A : many people told me: tha:t `dus tower i:s
 unik'.
 Cud you: (.) explain to me,
 Why (0.5) kodus tower-(.) kodus tower is so

unik'.

26 B : e:r (.)
 You right. (.)
 Kudus tower is very uniq'
 Er:,
 I thi:nk (.) it is 'caus by: (.) the
 collaboration o:f (.) hindu an' islam in
 that building.
 So:, (.)
 E::r (.)
 The: to:wer (0.5) is (.) old (.) an' (.)
 uniq'.

It can be seen that in turn 25, speaker A requests speaker B to explain to to her about the uniqueness of Menara mountain. This request acts as the FPP that demands a SPP for the interlocuter. The SPP can be in two form, rejecting or granting the request. Spekaer B then constructs the SPP of granting to speaker A. Then she creates a long TCU to explain the uniqueness of Menara mountain.

137 A : how about the steps *anggun*,
 Cud you explain: to me?

138 B : um:,
 Of course,
 Er:, (.)
 You should prepare (.) a plate of rice,
 An' then,
 The first is you should (.) heat the oil in

the pan,
 An' you wait for a few minutes.
 (.)
 An' then,
 You break the egg into the pan,
 An'
 You pour the rice (.) the rice into the (.)
 pan,
 An' you can add the instant seasoning for (.)
 making a fried rice,
 You can find the instant seasoning in
 supermarket,
 An'
 It is (.) easily to make a fried rice.
 An' if you want to (.) have a spicy taste,
 You can add the slices of chili in your fried
 rice
 An' you pour it.
 It just only take five minutes to make it.

In the very long data above, it can be seen that speaker A produced a FPP of request-grant sequences. Here, she wanted to know about the steps of making fried rice. Speaker B then said “of course” which indicated the she would construct the SPP in the form of granting. She then explained the steps of making fried rice as what speaker A expected to hear.

4.2.4.6 Statement-Confirmation

There were 4 utterances sequences of statement-confirmation found in this research.

Some of them will be discuss here.

- 59 A : er: (0.5)
 I become (1.5) one of cinderella stepsister;
 [You?]
- 60 B : [o::] you must be cru:l,
- 61 A : yes of course,
 I: had to (x) myself (.) to be cruel.

In the data above, it can be seen that speaker A tells B some information about her becoming cinderella stepsisters. After getting the information, then B comments on A's role. She states with the utterances "you must be cruel". Hearing this statement, speaker A says "yes of course". A's statement is considered as an confirmation which set seal to B's statement.

- 96 B : er:,
 It seems (.) you are very interested in this
 drama,
 Ma:y i (.) (correct/right)?
- 97 A : actually not,
 But er:, (.)
 This project is (0.5) our final examination.
 So,
 We have to
 er:,
 do the best (.) for our (0.5) performance.

The sequence of turn 96 and 97 above shows another occurrence of statement-confirmation pairs of adjacency pairs. There, speaker B tells her opinion about A who seems to be very interested in the coming drama. As the FPP of statement-confirmation pair, speaker B opinion demands to be completed by speaker A. Speaker A then comments on B opinion. She produces the SPP in the form of disagreement. Thus, A gives confirmation that actually she is not interested to perform in the drama. She just wants to do her best in order to get a good mark for their drama subject

4.2.4.7 Advice-Acceptance

In this research, advice-acceptance pair of utterance appeared only once. The following data shows how the current speakers uses it in their conversation.

- 114 A : o::,
 You shud watch this program becoz this program
 is so interesting.
- 115 B : oka:y thank you for your suggestion;

In the dialogues above, speaker A provides the FPP in the form of Advice statement. This statement required response from speaker B. The initiated SPP should response to A's FPP by accepting or rejecting it and not just then talking about another topic that has no relation at all with the FPP. Following the idea of expected sequence, B then accepts A's advice and thanks her.

4.2.4.8 Thank-Return

The pair of thank-return adjacency pairs only occurred once in the conversation. The dialogues below shows its occurrences.

- 130 B : um:, (0.5)
 I want to try that at my home,
 (0.5)
 Er:,
 Thank you for the (.) steps an' recipe.
- 131 A : o:h,
 Your wellcome,
 (1.0)

There, speaker B thanks A for explaining the steps of a recipe. This thankyou utterance is a FPP that requires the interlocutor to respond it. Therefore, to respond it, speaker A says “your welcome” as the SPP to complete the thank-return adjacency pair.

4.2.4.9 Farewell-Farewell

The farewell-farewell pair of utterances only occurred once as the conversation used in this research is from a recording that is only done once by two English department students. The following data shows the sequence of farewell-farewell pair of adjacency pairs performed by the speakers in the current conversation.

- 148 B : Um::,
Irfina,
 Im sorry
 Er:,
 i have ten ei am
 thank you for shar your weeken',

I must go now,

See you:?

(0.5)

149 A : see you *anggun*,

After talking for long enough time, speaker B takes the initiative to end their conversation. Therefore, B produces the first part of the farewell-farewell pair with the words “see you”. She expects A to give the next part of the mentioned pair. Luckily, A accepts B’s proposal to finish their talk by saying “see you Anggun”. Because the expected sequences of the pair are performed by the speaker, the closing of the conversation is acquired well.

4.2.5 Conversational Repair

The total number of conversational repair identified in this research were 69 repairs. The first rank that of conversational repair types dominates the findings is self-initiated self-repair with 66 appearance number. Self-initiated other-repair appeared 2 times. The type of other-initiated self-repair only appeared 1 time. Then, the last type of repair, other-initiated other-repair, is not found at all in this research.

This section will explain further the types of conversational repair that are found in the conversation used in current research. The identification of conversational repairs in this research is based on the theories of Schegloff, Jefferson, and Sacks (1977). They proposed 4 types of repair. Those types are self-initiated self-repair, other-initiated self-repair, self-initiated other-repair, and the last one is other-initiated other-repair.

4.2.5.1 Self-initiated self-repair

The participants of the conversation were two English non-native speakers that were students of 5th semester of english department. Therefore, the speaking skill is still lacking in many aspects. Just by looking from the transcription of their conversation, it can be seen that the two students had troubles in delivering the message they were trying to produce. The troubles came from many aspects such as finding the right words, applying the right tenses, and organizing the right structure for many kinds of sentence.

Sometimes, the participants seemed like they noticed their own-making errors and tried to repair them. However, there are also many errors that they just let it be without trying to repair those errors. When repairing their own errors, they act as the repair initiator and completer of the repair. As the result, self-initiated self-repair become the type of repair that occurred most often in the current conversation.

Realizing their lacking of speaking skill, the participant talked very slowly to avoid making mistakes. As the result, they were often hesitate to speak their mind. The following data show some of speakers' turns with a lot of hesitation on them.

16 A : um::, (0.5)
 e:r,
 in (.) kodus tower-
 e:r,
 what did you do (.) with you:r (.) family an'
 your (.) uncle?

- 26 B : e:r (.)
 You right. (.)
 Kudus tower is very uniq'
 Er:,
 i thi:nk (.) it is 'caus by: (.) the
 collaboration o:f (.) hindu an' islam in that
 building.
 so::, (.)
 er::, (.)
 the: to:wer (0.5) is (.) old (.) an' (.)
 uniq'.
- 30 B : um::, (.)
 I jus' saw er: beautiful scenery there.
 An'there are so many: tree:s (.) an' (.)
 raphi:ne (.) a:n' (.) is also a: (0.5)
 crowded place (.) because (0.5) there is also
 a sunan muria grave there;
- 128 A : okay,
 Er:,
 Firstly (.) you: (.) choose the big shrimp,
 An' then, (.)
 Clean,-
 Er:,
 Clean them.

