



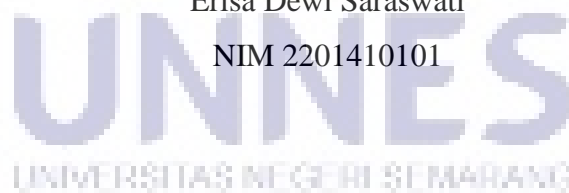
THE FEATURES OF EXCHANGES IN ONLINE CHAT

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

by:

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STATE UNIVERSITY OF SEMARANG**

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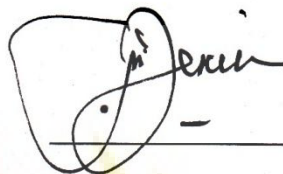
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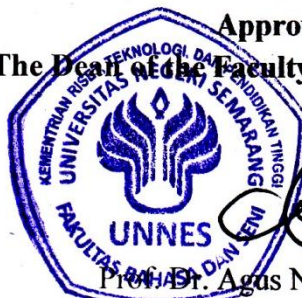
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DECLARATION OF ORIGINALITY

I, Erisa Dewi Saraswati, hereby declare that this final project entitled THE FEATURES OF EXCHANGES IN ONLINE CHAT is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of other has acknowledged in the text and a list of references is also given.

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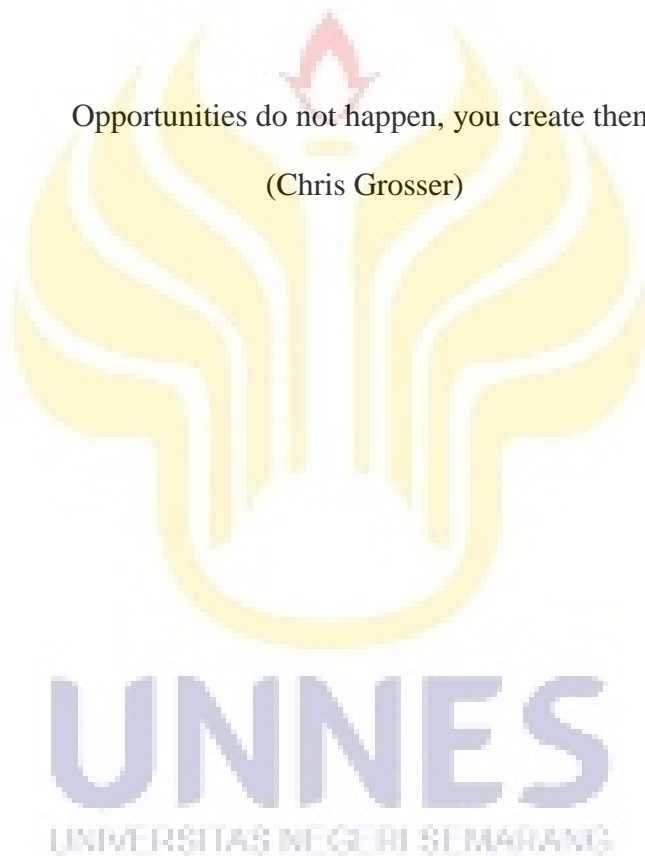
MOTTO AND DEDICATION

If you can't fly then run, if you can't run then walk, if you can't walk then crawl,
but whatever you do you have to keep moving forward

(Martin Luther King Jr)

Opportunities do not happen, you create them

(Chris Grosser)



This final project is dedicated to

My beloved parents Nono Tarwono (Alm) & Maria Yustina Rensi Dartani

My respectable sisters and brother Kiki, Lia, and Andi

My lovely man Adelino Pasca Tentoea

All of my friends who always support me

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ABSTRACT

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Keywords: conversation analysis, online chatting feature, opening, closing, adjacency pairs, turn-taking, repair.

This study is describing the exchange features found in the Blackberry group online chatting among the students of Don Bosko Senior High School of Semarang.

In this study, the objective of the study is to describe the exchange features of online chatting done by the students of XII grade of Don Bosko Senior High School of Semarang in a form of Blackberry group chatting. The study is conducted during one week on the students daily life communication. I examined the features of online chatting such as: opening, closing, adjacency pairs, turn-taking allocation, and repair strategies. The opening and closing feature, the participants open and close the chatting appropriately, though there are some of them which are not responded. Regarding the turn taking carried out by the participants, there were 261 turns carried out by the participants. Regarding the Adjacency pairs, 79 pairs were found in this study. While, there were 14 repair strategies carried out by the participants.

Based on the finding, it can be said that the participants were capable enough to construct the conversation through online chatting. This is supported by the messages delivered by the participants were received by the interlocutors.



