

## **CHAPTER IV**

### **DATA ANALYSIS**

This chapter discussed about the analysis of the data. The data is a conversation among students and two international English teacher of general class at English First Semarang. The teachers come from British and Singapore. It is found that there were some categories of conversation aspects in the conversation. Those categories found were articulated by speakers, and they are opening, closing, adjacency pairs, turn taking, topic management, and repair strategies. The following section will provide the detail discussion on each conversational aspects structure found.

The conversations are indicated by class one and class two. Class one refers to the conversation among students and teacher comes from British, and class two refers to the conversation among students and teacher comes from Singapore.

#### **4.1. Finding and Discussion**

##### **4.1.1 Opening**

Commonly, opening stages of conversation begins with greetings which occurred at the very beginning of a conversation. There are two important features about greetings; firstly, they occur at the very beginning of a conversation, and can not be done everywhere else in the conversation. Secondly they allow all the speaker a turn right at the beginning of the conversation.

In the conversation among students and two international English teachers come from British and Singapore, the researcher found no opening stages. There is no greeting pairs to open the conversation.

### **Excerpt 1**

Class 1

- (1) Teacher : we don't have any book yet, do we?
- (2) Student 1 : ya

From the excerpt above, it can be seen that there is no greeting pairs to open the conversation. The way teacher in (turn 1) opens the conversation is by using adjacency pairs in category question.

### **Excerpt 2**

Class 2

- (1) Teacher : how was Vietnam?
- (2) Student 1 : so so

Excerpt 2 actually same with excerpt 1 above. There is no greeting pair to open the conversation. In this conversation, teacher use question to open the conversation

Both teachers open the conversation with an uncommon way because both of them have a close relationship with the students. So, it would be a little bit strange if they use such a greeting pairs when they start to talk each other.

## 4.1.2 Closing

### 4.1.2.1 Pre-Closing

#### Excerpt 3

Class 1

- (143) Teacher : 15 minutes left, would you like to play a game or we can go home earlier  
 (144) Student 1 : what kind of game?  
 (145) Teacher : you deserve, it could be new game or game we've played before  
 (146) **Student 2 : hmm....it would be better if we go home earlier**  
 (147) **Student 1 : yaa as you said before, you're not feel good**

The data above showed pre-closing stages of the conversation. In the conversation among students and teacher comes from British (class 1), the way speaker starts pre-closing stages by giving a request

#### Excerpt 4

Class 2

- (532) **Student 3 : Co, the bell is ringing, time to go home**  
 (533) Teacher : yee yee time to go home

Excerpt 4 above also shows pre closing stages in a conversation. But it is different with excerpt 3. In this excerpt, student gives a warning to the teacher directly that the time is over.

### 4.1.2.2 Closing

#### Excerpt 5

Class 1

- (156) Student 1 : see you  
 (157) Student 3 : see you  
 (158) Teacher : bye

### Excerpt 6

Class 2

- (534) Student 3 : see you Co  
 (535) Teacher : see you guys, do not forget to bring your book next week  
 (536) Student 3 : bye  
 (537) Teacher : bye

The data above excerpt 5 and excerpt 6, show closing stage in category of leave taking. The conversation ends with closing pairs. However, the closing sequence can only occur when topic has been ended and another speakers have agreed not to introduce any topics anymore.

#### 4.1.3 Adjacency Pairs

As stated by Richards and Schmidt (1983:128), adjacency pairs are utterance produces by two successive speakers in such a way that second utterance is identified as related to the first one as an expected follow up. The following is the result of data analysis based on Chimombo and Roseberry (1998:140)

Table 4.1. Adjacency pairs in conversations among students and two International English teachers

No	Adjacency Pairs	Class one		Class two	
		Total	%	Total	%
1.	Question – Answer	7	35%	13	65%
2.	Request – Acceptance	3	60%	2	40%
3.	Request – Refusal	1	50%	1	50%
4.	Offering – Acceptance	<u>0</u>	<u>0%</u>	1	100%
5.	Assessment – Agreement	<u>1</u>	<u>100%</u>	0	0%

The table above showed different presentation of the using of adjacency pairs. The most adjacency pair used in both conversations are Question and Answer, which is the typically characteristic of teaching activity.