The actual errors happens only on their mind, when they are having trouble in producing the utterances they want to say. In data above, it can be seen that the speakers use so many pause fillers such as “so”, “er”, and “umh”. When the speaker uses the filler pause, it indicates that the speaker is trying to construct the sentence on their mind, but there is still something missing that makes them had not said it yet.

In datum 16, the “er:” produced by speaker A shows that she did not really know what else she could say about the current topic. However she needs to say something in order to make the conversation continue. Then, after a brief pause, she can think of a question and then delivers it to B. The question is the repair of A’s loss of something to say.

In data 26, 30, and 128 of the speakers’ turn, there are so many pauses and pause fillers. The pauses that are presented there shows that the speakers hesitate to say something and that they are having some hardship to produced some words that probably they use rarely. The many brief pauses and lengthening pause fillers shows that the speaker try to repair her problem by deploying talk indicating that the spekaer is serching for the relevant word. However, they manage to utter the words that are appropriate to represent B’s intention.

Another self-initiated self-repair found in this research are in the pattern of replacement. The speakers on current conversation often repaired their utterances by replacing word(s) with another that is considered more appropriate or precise.

23 B : He told me that (.) he wanted to: bring it to
jakarta,

An' he wanted (.) to: share it to ma-(.) to
his frien' there.=

In datum 23 above, speaker B originally wants to say “his friend”, yet, she uses produces thw wrong word but immidiately realizes it and replaces it to the correct one, as shown in “to ma- to his friend”.

48 A : um:, (.)
By the way, (.)
How far i:s (0.5)
er::
your home to (.) menara-,
To: muria mountain'?

Datum 48 shows speaker A who wants to ask speaker B about the distance between B’s house and Muria Mountaoin. As it shown in the datum, at first, instead of saying “muria”, she says “menara”. She immidiately replaces the wrong word to the correct one as it shown in “to menara- to muria mountain”.

51 B : um:, (.)
I also bought a gown fo:r (.) my: (.)
mini
drama last,
Eh:,
Next week.

Datum 51 shows speaker B who tells her interlocuter about her buying a dress for the drama that will happen in the next week of current time. However, she says “last” instead of “next”. Then, she gives clue that she realizes her error with

producing “eh:” with a slightly rising intonation. After that, she repairs the error by saying “next week” at the end of her talk.

4.2.5.2 Other-initiated self-repair

In other-initiated self-repair, the participants share the act of initiation and completion. The speaker completes the repair that has been initiated by the interlocutor. The initiation of this repair is usually stimulated by a mishearing, non-hearing, misunderstanding, or needing more explanation regarding the speaker utterances.

These are some occurrences of other-initiated self-repair in the current conversation of this research.

- 118 A : um:,
 Actually:
 Em:,
 That is my: (.) first experience in cooking.
- 119 B : um:?
 (0.5)
- 120 A : I (.) have never cooked before;
 Beco- (.) becoz i (.) can' cook (.) i:,
 Er:,
 I don' have skill in cooking.
- 121 B : um:;
 But, (0.5)
 You: want to try right?=
 =

In the data above, speaker A states that it is her first experience in cooking. Then, in the next turn, speaker B produces the pause filler “um:” with rising intonation. The “um:” here means that speaker B needs further explanation of A’s statement. Then, speaker A repairs speaker B’s confusion by elaborating her statement and giving further explanation. Then B says “um:” again. This time, it means that she finally understands A’s utterances.

4.2.5.3 Self-initiated other-repair

Self-initiated other-repair occurs once only. In self-initiated other-repair, the participants who are involved in the conversation share the act of repair initiation and completion. The speaker who makes the error will be the one who initiates the repair. Then, the interlocutor will complete it.

- 30 B : um::, (.)
 I jus' saw er: beautiful scenery there.
 An'there are so many: tree:s (.) an' (.)
 'raphi:ne (.) a:n' (.) is also a: (0.5)
 crowded place (.) because (0.5) there is also
 a sunan muria grave there;
 (0.5)
- 31 A : so, kodus has (.) two sunan right?
 e::
- 32 B : Sunan kodus an' sunan muria,
 yes,
 Of course, (0.5)
 Kudus has two sunan,
 Sunan kodus an' sunan muria.

In the data above, B tells more about tourist destinations in muria mountain. Speaker A then makes an assumption from what speaker B just says that Kudus has two sunans. However, she is not really sure about that, then she asks B about that. It shows that B does not give the information clearly enough. Hereby, B then repeats the information to repair the unclearly information.

4.2.5.4 Other-initiated other-repair

This is the last type of conversational repair. In this last type, the act of repair initiation and completion is done by the interlocutor of the speaker. This initiation is usually seen in the form of interruption when the itnerlocuter finds out that the speaker is considered making error. However, the researcher did not identify any repairment which belongs to other-initited other-repair in the conversation between two English non-native speakers used in current research.

4.3 Prominent Phenomena Analysis

After discussing the results of the conversation analysis, there are some prominent phenomena happens in the conversation between non-native speakers of English that I want to point out. These phenoma are about speakers' mostly used of question-answer of the adjacency pair, rule 1 and rule 2 of turn taking allocation, and self-initiated self-repair of conversational repair strategies.

In using their turn, the speakers utilizing many types of adjacency pairs such as question-answer, assertion-agreement and information-response. However, the mostly used pair in the conversation is question-answer. This study predicts thatthe

reason behind this phenomenon is because of the non-native speakers of English still feel reluctant to give their comment if there is no one ask them first due to they do not feel confident enough of their English speaking skill. The use of question-answers for most part of the conversation makes their conversation is like dialogue between an interviewer and her informant. In this study, the English learners practice their talk the same way they practice to talk in English speaking class. The limited stock of vocabulary and limited knowledge of grammar make them worry too much of what they are going to say. When they find it is difficult to talk further about a topic they are already discussing, they will change the topic immediately. They will come out with a new question to start talking with the new topic.

The next phenomenon is about turn-taking. From the three rules of Liddicoat (2007) turn-taking strategies, rules of R1 and R2 dominate the conversation. This information indicates that to make sure the continuity of the talk, the speakers keep asking the interlocutor or giving comments to fill the pause. However, non-native speakers rarely use the possible TRP presented to take their turns. This may happen because they need time to construct their sentence on their mind in advance before delivering it to the floor. They also need a lot of time to take a turn if there are some difficult words that they have to dig from their mind.

In accordance with the lack of confidence in speaking English already mentioned above, non-native speakers used in this study made a lot of errors while delivering their ideas. They use constructional repair to fix their error. In this study,

self-initiated self-repair is the mostly used strategy among four types of conversational repairs strategies. It can be said that the non-native speakers have difficulties in constructing their sentence and finding the appropriate words for their messages and the way to pronounce those words. These hardships create so many long pauses on the conversation that may be considered as errors which happen in the speakers' mind. Then, when they finally find the correct words, they deliver it to the interlocutor as an effort to fix the errors.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This last chapter presents the conclusion of the study and suggestion that might give benefits and inputs for everyone who wants to conduct a research in the same area with this study. The results of this research should not be held as a specific phenomenon and not as an absolute truth since the conversation used in the research was analyzed using qualitative method. However, the conversation of two English students was worth to investigate as it showed certain patterns and organization of conversation typically used by non-native speakers of English.