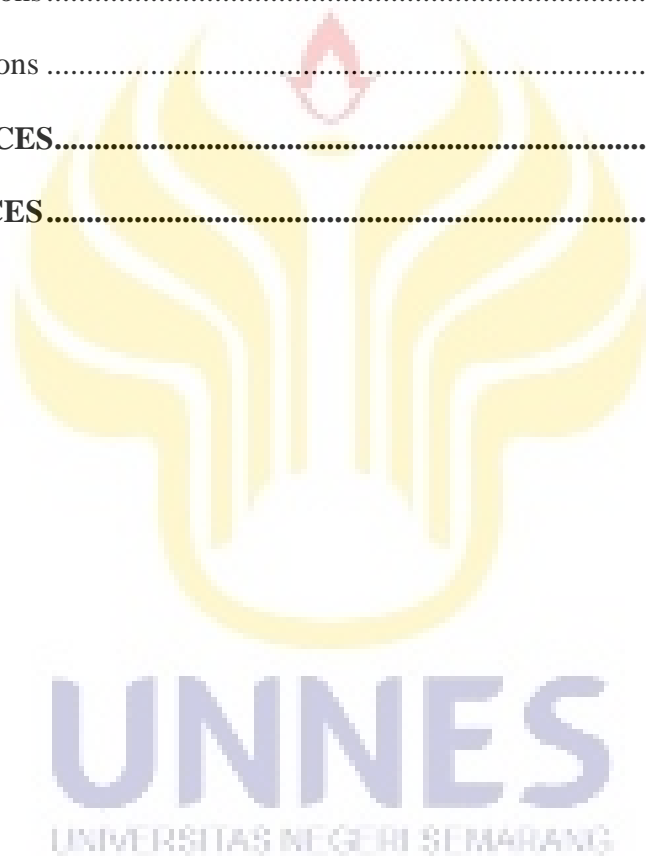
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LIST OF ABBREVIATIONS

BBM	Blackberry Messenger
R1	Current – Select – Next
R2	Next – Speaker Self – Select
R3	No Currant Speaker Selects Next & No Next Speaker Self – Selects
SISR	Self – Initiated Self – Repair
OISR	Other – Initiated Self – Repair
OIOR	Other – Initiated Other – Repair
SIOR	Self – Initiated Other – Repair



CHAPTER I

INTRODUCTION

In this chapter, I will explain the background of the study, reasons for choosing the topic, problems of the study, purpose of the study, significance of the study, limitation of the study, and outline of the report.

1.1 Background of the Study

Interpersonal communication is vital for humans. People use interpersonal communication all the time. We spend much of our lives talking, communicating or interacting with other people. To make easier in interaction, language involved in which it functions as a means of constructing a text, i.e. a spoken or written instantiation of language (Leech, 1983: 56). Interacting is not just a mechanical process of taking turn at producing sound and words. Interacting is a semantic activity, a process of making meaning (Eggins & Slade, 1997: 6), and the act of transferring information from one place to another. Interpersonal communication is the process by which people exchange information, feelings, and meaning through verbal and non-verbal messages. Message is not only the speech used or information conveyed, but also the non verbal message exchange such as facial expressions, tone of voice, gesture, and body language. This process involves participants in negotiating their role during interaction, whether consciously or unconsciously either in responding moves or in initiating moves. Senders and receivers are of course vital in communication, in face-to-face communication the roles of the sender and receiver are not distinct as both parties communicate with

each other, even if very subtle ways such as through eye-contact (or lack of) and general body language. In fact communications are almost always complex, two-way processes, with people sending and receiving messages to and from each other simultaneously. It is an interactive process in which one person is talking, and the other is listening. Some forms of communication are spoken or verbal communication (face-to-face, telephone, radio or television and other media), non-verbal communication (body language, gestures), written communication (letter, e-mails, books, magazines, the internet or via other media), visualizations (graphs and charts, maps, logos). To comprehend this interaction, it needs the involved attention to syntactic, semantic, and pragmatic factors (Carroll, 1999:222-227), and to construct explanations of meaning in natural language, three main ways are proposed by the linguists and philosophers (a) by defining the nature of word meaning, (b) by defining the nature of sentence meaning, and (c) by explaining the process of communication (Kempson, 1984:11)

Nowadays, written communication takes important part in the communication. Written communication involves any type of interaction that makes use of the written word. Communication is a key to any endeavor involving more than one person. Communicating through writing is essential in the modern world. The basic process of communication begins when a fact or idea is observed by one person. The sender may decide to translate the observation into a message, and then transmit the message through some communication medium to the receiver. The receiver then must interpret the message and provide feedback to the sender indicating that the message has been understood and appropriate action taken.

Since a message or communication is sent by the sender through a communication channel to a receiver, or to multiple receiver, so the sender must encode the message into a form that is appropriate to the communication channel, and the receiver then decodes the message to understand its meaning and significance. Text occurs within the phenomenological perception of the community of speakers; it is also constrained historically by the way text has been used in that community and by the kinds of genres available to that community (Miller, 1977: 22).

Technology plays important role in the communication, and along with the development in the field of communication technology, social networking sites or social media are created. It has made possible to share interest and connect people across the globe without any geographic, economic, or political barriers. Social media services operate as an online platform that can be used to develop social relations with people of interest. The majority of social networking services are internet based e.g. email, messengers, and online communities. These online communication services provide users means of interaction. Users can share activities, events, interests, and ideas with people in their networks. This type of communications technology has made lifestyle innovative and alleviated the distance.

Blackberry messenger (BBM) is one of the social media used for the communication; it is categorized as one of the online communities. It is an instant messaging application that can be downloaded from the internet for Blackberry Smartphone, iPhone, and Android. BBM messages are delivered using the internet

and employ the PIN system, in which users must share PIN numbers to communicate. BBM allows users to get live confirmation when the messages are sent, received, and read. Select a private BBM display image and status include contacts by sharing PIN or scanning bar codes. To add a contact, a user must obtain the contact's Blackberry PIN code. BBM messages also produce some security threats, mainly because of the comfort of delivering one-to-many messages instantly, and the difficulty in tracing the messages when compared with various other social media.

Today, the use of BBM as the media of communication is recently used by all people. People use it to get dates, to tell people they love, to avoid oral communication, to connect with friends, etc. It also happens to students in all grades who spend a good majority of their time communicating or chatting using this media. They prefer using this interaction in communicating to another way like making a call, even though communication through BBM differs from communicating on naturally (spoken). Based on the fact above, I am interested to conduct a study related to the presence of written communication interaction through online chat done by the senior high school students of Don Bosko Semarang. It is very interesting to find out features of online chat in the Blackberry Messenger group used by the students of Don Bosko senior high school.