#### **4.1.3.1 Question – Answer**

##### **Excerpt 7**

Class 1

(28) Student 1 : what is PMA?

(29) Student 2 : what's that?

(30) Teacher : Positive Mental Attitude

In excerpt 7, when one speaker asked a question, another speaker tries to ask a question too, and a person who is given a question, give any response by giving an answer.

##### **Excerpt 8**

Class 2

(71) Student : what did you do last week?

(72) Student 2 : I think the teacher for tonight is Gaby

In excerpt 8, when a speaker giving a question to another speaker, there is no suitable response or answer. It is because, actually student 2 tries to initiate new topic, but it doesn't work.

##### **Excerpt 9**

Class 1

(32) Teacher : well, any news?

(33) Student 2 : what kind of news?

(34) Teacher : it can be gossip or. . .

(35) Student 2 : Osama is dead

In turn (32-35) above, it is filled by question answer. In this part, teacher tries to build a new topic by asking a question in utterance “well, any news”, then the conversation built and keep continuously talked about the dead of osama until the new topic has initiated.

### **Excerpt 10**

Class 2

(40)Teacher : did you do much there?

(41)Student 2 : haa?

(42)Teacher : did you do a lot of. . .

(43)Student 1 : yaa

In excerpt 10 above, in turn 40 teacher gives a question to student in utterance “did you do much there?”, but it is not answered by an answer, it is answered by a question “haa?”, then in the next turn, teacher tries to make the question clearer than before. But before teacher finished his talk, student 1 already understand by giving an answer in utterance “yaa”

### **Excerpt 11**

Class 1

(61)Student 3 : What is boot?

(62)Teacher : Hmm it’s like an empty room behind your car

(63)Student 1 : Is it a baggage?

(64)Teacher : Yaa kind of that, but not in the outside, it’s inside your car

(65)Student 1 : Ooh I see

In excerpt 11 showed the use of adjacency pairs in category question-answer. The question asked firstly by student 3 in utterance “what is boot?”, and it is answered by teacher by saying “hmm it’s like an empty room behind your car”, but this question-answer about boot hasn’t finished yet, in the next turn, student 1

gives a question again in utterance “ is it a baggage?”. In turn (64) this question-answer part about boot finished after student 1 gives a statement of the teacher answered in turn (65) by saying “oh I see”

### **Excerpt 12**

Class 2

- (51) Student 1 : Just three of us?  
 (52) Teacher : Yee  
 (53) Student 1 : Andi?  
 (54) Teacher : I don't know  
 (55) Student 2 : Andi, andi is not continue  
 (56) Teacher : He's not continue?  
 (57) Student 2 : Ho'o

In this part question – answer, those speakers talk about one member of the class who is not continue anymore. The question firstly asked by student 1 in utterance “just three of us”, and finish after student 2 answer the teacher question in turn 57 by saying “ho'o”.

### **Excerpt 13**

Class 1

- (4) Teacher : how many times you done the book with me?  
 (5) Student 2 : never  
 (6) Student 1 : not yet  
 (7) Student 3 : since level 6  
 (8) Teacher : never?  
 (9) Student 1 : not yet for this level

In turn 4 in excerpt 13 the teacher asks a question to the student by saying “how many times you done the book with me”. In this part all the students give a responded in utterance “never”, “not yet”, “since level six”. And then in the next turn, teacher makes any stress to make it clearer by asking a question again in

utterance “never?”, and it is answer directly by student 1 by saying “not yet for this level”

#### **Excerpt 14**

Class 2

(65) Teacher : Do you know why Andi decide not to continue?