5.1 Conclusions

Besides the qualitative findings, this research also provides quantitative findings on its results. Even so, the essential information of this research is the qualitative findings since this research aimed to describe the organization of conversation between two non-native speakers of English. Hereby, the quantitative findings is only served as additional information.

This research showed that non-native speakers of English of current study were able to build a well-constructed conversation to let the talk flows naturally. Although non-native speakers of English might lack a lot in syntactic department, the conversation they make can successfully achieve the goal of conversation that is

delivering meanings. If the interlocutors understand the ideas given by the speaker, it means that the participants of conversation follow the conversation structure well.

From this study, it may be pointed out that English non-native speakers use the very basic and simplest way of building a conversation. However, their conversation already includes all the aspect required for a good conversation. Some of the aspects discussed here are opening, closing, adjacency pairs, turn taking and conversational repair. These 4 points below conclude the answer of the questions of the current research.

- (1) For the opening, greeting and how-are-you sequence were used collaboratively by the speakers to begin their conversation. The non-native speakers' closes put their conversation to an end through closing implicative environment which warrants ending the current conversation.
- (2) The flow of the conversation in current research continues well with the sufficient amount of skill of the speakers to organize their strategies of taking-turn. From the three rules of Liddicoat (2007) turn-taking strategies, rules of R1 and R2 dominate the conversation.
- (3) In using their turn, they utilizing many types of adjacency pairs such as question-answer, assertion-agreement and information-response. The mostly used pair in the conversation is question-answer.
- (4) Non-native speakers used in this study made a lot of errors while delivering their ideas. Self-initiated self-repair is the mostly used strategy among four types of repairs strategies. Their hardships to pick words and

construct sentence create so many long pauses on the conversation that may be considered as errors which happen in the speakers' mind.

In general, this research shows that the participants are already capable of constructing a well-organized conversation so that their conversation was considered as successful.

5.2 Suggestions

Learning Conversation Analysis is very important for all the readers who are interested in communication in social life. People need to have the knowledge of rules and structure of conversation, as it is the most common kind of communication, to achieve a successful communication and to avoid misunderstanding.

This research is believed to bring sufficient evidence to the readers that the analysis of conversation analysis of non-native speakers of English is worth studying to help the future research in the related area.

After conducting this research, there are some suggestion concerning on the area of Conversation Analysis that I offer. The recommendations are as follow:

- (1) UNNES English Department students should learn wider and deeper about conversation structure to give them the basic and principal knowledge about conversation analysis.
- (2) UNNES English Department students should learn conversation analysis more seriously as there are still so many aspects in Conversation Analysis that await to be analyzed.

(3) For all the readers who learn English, learning conversation structure is very important as sufficient knowledge of conversation structure may improve the learners' conversation skills and boost their confidence in speaking.

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APPENDICES

Appendix 1. Table of transcription conventions

Transcription Element	Meaning
//	Interruptions
[]	Overlaps, cases of simultaneous speech
(.)	Small pauses
(x)	Longer pauses (x indicates number of seconds of silence)
=	When there is nearly no gap at all between one utterance and another
:	Lengthening, by about 0.2-0.5 sec
::	Lengthening, by about 0.5-0.8 sec
:::	Lengthening, by about 0.8-1.0 sec
→	Refers to a line of transcript relevant in the argument
()	Unintelligible passage
(xxx)	Unintelligible syllables with x indicate the number of the syllables
(may)	Assumed wording
(...)	Omission in transcript
(may / might)	Possible alternatives
((coughs))	Non-verbal vocal actions and events

Appendix 2. The transcript of English non-native speakers conversation

- 1 A : hi anggun,
- 2 B : (0.5)hi irfina,
- 3 A : (0.5)long time no see,
- 4 B : (0.5)long time no see;
- 5 A : er:, (0.5)
how:s your feeling today?
- 6 B : um::, (0.5)
i feel gread;
howbout you?
- 7 A : e:r, (0.5)
I feel (0.5) wonderful;
An' by dhe way, (.)
e:r,
how:s your weeken'?
- 8 B : um::, (0.5)
my weeke:n' (.) wes grea:d.
But,
i have a lot of `signmen's.
(1,5)
- 9 A : um::, (0.5)
What did you do on the weeken'?
(1.0)
- 10 B : um::, (0.5)
i ha:ve (.) a: quality ti:me (.) with my fami:ly
a:n' (.) my frien's;
(1.5)
- 11 A : where did you go(.)with=e:r=family: an' (.)
frien's?

- 12 B : um::, (0.5)
 Actually my: uncle (.)and (.) au:nty: came to
 kodus,
 (0.5)
 e:r, (0,5)
 The:y (.) were fro:m Jaka:rta (.) an' i we:n' (.)
 many place:s (0.5) in kodus a:n'i tried to: make
 them (.) comfortable.
- 13 A : um::, (1.0)
- 14 A : by the way where did you go?
- 15 B : i wen' to: (0.5) kodus tower (.) an' (.) muria
 mountain';
- 16 A : um::, (0.5)
 e:r,=in (.) kodus tower=e:r,=what did you do (.)
 with you:r (.) family an' your (.) uncle?
- 17 B : um::, (.)
 (.)
 Kudus tower is (1.0) wery crowded place i think.
 (.)
 Becos many pe:ople from the othe:r city: (.) came
 (.) there.
 an', (.)
 i (.) took (.) some pictures (.) in fron' of the
 kodus tower with my uncle an' aun'.
 a:n, (.)
 there a: so many salers sold their (.) souveni:r
 (.) food (.) an' etcetera.
 (1.0)
- 18 A : what did you buy,
- 19 B : e:r, (1.0)
 I: jus' bought jenang,(.)
 Jenang is the mos' famous (.) snack in kodus;

- a:n' (.)
 the taste is very swit (.) li:ke (.) dodol in
 garut.=
- 20 A : =o::
- 21 B : =yes,
 Like that.=
- 22 A : =o: i see:
 (.)
- 23 B : a:n,
 My: (.) uncle (.) bought a: kodus tower
 miniature,
 An',
 (.)
 He told me that (.) he wanted to: bring it to
 jakarta, (.)
 An' he wanted (.) to: share it to ma-(.) to his
 frien' there.=
- 24 A : =o::
 (1,5)
- 25 A : many people told me: tha:t 'dus tower i:s unik'.
 Cud you: (.) explain to me,
 Why (0.5) kodus tower-(.) kodus tower is so
 unik'.
- 26 B : e:r (.)
 You right. (.)
 Kudus tower is very uniq'
 Er:,
 I thi:nk (.) it is 'caus by: (.) the
 collaboration o:f (.) hindu an' islam in that
 building.
 So:, (.)

- E:r (.)
 The: to:wer (0.5) is (.) old (.) an' (.) uniq' .
 (.)
- 27 A : like that?
 (0.8)
- 28 B : the:re (.) is also: a sunan kodus gra:ve.
 So,
 Many people (.) come there (.) to do (.) ziarah.
 (0.5)
 A:n, (.)
 I don' `now what (.) ziarah in english.
 Bu:t, (.)
 Maybe;; (.)
 Ziarah means li:ke (.) visiti:ng (0.5) a sunan?
 (2.0)
- 29 A : e:r, (0.5)
 Afterr er: visiting kodus tower,
 You: sd that you: wen' to: (0.5) muria mountain',
 E:r
 Can you: te,
 E:r
 Can you tell me,
 e;r
 What
 (1.0)
 e:r
 What activities,
 E:r,

What (0.5)

What (.)