1.2 Reasons for Choosing the Topic

In conducting this research, there are some reasons that trigger me to conduct this research. The reasons will be as follow:

First, the use of written communication used among the teenager in this modern era. The pre-observation result shows that the majority of the students especially in Senior High School Don Bosko Semarang prefer to use online chat more than conventional chat like SMS or letters. They communicate each other by using Blackberry messenger (BBM). In my opinion, this phenomenon is the unique thing that should be studied. Through this study, the conversation structure of the communication can be found out as the reference to improve their interpersonal conversation in online chatting form.

Second, through the communication of BBM, after knowing the structure of online chat made by the students, I want to find out the students' awareness with regard to the features of the online chat employed by the students with accordance to the casual conversation. This is also important for them since it will be related to the communicative competence of the students. The students should be aware of the use of communication strategies.

Third, the sentence collaboration created by the students of senior high school is interesting topic to be studied. Through the analysis of sentence collaboration, I want to analyze the characteristics of it, so that the teachers of English in that can have such references to evaluate and give feedback to the students in English communication especially in online chat.

1.3 Research Questions

Based on the background presented above, I want to find out how casual conversation used by the students of Don Bosko senior high school Semarang. Due to that reason, this study attempts to provide the answers of the following questions:

- (1) How do the students of Don Bosko senior high school open and close the conversation in the Blackberry messenger group online chat?
- (2) What strategies do the students of Don Bosko senior high school use to select their turn in the Blackberry messenger group online chat?
- (3) What kind of adjacency pairs used in the conversation among the students of Don Bosko senior high school found in Blackberry messenger group online chat?
- (4) What kind of repair used in the conversation among the students of Don Bosko senior high school found in Blackberry messenger group online chat?

1.4 Objectives of the Study

There are some purposes of the study that I want to reach in conducting this study.

They are stated as follows:

- (1) To describe the students of Don Bosko senior high school in opening and closing the conversation in the Blackberry messenger group online chat.
- (2) To describe the strategies used by the students of Don Bosko senior high school to select their turn in the Blackberry messenger group online chat.

- (3) To analyze kind of adjacency pairs used in the conversation among the students of Don Bosko senior high school found in Blackberry messenger group online chat.
- (4) To analyze kind of repair used in the conversation among the students of Don Bosko senior high school found in Blackberry messenger group online chat.

1.5 Significance of the Study

The results of the study are expected to give the following benefits:

(1) Theoretically

This study will provide an understanding about overall organization of online chat found in the text message from Blackberry Messenger' students. It signifies for stimulating the other researchers to conduct such a kind of the research in the future. It also gives them explanation obviously, and makes them easy to understand and use the code appropriately.

(2) Practically

The result of the study will give us knowledge that can be used as the bases to describe how the writers organize their ideas and messages in the text message through Blackberry Messenger. Moreover it will help us to overcome the difficulties when doing interaction, then it will hopefully make the conversation run well.

(3) Pedagogically

The result of the study can give us information more about overall organization of online chat; Furthermore it also can be used by the teachers to help students in developing in conversation and improving their knowledge in writing.

1.6 Limitation of the Study

In conducting this study, there are some limitations of the study that I take account. This limitation of the study is used to limit the discussion of the study, so that the discussion will not out of the topic.

The data of the study will be taken from twelve grader of Senior High School Don Bosko Semarang. The subject of the study is 6 students from the each class of XII grader who are voluntarily do the conversation. The students are asked to do their daily conversation in a group through Blackberry Messenger in one week.

The analysis of this study will be in the feature of online chat of the students' conversation in Blackberry Messenger. The analysis will include how the students open and close the conversation, strategies to select their turn, adjacency pairs and repair found in the Blackberry Messenger group.

1.7 Outline of the Report

The research input consists of five chapters. The content of each chapter is as follows:

- (1) The first chapter is introduction that covers the information about background of the study, reason for choosing the topic, research problems,

purposes of the study, significances of the study, limitation of the study, and outline of the final project.

- (2) The second chapter is review of related literature which consists of the previous studies, literature theories and the literature framework. The chapter gives the reader information about language, the shift between spoken and written language, conversation, ethno-methodology, conversation analysis, aspects of conversation analysis.
- (3) The third chapter is method of investigation that gives information about research design, object of the study, type of the data, role of the researcher, method of collecting data, and method of analyzing data.
- (4) The fourth chapter is analysis the data. It covers description of the analysis of the the opening and closing, turn taking, adjacency pairs, and repairs in the Blackberry messenger group conversation.
- (5) The fifth chapter is conclusion and suggestion. The content of this chapter are conclusion of the study and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

In conducting this study, I have been searching the information and ideas in order to support the theories used in this study. There are so many sources of reference from textbooks and articles from experts which are related to the topic in this study that are used as a framework of this study.

In this part, there are some review of literature of the previous studies, review of the theoretical studies, and theoretical framework. This part will consist of the references from various sources in conducting this study.

2.1 Review of the Previous Studies

There are some previous studies related to the conversation organization. Following studies have been reviewed in relation to the present study. One of the studies was conducted by Widiyanto & Dartani (2012). Widiyanto & Dartani conducted a research about conversation organization. They wanted to find out types of communication structures used by 20 UPGRIS students in the speaking class. The result showed that turn-taking was the most preferred structure. The next preferred structure was adjacency pair. Whereas, the least preferred structure was repair.