(66) Student 3 : Because the teacher is cosmas

Question and aswer in excerpt 14 is not as formal as the other question and answer part. In turn 65 when teacher gives a question to students by saying “do you know why Andi decide not to continue?”, student 3 answer the question by saying an unexpected answer in utterance “because the teacher is Cosmas”

#### **Excerpt 15**

Class 1

(102) Student : btw, it's quite similar between practical and emotional?

(103) Teacher : it's different, you know if it's practical it's like something you can see

From the excerpt 15 above, it showed the use of adjacency pairs in category question and answer. Question firstly asked by student in utterance “btw, it's quite similar between practical and emotional?”, and then the teacher give a response by giving an explanation by saying it's different, you know if it's practical it's like something you can see”.



**Excerpt 16**

Class 2

- (158) Teacher : you're doing your final paper as well?  
 (159) Student 1 : yap  
 (160) Teacher : you are?  
 (161) Student 1 : yap

In excerpt 16, speaker give an answers only by saying a siply short answer. Teacher begins give a question to student 1 in utterance “you’re doing your final paper as well?”, in the next turn student 1 answer it by saying “yap”, to make it clearer, teacher asks a question again in utterance “you are?”, and then it is answered directly by saying the same asnwer as the previous answer in utterance “yap”

**Excerpt 17**

Class 1

- (13) Student 3 : Have you seen the doctor?  
 (14) Teacher : Hmm all the teacher, Gaby is sick, Tom is not very well.  
 So, five minute right, and I'll come

In the excerpt above, there is no correlation between question and answer. Student 3 in turn 13 asks a question in utterance “have you seen the doctor?”, and then it is not answer correctly by teacher. The teacher only gives any statement, not the answer in utterance “Hmm all the teacher, Gaby is sick, Tom is not very well. So, five minute right, and I'll come”

**Excerpt 18**

Class 2

- (313) Student 1 : what's civic centre?  
 (314) Teacher : civic centre is like a place where people gathered

In excerpt 18, student tries to get an information from the teacher by giving a question about what civic centre is in utterance “what's civic centre?”, then teacher gives an answer of this question by saying “civic centre is like a place where people gathered”

**Excerpt 19**

Class 1

- (23) Student 1 : what the topic will?  
 (24) Student 2 : boring topic?  
 (25) Teacher : it's about PMA

Excerpt 19 above show the use of adjacency pairs in category of question – answer. In turn 23 when student 1 gives a question by asking “what the topic will”, it is responded by student 2 by giving a question too in utterance “boring topic?”, and in the next turn, teacher answers those question by saying “it's about PMA”.

**Excerpt 20**

Class 2

- (531) Student 1 : why do you write Zheng Ho?  
 (532) Teacher : it's like a Chinese, Chenh Hoo is more like Hokkian

It excerpt 20, question firstly asked by student to the teacher by saying “why do you write Zheng Ho?”, the it is answered directly by the teacher by giving an answer in such an explanation in utterance “it’s like Chinese, Chenh Hoo is more like Hokkian”

### **Excerpt 21**

Class 2

(425) Teacher : Is there anything else other than tugu muda that is mentioned in history book?

(426) Student 1 : is there a history about OEN?

The data above actually should be a question –answer, but it is showed that when teacher gives a question to another speaker, there is no one answers the question, and another speaker gives another question to another speaker.

### **Excerpt 22**

Class 2

(453) Teacher : when was it built and when did it, when was it done?

(456) Teacher : it’s built in 1953

In turn 453 in excerpt above, teacher asks a question to another speaker by saying “when was it built and when did it, when was it done?, but in the next turn, teacher answers the question by himself in utterance “it’s built in 1953”.

### **Excerpt 23**

Class 2

(17) Teacher : what about the guy there?

(18) Student 2 : yaa what about the guy there?