W::hat are you doing (.) in that place?

(.)

30 B : um::, (.)

I jus' saw er: beautiful scenery there.

An'there are so many: tree:s (.) an' (.)
'raphi:ne (.) a:n' (.) is also a: (0.5) crowded
place (.) because (0.5) there is also a sunan
muria grave there;

(0.5)

31 A : so, kodus has (.) two sunan right?

e::

Sunan kodus an' sunan muria,

32 B : yes,

Of course, (0.5)

Kodus has two sunan,

Sunan kodus an' sunan muria.

(.)

33 B : um:

(.)

I want to: (0.5) tell you that (.) in muria
mountain' (.) the:re i:s also: (0.5) a water
[fall] (.) there.

34 A : [em::.]

35 B : er:, (0.5)

The name is (.) montel

(.)

36 A : o: montel?

(.)

- Er: (.)
- Er: (.)
- It seems like er: (.) an interesting place
right?=
37 B :=yes
(.)
An' i bought (.) some bananas there.
- 38 A : so,
Er: the: (0.8)
The uniqueness of that place is (.) many sellers
(.) sell bananas? (.)
- 39 B : er: (.)
People: told me that (.) the taste of (.) banana
there (.) is more (.) delicious,
[So:,]
- 40 A : [you want it?]=
- 41 B : I want to taste=
- 42 A : =o::
- 43 B : =but,
I think (.) that the taste is jus' (.) the same
with the other bananas,
- 44 A : ((laughing))
- 45 B : maybe its about (.) their percep [tion (.)
right?]
- 46 A : [(xx:::)]
]
(3.5)
- 47 A : er:,
It is called (.) oleholeh right?
- 48 B : er:,

I think so:, (.)

Because

Er:,

we should (.) bring som:thing (.) fro:m (.) the
place when that we,

49 A : um:, (.)

By the way, (.)

How far i:s (0.5)

er::

your home to (.) menara-,

To: muria mountain'?

50 B : it tooks forty five minutes by ca:r.

51 A : an',

what activities d::,

did you do on the weeken'?

52 B : um:, (.)

I also bought a gown fo:r (.) my: (.) mini drama
last,

Eh:,

Next week.

(2.0)

53 A : o::,

[er:]//

54 B : //[i] think that (.) we are in the same class
right?

55 A : yes,

Of course we are,

Er:

Not only: in the same class,

- But,
 ((laughing))
 We are in the same group=
- 56 B : =yes,
 An' it is an assignmen' of young learners lecture
 right?
- 57 A : yes,
- 58 B : er: (3.0)
 Er: (0.5)
 You become what (.) in (.) this (.) drama?
- 59 A : er: (0.5)
 I become (1.5) one of cinderella stepsister;
 [You?]
- 60 B : [o::] you must be cru:l,
- 61 A : yes of course,
 I: had to (x) myself (.) to be cruel.
- 62 B : um::,
 Its so:: scared
- 63 A : ((laughing))
 B : um,
 I'll become (0.5)a cinderella in this drama,
 so,
 i shud (.) pla:y (.) an' (.) make myself (.)
 calm,
 (1.5)
- 64 A : er:
 it is er: (.) sutable,(.)
 it is, (.)

it is (.) apa (.)i it is suitable for you to
become (.) cinderella.;

becoz (.) you, (0.5)

Er:,

are not only beautiful,

but also,

you are: (1.5)

em:

you are (1.0) kin' (.)

an' i agree: that you become cinderella.

65 B : um: (0.5) have you prepare (.)your gown?

66 A : yes i have (.) er: (.) when i (0.5) arrived (.)
at home;

I: directly wen' to: (.) the boutique (.) to: buy
long dress,

for (.) our mini drama.=

67 B : =um::, (.)

Thats good.,

Er:

(3.0)

68 A : er:, (0.5)

By the way what else,

Er:,

Duh:- did you do (.) on the weekend,

69 B : er:,

I help (.) my brother to do his homework. (.)

He had a ton of homework (.) like (.) science (.)
social (.) asian/ancient) (.) an' english.

70 A : er:, (0.5)

Your brother, (.)

- Er:,
Right now (.) is: an elementary school right?
- 71 B : um:,
He is in third grade of (.) elementary school,
- 72 A : um:, (0.5)
What do you think (.) about your brother?
- 73 B : um:, (0.5)
He can not study by: himself,
He needs (.) somebody else to accompany: him to
do his homework.
(1.5)
- 74 A : so:, (.)
Er:,
Your brother (0.5) needs: somebody,
Um::, (1.0)
It can-, (0.5)
That can help him (.)
Er:,
To (1.0) study with him ry (.) right?
- 75 B : yes, (.)
Because when (.) i let him (.) to do (.) his
homewrk by himself,
They will play: a playstation (.) watch teevee
(.) an' the other activities.
(.)
He: tends to pla:y than study,
(0.5)
- 76 A : i think,
er:,

its becau:se your brother is (.) still young,
(0.5)

He tends to (0.8) play a game (.) rather than (.)
study.

77 B : Yes,

I think so;

(2.6)

78 A : er: ,

you (.)told me that you (.) wen' with your
frien's,

er: ,

cud you tell me (.) where y:ou (.) an' your
friends (1.0) wen'?

79 B : er: , (.)

I we:n' to (.) a pla:ce,

The name is (.) mimo pancake,

80 A : um; , (0.5)

Where (.) er: is it,

81 B : er: ,

It is (.) in the center of the (.) town (.) in
kudus.

(1.5)

82 A : what do you,

What did you eat (.) in that (1.0) place;

83 B : em: , (0.5)

I order (.) some pancake (.) and drinks with my
frien' ,

Um: ,

I choose (.) a chocolate pancake becoz (.) i
nee:d to eat something sweet when i get bored,

(1.3)

- 84 A : o:: i see,
(0.5)
What price er: (0.5) did you pay in that place;
- 85 B : um;, (.)
I jus' paid arou:n' (.) twenty thousand rupiah,
For each pancake.
- 86 A : o: ,
I think it is quite cheap right? =
- 87 B : =ye:s,
Of co:urse.
(2.0)
- 88 B : um: ,
An' i also: (.) have a cha:t (.) with my frien's;
Two of my frien's told me about (.) her
boyfriend,
An' she got a brokenheart,
(.)
- 89 A : o:: ,
- 90 B : um: ,
How bout you?
(.)
What did you do (.) in your weeken'?
- 91 A : um: , (1,5)
On wensday,
Er:
After attending lecture,
I directly wen' home (.) by myself. (0.5)
By riding a motorcycle

An' when (.) i arrived at home,

Er:, (1.0)

I: (.) took a bath, (.)

An' directly wen' to boutique,

To buy long dress for our minidrama,

Like i said before (.) to you

92 B : um:, (.)

What the colour of your (.) long dress?

93 A : er:,

The colour of my long dress is red,

Becoz (.) my: role in our drama (.) is i become
on of the,

On of cinderella stepsister that (.) it looks (.)
cruel,

It (.) er: the: (.) (visi) the: (.) personally
trait of er: (.) cinderella stepsister are cruel,

So,

Er:,

By: choosing the red long dress,

It (.) reflects,

It reflects on our role (.) in our drama.