Second study was conducted by Annisa (2016) entitled *Conversation Analysis (CA): The Analysis of Conversational Structure of Non-native Speakers of English*. This study was aimed to analyze the conversational structure of non-native speaker of English such as: 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. The data were analyzed through the following steps: (1) choosing the data, (2) identifying, (3) classifying (4) tabulating, and then (5) reporting the data. Following the theories of Schegloff and Sack's, 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. The result showed that 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 reconstructing 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.

Third study was conducted by Sudana (2014) entitled *The Analysis of Learners' Conversation: Its Naturalness and Students' Awareness*. The aim of this study was to discover the naturalness of turn-taking in learners' conversation and to find out how high the learners rate their conversation. The result was that every learner knew that their turn-taking was natural and successful. It can be concluded that naturalness in adjacency pairs and students' awareness are related.

Based on the previous studies above, it can be concluded that in interacting to another strategy is needed, so the communication can move smoothly. People who participate as competent interactions in casual encounters should know when they can claim a turn and when to relinquish a turn. Realizing the facts above, I want to conduct a study of conversation analysis on online exchange particularly Blackberry Conversation Group since it is an interesting topic to improve the students communicative competence in the way they are interacting to other people using online chat.

2.2 Review of the Theoretical Study

There are some theories that are taken from various resources to support the study as the references. These references were taken from some books by experts.

2.2.1 Language

Language is the means of communication among people which has been studied by many linguists. There are some assumptions with regard to the definition of language. One of them is coming from Ferdinand de Saussure who claimed that language as phenomena that providing only historical description of languages (as it was done at this time) should not be the only approach to this complex entity. He maintained that crucial information about language can be obtained from its common users, who in most cases do not possess practically any theoretical knowledge about their native tongue and yet are competent speakers. Moreover, as Saussure assumed language use reflects the contemporary structure which should enable synchronic language analysis (language use data given point in time) in addition to diachronic analysis concerned with the past linguistic forms. The social aspect of using language, or speech was called *parole* by Saussure, while the underlying knowledge of linguistic structure was known as *langue*.

Based on the statement above, it can be concluded that language as a set of phenomena which enable people communicate among others and possible to be observed.

2.2.2 The Shift between Spoken and Written Language

In recent situation, there is a shift between spoken to written language. It occurs following the development of the technology. Hence, text that is written down cannot solely be determined as written language or vice versa. Just like Gerot and Wignell (1994: 158) stated that the term 'written language' does not only refer to language which is written down. Likewise the term 'spoken language' does not only refer to language which is said aloud. For example, if someone reads an academic paper aloud the features of the language are more like those of written language than spoken language. Similarly, if we transcribe language, the written down version has more in common with spoken language than it does with written. In addition, Thornbury (2005:83) stated that just as written texts are more than a collection of random sentences, so too are spoke texts more than a collection of random utterances. However, there are some aspects that do not shares the same characteristics between spoken and written conversation, such as: the use of stress and intonation to signal, among other things, what information is given and what information is new.

Based on the statements above, it can be inferred that written and spoken language has different features or characteristics. Conversation, for example, which is written down cannot be determined as written language. Whether conversation is written down or spoken, it belongs to spoken language since it has spoken language features.

In addition, Gerot and Wignell (1994: 161) stated that spoken and written language are both complex but in different ways. Spoken language tends to be complex grammatically and written language tends to be complex lexically. Spoken language tends to be grammatically intricate, while written language tends to be lexically dense.

Based on that statement, it can be concluded that the spoken language is grammatically complex in its utterances, while written language is lexically dense in its content. In this study, the analysis will be on the online chat interaction in Blackberry Messenger group.

2.2.3 Conversation

As one of the implementation skill in English, conversation is the important skill that has to be mastered in order to create the discourse. 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. Conversation is discourse mutually constructed and negotiated in time between speakers; it is usually informal and unplanned. Cook (1989:51) says that talk may be classed as conversation when:

- (1) It is not primarily necessitated by a practical task,
- (2) The number of the participants is partially suspended,
- (3) Talk is primarily for the participants not for an outside audience,

Moreover, Fairclough (2001:9) states “conversation is systematically structured, and that there is evidence of the orientation of participants to these structures in the way in which they design their own conversational turns and react to those of others.” Conversation consists of two or more participants taking turns and only one participants speaking at any time.

Then, 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 others 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.

Conversations are generally divided up into three main stages. As Burns and Joycein Paltridge (2000:85) suggest, these are typically: Opening Stage, Middle Stage, and Closing Stage.

- (1) Opening Stages: Beginnings (e.g. salutations and greetings such as 'hello, how are you?')
- (2) Middle Stages: Development of range of topics using conversational strategies for turn taking, turn allocation, and keeping a turn, adjacency

pairs, preferred and dispreferred responses, ways of giving back, changing a topic, asking for clarification, correcting what was said, etc.

- (3) Closing Stages: Pre-closing exchanges which signal the ending of the conversation (e.g. discourse marker and formulaic expressions, such as: ‘anyway, well, I’d better be off’, ‘thanks for calling’, falling intonation). Closing (e.g formulaic expression such as: Goodbye and see you)

2.2.4 Ethnomethodology

Ethnomethodology is an area in sociology originating in the work of Harold Garfinkel. Garfinkel (1974) stated 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 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*.
- (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.