94 B : okay,

Thats a good idea,

(.)

Em:,

Don' you feel tired? (.)

You said that after ariving at your home (.) you
directly go (.) somewhere?

95 A : yes of course,

I felt tired becoz,

Er;, (0.5)

Er:,

I directly wen' to the boutique without (1.0)
without taking a rest for awhile,

Becoz i have (.) no time,

So,

I have to (.) by: me- <((laughing)) by long
dress> as sson as (.) a possible.

96 B : er:,

It seems (.) you are very interested in this
drama,

Ma:y i (.) (correct/right)?

97 A : actually not,

But er:, (.)

This project is (0.5) our final examination.

So,

We have to

er:,

do the best (.) for our (0.5) performance.

98 B : um:,

Yes ofcour,

We should do the bes' for this.

Um:,

What others activities that you do in your
weeken',

99 A : of course i have a quality time (1.0) family by
watching

television.

100 B : um:, (0.5)

What program that you see with your family?

- 101 A : my: favourite program right now is (.) dangdut academy dua.
- 102 B : what is the program?
(.)
Can you tell me about (.) dangdut academy dhua?
- 103 A : er:,
Dangdut academy dua is, (0.5)
Is a competition of (0.5) dangdut singer.
There are (0.5) saiful (.) iis dahlia (.) inul daratista (.) rita suy (.) sugiarto (.) an' benigno.
There are five judges,
er:,
in dangdut academy dua.
That (.) the judges,
Er:,
All,
Er:,
Have experience in dangdut singers.
- 104 B : um;, (.)
Why are you interested in this program?
- 105 A : becoz (.) the program is: (.) so funny (.) an' makes me
laughing (.) when i watch that.
- 106 B : um:, (.)
Who is your (.) favourite judges?
- 107 A : um:,
I think (.) my favourite judges is,
One of my favourite judges i:s Rita sugiarto.
- 108 B : um:,

Why do you love her?

- 109 A : um:,
 Becoz (.) rita sugiarto is (.) not only, (1.5)
 Er:,
 Olds (.) dangdut singer,=
- 110 B : =yes,
- 111 A : =But also, (.)
 She is a famous dangdut singer,
 An', (.)
 She have experience in dangdut.
 Er;, (0.5)
 Indosiar,
 Er:, (1.5)
 Is good,
 Er:, (.)
 to choose rita sugiarto (.)
 er:,
 to (.) one of the judges.
 (7.0)
- 112 A : have you watch (.) dangdut academy dua?
- 113 B : i haven' watch it;
- 114 A : o::,
 You shud watch this program becoz this program is
 so interesting.
- 115 B : oka:y thank you for your suggestion;
 An',
 What else that you do on your weeken'?
- 116 A : cooking with my mom,

- 117 B : do you like cooking?
- 118 A : um:,
Actually:
Em:,
That was my: (.) first experience in cooking.
- 119 B : um:?
(0.5)
- 120 A : I (.) have never cooked before;
Beco- (.) becoz i (.) can' cook (.) i:,
Er:,
I don' have skill in cooking.
- 121 B : um:,
But, (0.5)
You: want to try right?=
122 A : =Yes of [course],
123 B : [an:'],
What kinds of food (.) that you cook?
(1.0)
- 124 A : shrimp,
(.)
Becoiz my favourite food is shrimp,
Er:,
My mother an' i cook the shrimp (.) to be (.)
udang goreng tepung.
- 125 B : um:,
How about the taste?
- 126 A : The taste is delicious,
Er:,

You must try it.

127 B : can you tell me (.) how the steps to make it?

128 A : okay,

Er: ,

Firstly (.) you: (.) choose the big shrimp,

An' then, (.)

Clean, -

Er: ,

Clean them.

After you clean (.) the srimp (.) you: take the shrimp into big bowl.

(.)

An' the:n,

You add flour (.) egg (.) an' (.) seasoning.

Er: ,

An' then you mix together,

(.)

After that you: heat (.) the oil (.) in a pan,

Er: ,

After the oil is already (0.5) heat,

You add the: that shrimp one by one you (.) fry the shrimp <((shaking voice)) by one> by one,

So,

The (2.0)

So,

The (1.0)

So,

Your cook will be (.) good (.) to (10.) serve. (0.5)

- [to be] served
- 129 B : [um::,]
- 130 B : um:, (0.5)
I want to try that at my home,
(0.5)
Er:,
Thank you for the (.) steps an' recipe.
- 131 A : o:h,
Your wellcome,
(1.0)
- 132 B : an',
Have you ever cook (.) another food?
- 133 A : um::, (1.0)
I have, (0.5)
I have cooked
E:, (0.5)
fried rice,
but with, (0.5)
er:,
my mother helps,
- 134 B : um:,
I ever cook a fried rice (.) in my home,
- 135 A : er:,
How about the taste?
Er:,
Its so delicious right?
- 136 B : er:,

I think tha:t (.) it is: vary delicious.

137 A : how about the steps *anggun*,

Cud you explain: to me?

138 B : um: ,

Of course ,

Er: , (.)

You should prepare (.) a plate of rice ,

An' then ,

The first is you should (.) heat the oil in the
pan ,

An'

You wait for a few minutes .

(.)

An' then ,

You break the egg into the pan ,

An'

You pour the race (.) the rice into the (.) pan ,

An' you can add the instant seasoning for (.)
making a fried rice ,

Er: ,

You can find the instant seasoning in
supermarket ,

An'

It is (.) easily to make a fried rice .

An' if you want to (.) have a spicy taste ,

You can add the slices of chili in your fried
rice

An' you pour it .

It just only take five minutes to make it .

(1.3)

- 139 A : um:,
The taste is so yummy right?
- 140 B : yes,
Er:,
It is very instant cooking i think,
(0.5)
- 141 A : yes,
I think so.
- 142 B : how about your assignment *irfina*?
Don' you ha:ve many assignsmen' in (.) weeken'?
- 143 A : of course i have,
I have a lot of homework.
Er:,
One subject,
Er:,
i: (.) i finish it for three days,
Becoz (.) it so difficult to me.
Howboutjyu *anggun*?
- 144 B : er:,
I also ha:ve a ton of homeworks.
(0.5)
I should finish my lesson plan (.) teaching
terial (.) teachers talk (.) teacher (.) teaching
media (.) an' (xx).
An'
It makes me so tired.
(1.0)
Um:,
Howboutyu?

Why do you finish it in three duy (.) three days?

145 A : becoz,

Um:,

The (.) my lecturer gives unclear instruction,

So,

It make me confuse,

Er:,

But,

Luckily i have friends to help me to (0.5) my homework.

Er:,

I can discuss it with my friend.

(1.0)

146 B : um:,

Thats good idea to discuss with your friend,

An' i also prepare for my peer teaching,

This is a kind of final exam for me.

(0.5)

An' i prepare the power poin' slides,

I prepae the prin' out of pictures

An' then,

I also prepare a video,

An' the material that (.) i take,

It is about ecosystem.

But,

I should explain it in english.

Um:,

How about you,

Have you finish your peer teaching?

(0.8)

- 147 A : No,
 i haven'
 er:,
 finish my peer teaching,
 becoz my: (1.0) becoz my : (0.5) turn is the
 last,
 er:,
 is a last.
 I,
 Er:, (1.0)
 I got
 Er:, (0.5)
 I got number twenty five,
 So,
 Er:,
 It is the lust turn.
 Ice,
 Er:, (0.5)
 I must wait for a long time (.) to: (1.0) have my
 peer teaching.
 Do you have any difficulties in prepar (.)
 preparing your peer teaching?

- 148 B : um:,
 of course i have becoz i should prepare many
 things for my peer teaching,
 an' i think that the time is so limited,
 so,
 i should work hard.

(0.5)

Um: ,

Irfina,

Im sorry

Er: ,

i have ten ei am

thank you for shar your weeken' ,

I must go now ,

See you: ?

(0.5)

149 A : see you *anggun,*

Appendix 2. Tabulation of all analysis conversation aspects

NO.	SPEAKER	DATA	CONVERSATIONAL STRUCTURE ASPECTS				
			OPENING	CLOSING	ADJACENCY PAIR	TURN TAKING ALLOCATION	REPAIR
1	A	hi anggun,	Dialogue 1 up to 7 act as the opening of the conversation. Speaker A and speaker B greet each other.		Greeting-greeting (1-2)	R1	
2	B	(0.5)hi irfina,					
3	A	(0.7)long time no see,				R1	
4	B	(0.5)long time no see;				R1	
5	A	er:, (0.5) How:s your feeling today?				R2	SISR: Hesitation
6	B	u:m (0.7) i feel gread; howbout you?				R1	SISR: Hesitation
7	A	e:r, (0.5) i feel (0.5) wonderful; An' by dhe way, (.) e:r, how:s your weeken'?				R1	SISR: Hesitation
8	B	u:m, (0.5) my weeke:n' (.) wes gread. But,				R1	SISR: Hesitation

		i have a lot of 'signmen's.					
9	A	u:m, (0.5) What did you do on the weeken'			Question-answer (9-10)	R2	SISR: Hesitation
		(1.0)					
10	B	u:m, (0.5) i ha:ve (.) a: quality ti:me (.) with my fami:ly a:n' (.) my frien's;				R1	SISR: Hesitation
11	A	where did you go(.)with e:r family: an' (.) frien's?			Question-Answer (11-12)	R2	SISR: Hesitation
12	B	um::, (0.5) actually my: uncle (.)and (.) au:nty: came to kodus, (0.5) e:r, (0,5) The:y (.) were fro:m Jaka:rta (.) an' i we:n' (.) many place:s (0.5) in kodus a:n'i tried to: make them (.) comfortable.					R1
13	A	um::,			Question-answer (14-15)	R2	SISR: Hesitation
		(1.7)					
14	A	by the way where did you go?					
15	B	i wen' to: (0.5) kodus tower (.) an' (.) muria mountain';				R1	
16	A	um::, (0.5) e:r,				R2	SISR:

		in (.) kodus tower- e:r, what did you do (.) with you:r (.) family an' your (.) uncle,			Question-answer (16-17)		Hesitation
17	B	um::, (.) kodus tower is (1.0) wery crowded place i think. (.) becos many pe:ople from the othe:r city: (.) came (.) there. an', (0.5) i (.) took (.) some pictures (.) in fron' of the kodus tower with my uncle an' aun'. a:n, (0.7) There a: so many salers sold their (.) souveni:r (.) food (.) an' etcetera.				R1	SISR: Hesitation
18	A	what did you buy,			Question-answer (18-19)	R2	
19	B	e:r, (1.0) i: jus' bought jenang,(.) jenang is the mos' famous (.) snack in kodus; a:n' (.) the taste is very swit (.) li:ke (.) dodol in garut.=				R1	SISR: Hesitation
21	A	O:: i see: (.)				R2	

22	B	<p>a:n, my: (.) uncle (.) bought a: kudus tower miniature, An', (.) he told me that (.) he wanted to: bring it to jakarta, (.) an' he wanted (.) to: share it to ma-(.) to his frien' there.=</p>			Information- acceptance (22-23)	R2	SISR : to ma- to his frien'
23	A	=o:: (1,5)					R2
24	A	many people told me: tha:t 'dus tower i:s unik'. cud you: (.) explain to me, why (0.5) kudus tower-(.) kudus tower is so unik'.			Request-grant (24-25)	R3	SISR why (0.5) kudus tower- (.) kudus tower is so unik'
25	B	e::r (.) You right. (.) Kudus tower is very uniq' er::, i thi:nk (.) it is 'caus by: (.) the collaboration o:f (.) hindu an' islam in that building. So:, (.) E::r (.) The: to:wer (0.5) is (.) old (.) an' (.) uniq'.					R1

					Information-response		OISR Elaboration
26	A	like that? (1.5)			(25-27)	R2	
27	B	the:re (.) is also: a sunan kudus gra:ve. So, many people (.) come there (.) to do (.) ziarah. (0.5) a:n, (.) i don' `now what (.) ziarah in english. bu:t, (.) maybe; (.) ziarah means li:ke (.) visiti:ng (0.5) a sunan?				R2	
28	A	Er:, (0.5) after: er: visiting kudus tower, you: sd that you: wen' to: (0.5) muria mountain', E:r Can you: te, E:r Can you tell me, e;r What, (1.0) e:r What activities, E:r, What (0.5) What (.)			Question-answer (28-29)	R2	SISR: what activities- er:, what- what- W::hat are you doing (.) in that place?

		W::hat are you doing (.) in that place?						
29	B	um::, (.) I jus' saw er: beautiful scenery there. An'there are so many: tree:s (.) an' (.) 'raphi:ne (.) a:n' (.) is also a: (0.5) crowded place (.) because (0.5) there is also a sunan muria grave there;				R1	SISR: Hesitation	
30	A	so, kodus has (.) two sunan right? e:: Sunan kodus an' sunan muria,			Statement-confirmation (30-32)	R2	SIOR: Repetition	
31	B	yes, of course, (0.5) kodus has two sunan, sunan kodus an' sunan muria.				R1		
32	B	um: (.) i want to: (0.5) tell you that (.) in muria mountain' (.) the:re i:s also: (0.5) a water [fall] (.) there.					R3	SISR: Hesitation
33	A	[em::.]			Information-acceptance (34-35)	R2		
34	B	er:, (0.5) the name is (.) montel					R3	
35	A	o: montel? (.) Er: (.) Er: (.)					R1	SISR: Hesitation

		It seems like er: (.) an interesting place right?= :=yes (.) An' i bought (.) some bananas there.			Assertion-agreement (35-36)	R1	
36	B	(2.0)					
37	A	so, er: the: (0.8) the uniqueness of that place is (.) many sellers (.) sell bananas?			Question-answer (37-40)	R2	SISR: er: the: (0.8) the uniqueness
38	B	er: (0.8) People: told me that (.) the taste of (.) banana there (.) is more (.) delicious, [So:,]				R1	SISR: Hesitation
39	A	[you want it?]=				R2	
40	B	I want to taste=					
42	B	=but, I think (.) that the taste is jus' (.) the same with the other bananas,			Assertion-agreement (42-45)		
43	A	((laughing))					
44	B	maybe its about (.) their percep [tion (.) right?]				R3	

45	A	[(that's right)]				R2	
46	A	er:, It is called (.) oleholeh right?			Question-answer (46-47)	R2	
47	B	er:, I think so:, (.) Because Er:, we should (.) bring som:thing (.) fro:m (.) the place (when that we)				R1	SISR: Hesitation
48	A	um:, (.) By the way, (.) How far i:s (0.5) er:: your home to (.) menara-, To: muria mountain'?			Question-answer (48-49)	R2	SISR: How far i:s er:: your home to menara- to: muria mountain'?
49	B	it tooks forty five minutes by ca:r.				R1	
50	A	an', what activities d::, did you do on the weeken'?			Question-answer (50-51)	R2	SISR : what activities d::, did you do on the weeken'?
51	B	um:, (.) i also bought a gown fo:r				R1	