2.2.5 Conversation Analysis

Conversation analysis is a method for investigating the structure and process of social interaction between humans. It focuses primarily on talk, but integrates also the nonverbal aspects of interaction in its research design. Conversation is a type of discourse; it is spoken dialogic discourse. Thus, conversation analysis may be seen as a subfield of discourse analysis. Conversation analysis involves close examination of internal evidence within the (spoken) text.

Conversation analysis which is a ‘naturalistic observational discipline dealing with the details of social action rigorously, empirically and formally’ (Schegloff & Sacks, 1973: 289) aims to describe, analyze, and understand talk as a basic and constitutive feature of human social life (Sidnell, 2010: 1). In line to that statement, Nunan (1993:83) states that conversation analysts attempt to describe and explain the ways in which conversation work. The methods are essentially inductive; search is made for recurring patterns across many records of naturally occurring conversations, in contrast to the immediate categorization of (usually) restricted data which is the typical first step in discourse analysis work (Levinson, 1983: 287).

In conversation analysis studies, talk and interaction are examined as a site where inter-subjective understanding concerning the participants’ intentions, their state of knowledge, their relation, and their stance towards the talked about objects created, maintained, and negotiated (Heritage & Atkinson, 1984: 11).

Moreover, Gordon Marshall (1998) stated 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).

Based on the statements above it can be concluded that conversation analysis is the analysis of the organization of social interaction in a form of spoken text which is done by analyzing the segments of the conversation.

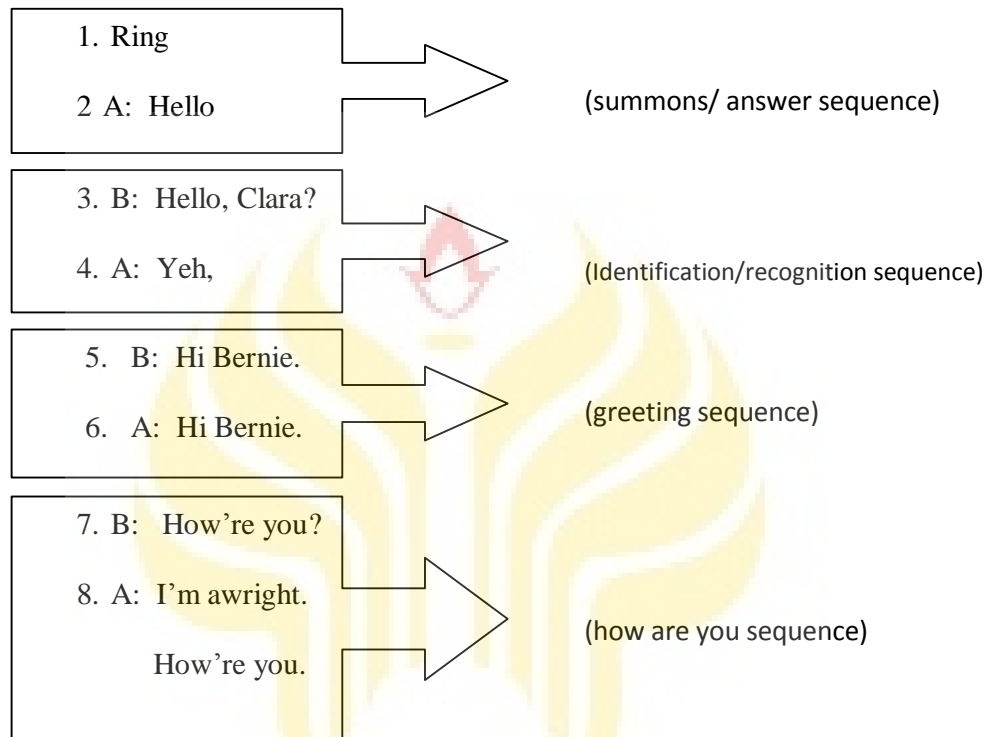
2.2.6 Aspects of Conversation Analysis

2.2.6.1 Opening and Closing

In doing conversation, opening and closing plays important role which determines how the conversation will be started and finished, and how the conversation will be going on. In addition, the opening and closing are used as the sign in the conversation as well. According to Paltridge (2000:86), “opening and closings in conversations are often carried out in typical ways.” They are also context and speech-event- specific. For example, how we open a conversation at the bus stop is very different from how we do it on the telephone.

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.



On the other hand, Schegloff & Sacks (1973), the first to perform an extensive analysis of the closing section, discovered that the archetypic 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. B then 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 archetypal closing.

These kinds of conversational ritual vary, however, from culture to culture, just because someone is able to open and close a conversation in their first language does not mean that they will necessarily know how to do this in a second language and culture.

2.2.6.2 Turn-Taking

In a process conversation, there must be a situation when speaker takes the chance to speak as their turn to speak. It is called turn-taking which gives a chance for speakers to do conversation smoothly, so there won't be a dominant speaker in the conversation. First speaker utters something which is then followed by another speaker. It may make a simultaneous conversation. 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.

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. One participant, A, talks, stops; another, B, starts, talks, stops; and so we obtain an A – B – A – B – A – B distribution of talk across two participants. 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.

Likewise, Levinson (1983: 298) states that there is an ordered set of rules for the allocation of the next turn. These rules are:

- (1) The current speaker selects the next speaker. If this mechanism does not operate, then
- (2) The next speaker self-selects. If this mechanism does not operate, then
- (3) The current speaker may continue.

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 through the use of falling intonation, and then 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. By contrast, 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.

A turn is different from the situation where a speaker produces backchannel signals. Backchannel signals, such as *uh-huh*, *right*, *yeah*, etc, are signals that the channel is still open, and they indicate at the same time that the listener does not want to take the floor.

Example:

S1 : I hate cockroaches more than rats

S2 : I don't like cockroaches either

S3 : But cockroaches are just the thing – you just get them anywhere

S1 : Yeah but when you tread on them they crunch (laughter). Rat just squelchers

S3 : Actually over at Manly along the promenade, if you walk along there at night, they're....that big (gesture) – they've huge but they're, they're a different ...brand

S2 : Big roaches, are they?

(Eggins& Slade, 1997: 228)

Based on the example above, it can be seen that each of the speaker has the same portion of the turn taking. The balance portion in taking turn in a conversation indicates that there is no superior or inferior status between the speakers, though the turns taken are not in a sequence.

2.2.6.3 Adjacency Pairs

In the conversation, a unit which contains the exchange of one turn each by two speakers is called adjacency pairs. Adjacency pairs are fundamental units of conversation organization and a key way in which meanings are communicated and interested in conversation. Adjacency pairs are utterances produced by two successive speakers in a way that the second utterance is identified the first one as an expected follow-up to that utterance. Adjacency pairs refer to where one utterance demands a certain type of utterance from the next speaker as for instance question – answer, greeting – greeting, offer – acceptance, apology – minimization (Levinson, 1983: 303).

The Adjacency pairs consist of some dimensions. 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/acpetence; inform/knowledge; leave-taking/leave-taking; complaint/denial; offer/accept; request/grant; compliment/rejection; challenge/rejection; and instruct/receipt.

The basic rule for adjacency pairs is that when a speaker produces a first part, they should stop talking and allow the other speaker to produce a second pair part. When the second speaker does not do this, this is often commented on, such as when someone says ‘*You didn’t answer my question*’, or continues with variations on the first pair part until he gets an appropriate response.

There are some classification of adjacency pairs in the conversation according to Chimomboand Rosberryin Paltridge(2009:91):

(1) Request

Asking someone to do something which can be responded with acceptance or refusal.

A: “*Would you mind to close the window?*”

B: “*Of course.*”(Acceptance) or “*sorry, I’m busy*” (refusal)

(2) Offer

Giving something to someone, it may be in the form of goods or services.

It can be responded into acceptance or refusal, or generally called granting.

A: *"Will you come to my house tomorrow?"*

B: *"Yes, I will."*(Acceptance) or *"never"* (refusal)

(3) Assertion

Assertion can be formed in to opinion seek or comment, which is asking another's opinion or agreement. It is responded with agreement or called opinion provide.

A: *"What do you think about my barbie?"*

B: *"So cute."*(Agreement) or *"disgusting"* (disagreement)

(4) Question

Question can be formed in to information seek, clarification seek, etc. It is about asking something to someone. It is responded with information provide, clarification provide, etc.

A: *"Where were you born?"*

B: *"I was born in Jakarta."*(Expected answer) or *"is it important"*
(Unexpected answer)

(5) Compliment

Compliment is the way of praising another person about something he or she has. It is responded with acceptance.

A: “*What a nice jacket?*”

B: “*Oh, thanks.*” (Acceptance) or “*are you kidding*” (rejection)

The summary can be seen in the table as follows.

Table 2.1
Classification of Adjacency Pairs

FirstPart	Second Parts Preferred	Dispreffered
Request	Acceptance	Refusal
Offer/invite	Acceptance	Refusal
Assertion	Agreement	Disagreement
Question	Expected answer	Unexpected answerornon- answer
Compliment	Acceptance	Rejection

2.2.6.4 Repair

As a spoken language, 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, as the characteristics of spoken language.

Repairs as adapted by Sacks, Schegloff and Jefferson (1978), are classified by two initiators. If the speaker 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 (other-repair)

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.*

They also define four types of repair:

(1) self-initiated self-repair, one that is both initiated and carried out by the speaker of the trouble source turn;

A: "When do you want your money back?"

B: "Next month - I mean next week."

(2) Other-initiated self-repair, one that is carried out by the speaker of the trouble source turn but initiated by the recipient;

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-repair, where by the speaker of the trouble source may try to get the recipient to repair the trouble source, for instance if a name is proving trouble some to remember;

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

B: “Weinapple.”

- (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’.

(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*)

2.2.7 Online Chat Interaction

According to Tudini (2010: 5) stated that conversation analysis (CA) is particularly relevant to online chat interaction because it is a textual form of socially oriented, naturally occurring talk which lends itself to the same type of fine grained analyses which have been applied to face-to-face talk. He also added

that chat shares many features with spoken interaction, such as synchronous communication, and turn-by-turn co-construction of interaction and repair sequence. Based on the statement above, it can be said that online chat belongs to the conversation analysis since the same characteristics of the online chat is almost the same as in casual conversation.

Computer-mediated communication technologies come in a wide variety of forms, and they are generally divided into synchronous vs. asynchronous and one-to-one vs one-to-many or group communication (Wetherell *et al* 2001). Synchronous communication takes place in real time. A user enters a chat room and participates in an ongoing ‘conversation (Crystal 2001). In asynchronous communication such as Email message, conversation takes place in ‘postponed time’ (Crystal 2001), and does not require both parties to be present. Collot & Belmore (1996: 14) claim that online communication is neither purely written language, since there is no time for editing strategies, nor as spoken since participants cannot see or hear each other. Crystal (2001) believes that, synchronous interactions cause the most radical linguistic innovations that affect basic conventions of both spoken and written discourse. He concludes that online interaction is neither speech nor writing since for example in a chat you can communicate with up to 20 people simultaneously, something not even the most adroit person could accomplish at a cocktail party.