		(.) my: (.) mini drama last, eh:, next week.					SISR: i also bought a gown fo:r my: mini drama last- eh, next week.
52	A	o::, [er:]//				R2	
53	B	//[i] think that (.) we are in the same class right?			Question-answer (53-55)	R2	
54	B	=yes, an' it is an assignmen' of young learners lecture right?				R1	
55	A	yes,				R1	
56	B	er: (3.0) er: (0.5) you become what (.) in (.) this (.) drama?			Question-answer (56-57)	R2	SISR: Hesitation
57	A	er: (0.5) i become (1.5) one of cinderella stepsister; [You?]				R1	
58	B	[o::] you must be cru:l,			Statement-onfirmation (58-59)	R2	
59	A	yes of course, i: had to (x) myself (.) to be cruel.				R1	
60	B	um::, its so:: scared				R2	

61	A	((laughing))					
62	B	um, i'll become (0.5)a cinderella in this drama, so, i shud (.) pla:y (.) an' (.) make myself (.) calm,			Assertion-Assertion (62-63)	R3	
63	A	er: it is er: (.) sutable,(.) it is, (.) it is (.) apa (.)i it is sutable for you to become (.) cinderella.; becoz (.) you, (0.5) er:, are not only beautiful, but also, you are: (1.5) em: you are (1.0) kin' (.) an' i agree: that you become cinderella. (1.3)				R2	SISR: Hesitation
64	B	um: (0.5) have you prepare (.)your gown?			Question-answer (64-65)	R2	
65	A	yes i have (.) er: (.) when i (0.5) arrived (.) at home; I: directly wen' to: (.) the boutique (.) to: buy long dress,				R1	

		for (.) our mini drama.=					
66	B	=um::, (.) thats good., er:				R2	
67	A	er:, (0.5) by the way what else, er:, duh:- did you do (.) on the weekend,			Question-Answer (67-68)	R2	SISR : duh:- did you do on the weekend,
68	B	er:, i help (.) my brother to do his homework. (.) he had a ton of homework (.) like (.) science (.) social (.) asian/ancient) (.) an' english.				R1	
69	A	er:, (0.5) your brother, (.) er:, right no:w (.) is: an elementary school right?			Question-answer (69-70)	R2	
70	B	um:, he is in third grade of (.) elementary school,				R1	
71	A	um:, (0.5) what do you think (.) about your brother?			Question-answer (71-72)	R2	
72	B	um:, (0.5) he can not study by:				R1	

		himself, he needs (.) somebody else to accompany: him to do his homework.					
73	A	so:, (.) er:, your brother (0.5) needs: somebody, um::, (1.0) it can-, (0.5) that can help him (.) er:, to (1.0) study with him ry (.) right?			Statement- confirmation (73-74)	R2	SISR : it can- that can help him
74	B	yes, (.) Because when (.) i let him (.) to do (.) his homewrk by himself, they will play: a playstation (.) watch teevee (.) an' the other activities. (.) he: tends to pla:y than study,				R1	
75	A	i think, er:, its becau:se your brother is (.) still young,(0.5) he tends to (0.8) play a game (.) rather than (.) study.			Assertion-agreement (75-76)	R2	SISR: Hesitation

76	B	yes, I think so;				R1	
77	A	er:, you (.)told me that you (.) wen' with your frien's, er:, cud you tell me (.) where y:ou (.) an' your friends (1.0) wen'?			Question-answer (77-78)	R2	SISR: Hesitation
78	B	er:, (.) i we:n' to (.) a pla:ce, the name is (.) mimo pancake,				R1	SISR : Hesitation
79	A	um;, (0.8) where (.) er: is it,			Question-answer (79-80)	R2	
80	B	er::, it is (.) in the center of the (.) town (.) in kodus.				R1	SISR : Hesitation
82	A	what do you- what did you eat (.) in that (1.0) place?			Question-answer (82-83)	R2	SISR: what do you- what did you eat
83	B	em:, (0.5) i order (.) some pancake (.) and drinks with my frien', um:, I choose (.) a chocolate pancake becoz (.) i nee:d to eat something sweet when i get bored,				R1	SISR: Hesitation

84	A	o:: i see, (0.5) what price er: (0.5) did you pay in that place;			Question-answer (84-85)	R2	
85	B	um;, (.) i jus' paid arou:n' (.) twenty thousand rupiah, for each pancake.				R1	
86	A	o:, i think it is quite cheap right?= =ye:s, of co:urse.			Assertion-agreement (86-87)	R2	
87	B	um:, an' i also: (.) have a cha:t (.) with my frien's; two of my frien's told me about (.) her boyfriend, an' she got a brokenheart,				R1	
88	B	um:, an' i also: (.) have a cha:t (.) with my frien's; two of my frien's told me about (.) her boyfriend, an' she got a brokenheart,			Information- Acceptance (88-89)	R3	
89	A	o::,				R2	
90	B	um:, how bout you? (.) what did you do (.) in your weeken'?			Question-answer (90-91)	R2	

91	A	<p>um:, (1,5) on wensday, er: after attending lecture, i directly wen' home (.) by myself. (0.5) by riding a motorcycle an' when (.) i arrived at home, er:, (1.0) i: (.) took a bath, (.) an' directly wen' to boutique, to buy long dress for our minidrama, like i said before (.) to you</p>				R1	SISR: Hesitation
92	B	um:, (.)					SISR:

		what the colour of your (.) long dress?			Question-answer (92-93)	R2	Hesitation
93	A	er:, The colour of my long dress is red, becoz (.) my: role in our drama (.) is i become on of the, on of cinderella stepsister that (.) it looks (.) cruel, It (.) er: the: (.) (visi)-the: (.) personally trait of er: (.) cinderella stepsister are cruel, so, er:, by: choosing the red long dress, it (.) reflects, it reflects on our role (.) in our drama.				R1	SISR: It er: the: (visi)- the: personally trait
94	B	okay, thats a good idea, (.) em::, don' you feel tired? (.) You said that after ariving at your home (.) you directly go (.) somewhere?			Question-answer (94-95)	R2	SISR: Hesitation
95	A	yes of course, i felt tired becoz,				R1	SISR:

		er;, (0.5) er:, i directly wen' to the boutique without- (1.0) without taking a rest for awhile, becoz i have (.) no time, so, i have to (.) by: me- <((laughing)) by long dress> as sson as (.) a possible.					i have to by: me- by long dress
:96	B	er:, It seems (.) you are very interested in this drama, ma:y i (.) (correct/right)?			Statement- confirmation (96-97)	R2	SISR : Hesitation
97	A	actually not, but er:, (.) this project is (0.5) our final examination. so, we have to er:, do the best (.) for our (0.5) performance.				R1	
98	B	um:, yes ofcour, we should do the bes' for this. um:, what others activities that you do in your weeken',			Assertion-Agreement (97-98)	R2	SISR: Hesitation