Based on the explanation above, it can be said that Blackberry group chatting belongs to computer mediated which is online-based, since the device used is using the processor application as well as in computer.

The characteristics of online chat share some relevant aspect to the CA. According to Tudini (2010: 5) some of central issues which concern conversation analysts and are relevant to intercultural online talk include the following:

- a. Preference organization (the way in which speakers organize talk)
- b. Adjacency pairs (the clustering sequences in pairs)
- c. Turn-taking (the way in which speaker change and allocate turns)
- d. Repair (similar but broader than negotiation of meaning, conversation is repaired when it is interrupted and sometimes reformulated by speakers to achieve mutual understanding)
- e. Roles and politeness (how conversation establishes roles and communicates politeness)

Based on explanation above, it can be concluded that online chat almost has the same characteristics as in conversation analysis.

2.3 Framework of the Analysis

As stated by Bogdan in Sugiyono (2006:334), data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that can be accumulated in order to increase our understanding of the data and to enable us to present what we have discovered to others. It means that after collecting the data, I should arrange the data systematically.

In this study, I wanted to conduct a qualitative analysis on the online chat interaction of Blackberry Group Messenger of Don Bosko Senior High School students, to describe the structure of the 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. Based on the theories stated in the previous sub chapter, this following figure 2.1 was used as the references:

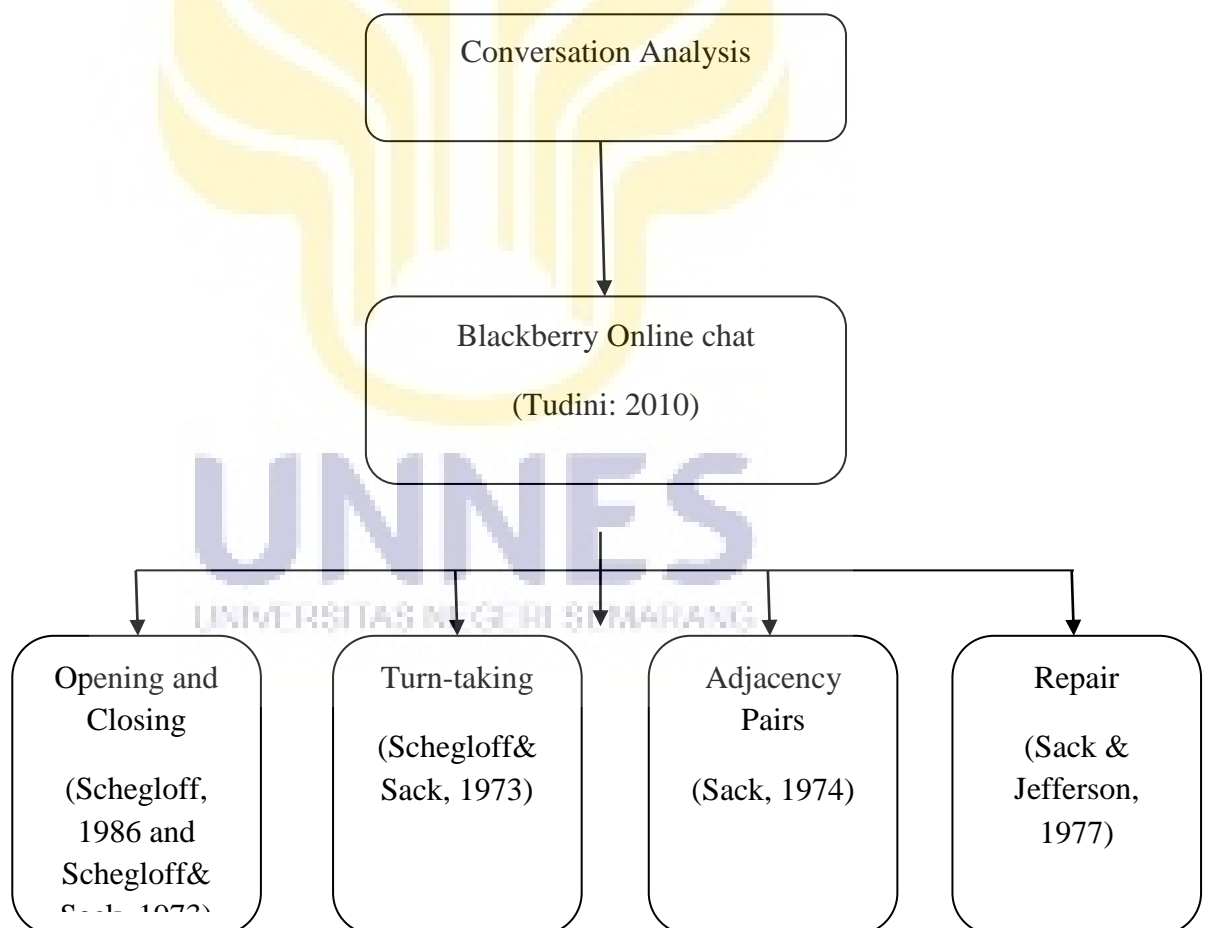


Figure 2.1 The Diagram of Analytical Construct

Then, the data in this study were analyzed using the framework proposed by Paltridge (2006), 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) Interpreting the data.
- (5) Drawing conclusion.