99	A	of course i have a quality time (1.0) family by watching television.			Question-answer (98-99)	R1	
100	B	um:, (0.5) what program that you see with your family?			Question-answer (100-101)	R2	SISR: Hesitation
101	A	my: favourite program right now is (.) dangdut academy dua.				R1	
102	B	what is the program? (.) can you tell me about (.) dangdut academy dhua?			Request-grant (102-103)	R2	
103	A	er:, dangdut academy dua is, (0.5) is a competition of (0.5) dangdut singer. there are (0.5) saiful (.) iis dahlia (.) inul daratista (.) rita suy (.) sugiarto (.) an' beniqno. there are five judges, er:, in dangdut academy dua.				R1	SISR : Hesitation

		that (.) the judges, er:, all, er:, have experience in dangdut singers.					
104	A	Um::, (.) why are you interested in this program?			Question-answer (104-105)	R2	SISR: Hesitation
105	A	becoz (.) the program is: (.) so funny (.) an' makes me laughing (.) when i watch that.				R1	
106	B	um:, (.) who is your (.) favourite judges?			Question-answer (106-107)	R2	SISR: Hesitation
107	A	um:, I think (.) my favourite judges is- One of my favourite judges i:s Rita sugiarto.				R1	SISR : My favourite judges is- one of my favourite judges i:s rita sugiarto
108	B	um:, Why do you love her?			Question-answer	R2	SISR: Hesitation

109	A	um:, becoz (.) rita sugiarto is (.) not only, (1.5) er:, olds (.) dangdut singer, //			(108-111)		SISR: Hesitation
110	B	//yes,			Assertion-agreement (109-110)	R1	
111	A	=But also, (.) She is a famous dangdut singer, An', (.) she have experience in dangdut. er;, (0.5) indosiar, er:, (1.5) is good, er:, (.) to choose rita sugiarto (.) er:, to (.) one of the judges. (1.3)				R2	
						R3	SISR : Hesitation
112	A	have you watch (.) dangdut academy dua?			Question-answer (112-113)	R3	
113	B	i haven' watch it;				R1	
114	A	o::,					

		You shud watch this program becoz this program is so interesting.			Advice-acceptance (114-115)	R2	
115	B	oka:y thank you for your suggestion; an', what else that you do on your weeken'?			Question-answer (115-116)	R1	
116	A	cooking with my mom,				R1	
117	B	do you like cooking?				R2	
118	A	um:, actually: em:, that was my: (.) first experience in cooking.			Question-answer (117-118)	R1	SISR : Hesitation
119	B	um:?				R2	
120	A	I (.) have never cooked before; Beco- (.) becoz i (.) can' cook (.) i:, er:, i don' have skill in cooking.			Question-answer (119-120)	R1	OISR: Elaboration
121	B	um:, but, (0.5) you: want to try right?= =Yes of [course],			Question-answer (121-122)	R2	
122	A	[an:'], what kinds of food (.) that				R1	
123	B					R2	

		<p>an' then you mix together, (.) after that you: heat (.) the oil (.) in a pan, er:, after the oil is already (0.5) heat, you add the: that shrimp one by one you (.) fry the shrimp <((shaking voice)) by one> by one, so, the (2.0) so, the (1.0) So, your cook will be (.) good (.) to (10.) serve. (0.5) [to be] served</p>				<p>Clean- er, clean them.</p> <p>SISR: Hesitation</p>
129	B	[um::,]				
		(1.3)				
130	B	<p>um:, (0.5) i want to try that at my home, (0.5) er:, thank you for the (.) steps an' recipe.</p>			<p>Thank-return (129-131)</p>	<p>R2</p> <p>SISR: Hesitation</p>

131	A	o:h, Your wellcome,				R1	
132	B	an', have you ever cook (.) another food?			Question-answer (132-133)	R2	
133	A	um::, (1.0) i have, (0.5) i have cooked e:, (0.5) fried rice, but with, (0.5) er:, my mother helps,				R1	SISR : i have, (0.5) i have cooked SISR: Hesitation
134	B	i ever cook a fried rice (.) in my home,				R2	
135	A	er:, how about the taste? er:, its so delicious right?			Question-answer (135-136)	R2	SISR: Hesitation
136	B	er:, i think tha:t (.) it is: vary delicious.				R1	SISR: Hesitation

137	A	how about the steps angun, Cud you explain: to me?				R2	
138	B	um: , of course, er: , (.) you should prepare (.) a plate of rice, an' then, the first is you should (.) heat the oil in the pan, an' you wait for a few minutes. (.) an' then, you break the egg into the pan, an' you pour the race (.) the rice into the (.) pan, an' you can add the instant seasoning for (.) making a fried rice, er: , you can find the instant seasoning in supermarket, an' it is (.) easily to make a			Request-grant (137-138)	R1	SISR: Hesitation

		fried rice. an' if you want to (.) have a spicy taste, You can add the slices of chili in your fried rice An' you pour it. It just only take five minutes to make it.					
139	A	um: , the taste is so yummy right?			Assertion-Agreement (139-140)	R2	SISR: Hesitation
140	B	yes, er:: , it is very instant cooking i think,				R1	SISR: Hesitation
141	A	yes, i think so.			Assertion-agreement (140-141)	R2	
142	B	how about your assignment irfina? don' you ha:ve many assignsmen' in (.) weeken'?			Question-answer (142-143)	R2	
143	A	of course i have, i have a lot of homework. er: , one subject, er: , i: (.) i finish it for three days, becoz (.) it so difficult to me. howboutjyu <i>anggun</i> ?				R1	
144	B	er:: , i also ha:ve a ton of					SISR:

		homeworks. (0.5) i should finish my lesson plan (.) teaching terial (.) teachers talk (.) teacher (.) teaching media (.) an' (xx). an' It makes me so tired. (1.0) Um::, howboutyu? why do you finish it in three duy (.) three days?			Question-answer (143-144)	R1	Hesitation
145	A	becoz, um:, the (.) my lecturer gives unclear instruction, so, it make me confuse, (1.5) er:, but, luckily i have friends to help me to (0.5) my homework. er:, i can discuss it with my friend.			Question-Answer (144-145)	R1	SISR: Hesitation
146	B	um:, thats good idea to discuss with your friend, an' i also prepare for my				R2	

		<p>peer teaching, this is a kind of final exam for me. (0.5) an' i prepare the power poin' slides, i prepae the prin' out of pictures an' then, i also prepare a video, an' the material that (.) i take, it is about ecosystem. but, i should explain it in english. um:, how about you, have you finish your peer teaching?</p>			<p>Assertion-agreement (145-146)</p>		
147	A	<p>No, i haven' er:, finish my peer teaching, becoz my: (1.0) becoz my : (0.5) turn is the last, er:, is a last. i, er:, (1.0) i got er:, (0.5)</p>			<p>Question-answer (146-147)</p>	R1	<p>SISR: Hesitation</p>

		i got number twenty five, so, er:, it is the lust turn. ice, er:, (0.5) i must wait for a long time (.) to: (1.0) have my peer teaching. do you have any difficulties in prepar (.) preparing your peer teaching?					
148	B	um:, of course i have becoz i should prepare many things for my peer teaching, an' i think that the time is so limited, so, i should work hard. (1.5)		These few last dialogue in which the speakers say their farrewell, serves as the closing of the conversation , speaker B	Question-answer (147-148)	R1	SISR: Hesitation
	B	um:, irfina, im sorry er:, i have ten ei am thank you for share your weeken', I must go now, See you:?			Farewll-farewell (148-149)	R3	
149	A	see you <i>anggun</i> ,				R1	