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

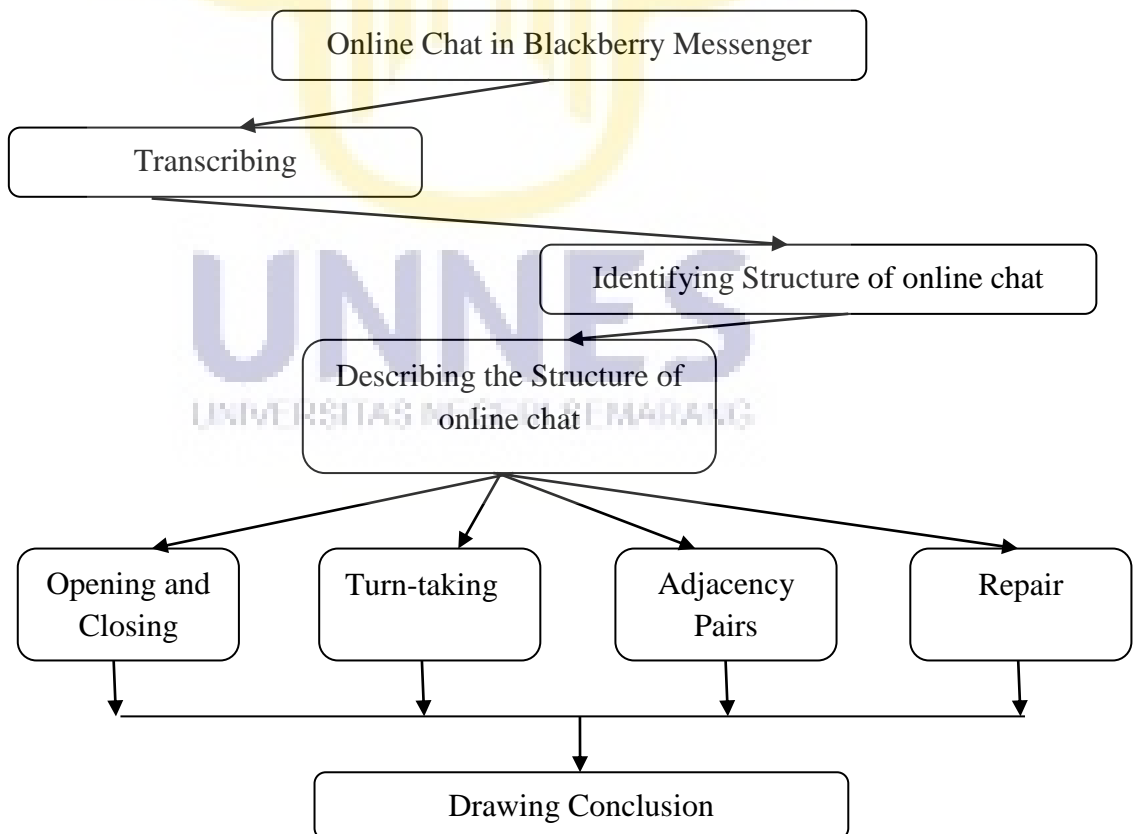


Figure 2.2 Framework of the Present Study

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discuss the conclusion of the study based on the data findings and discussion which have been presented on the previous chapter. The suggestion is also provided in this chapter to give the benefits for the next researcher who want to conduct the same topic of the study.

5.1 Conclusions

This study concerns with the structures of online chatting group among the students of XII grader of Don Bosko Senior High School in Semarang. This study describe the organization of structures of online chatting group through Blackberry Messages as the media.

The study showed that all of the participants in Blackberry online group chatting including six students of Don Bosko Senior High School from 12th grader were able to build well-constructed chatting which flows naturally. All of the participants make a good communication by understanding the meaning form the chatting as the goal of communication.

Based on the study, it may be pointed out that students of 12th grader of Don Bosko Senior High School Semarang as the participants in the Blackberry online chatting group use the basic and simple way in building the communication through online chatting group which has covered all of the aspects in constructing a good conversation through online chatting. The aspects being discussed in this

study were opening, closing, turn-taking allocation and repair which answered the question of the problem in this current study.

- (1) In opening the conversation through online chatting group, the participants greets everyone in the group. Most of them tend to construct greeting to other participants on the chatting group before joining the chatting. While in closing the conversation through online chatting group, the participants rarely used the farewell expression before leaving the chatting.
- (2) The chatting carried out by the participants in the Blackberry chatting group flow well by organizing the turn-taking allocation according to Liddicoat (2007) with the result that R1 dominates the turn-taking allocation.
- (3) In using their turn, the participants utilized 12 adjacency pairs. They are such as greeting-greeting, question-answer, information-acceptance, information-rejection, assertion-agreement, assertion-disagreement, statement-confirmation, request-refusal, request-grant/acceptance, advice-acceptance, thanking-return, and farewell-farewell. The mostly used pair in the chatting is question-answer.
- (4) There were some errors found in the Blackberry online chatting group done by the participants in doing their chatting. In this case, self-initiated self-repair becomes the mostly used strategy among the four types of repair strategies.

It is also found out that there are some unique phenomena found in this study. It was the emotion features of the Blackberry online chatting which can be used to compensate the absence of the physical body in doing chatting.

Generally speaking this study showed that all of the participants are already capable of constructing well – organized online chatting as well as the goal of the communication through online chatting achieved.

5.2 Suggestions

In this current situation, conversation can be done through many ways which one of them is through online chatting. People need to have knowledge of rules and structures of conversation, as it is the most common kind of communication to achieve successful communication and avoid misunderstanding.

From this current study, there are some points which can be suggested. First, the rules and structures should be learned in order to establish well-organized conversation, even through online group chatting. Second, the further study regarding to conversation especially online group chatting need to be carried out more since online media become trend in this current situation.

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