(19) Student 1 : dunno

In excerpt above, after teacher asks a question by saying “what about the guy there?”, the question is followed by student 2 by asking the same question with the teacher in utterance “yaa what about the guy there?”, and then it is directly answered by student 1 with a simple single word “dunno”

#### **Excerpt 24**

Class 2

- (171) Teacher : do you have a handycam?  
 (172) Student 1 : handycam? No

From the excerpt above we could see that after the teacher gives a question in utterance “do you have a handycam”, then it is responded by student 1 by asking a question and then giving an answer in utterance “handycam? No”

#### **Excerpt 25**

Class 2

- (188) Teacher : you get your eyes?  
 (189) Student 2 : yaa yesterday

In excerpt above, we could see that student 2 already gives an answer of the question asked by the teacher even the teacher hasn't finished it yet in utterance “yaa yesterday”.

#### **Excerpt 26**

Class 2

- (197) Student 1 : and when will we start?  
 (198) Teacher : so, first we'll have to research, we have to find information about those places  
 (199) Student 1 : and?

(200) Teacher : and then we're gonna prepare the script, alright we're gonna prepare the script and when the script is ready, so we can start shooting.

The excerpt above showed the used of adjacency pairs in category question – answer. Student 1 asked a question in utterance “when will we start”, normally this question should be answered by giving an information about time, but teacher answered it by giving an explanation about what should they do before they can start their activity in utterance “so, first we'll have to research, we have to find information about those places”

As we know that there is two classes with two different teacher who teach in each classes, there is no differences in the way students giving a question to the teacher, and the teachers do. They give a question directly without any permission before.

#### **4.1.3.2. Request – Acceptance**

##### **Excerpt 27**

Class 1

(78) Teacher : See part C, you need to read the following advertisement and decide whether the advertisement is appealing to the practical side, the emotional side or both

(79) Student 1,2,3 : okay

In turn (78) in excerpt 27, teacher makes a request to students by saying “See part C, you need to read the following advertisement and decide whether the advertisement is appealing to the practical side, the emotional side or both”, then all students agree and answer it in utterance “okay”

**Excerpt 28**

Class 2

- (532) Student 3 : Co, the bell is ringing, time to go home  
 (533) Teacher : Yee yee time to go home

Turn 532 in excerpt 28 shows the use of adjacency pairs in category request – acceptance. Request made by student 3 by saying a words in utterance “Co, the bell is ringing, time to go home”, then it is answered directly by teacher in utterance “yee yee time to go home”

**Excerpt 29**

Class 1

- (18) Student 1 : Wait a minute will, I’m gonna take my bag  
 (19) Teacher : okay

In excerpt 29 in turn (18) student 1 make a request to the teacher in utterance “Wait a minute will, I’m gonna take my bag”, and it is responded by saying “okay”, without any verbal movement

**Excerpt 30**

Class 2

- (82) Student 1 : Excuse me, I want to (pointing a mobile phone)  
 (83) Teacher : yee yee

In excerpt 30, in turn (82) student 1 make a request to the teacher by saying a words and makes a verbal movement by pointing his mobile phone in utterance “excuse me, I want to (pointing a mobile phone).

**Excerpt 31**

Class 1

(118) Student 2 : will, can we just do it together?

(119) Teacher : number one, if the first man is the shipwrecked man, what must his answer to their question have been?

The excerpt above shows the use of adjacency pairs in category of request acceptance. But in this case, the teacher says the acceptance not by saying yes or no, but the teacher reads the question on the paper directly in utterance “number one, if the first man is the shipwrecked man, what he answers to their question must have been?”

**4.1.3.3. Request – Refusal****Excerpt 32**

Class 1

(10) Teacher : Okay, we’ll do the book for tonight ya, no complain

(11) Student 1 : ooh no

(12) Teacher : come on, I’m not in a good condition”

In excerpt 32, request made by the teacher to the students by saying “Okay, we’ll do the book for tonight ya, no complain”, and student in the next turn gives a response by saying “ooh no”. After this, teacher tries to persuade the students so that they want to do the book by saying in utterance “come on, I’m not in a good condition”.

**Excerpt 33**

Class 2

(206) Student 1 : Am the real cameraman, you’re the scriptwriter

(207) Teacher : no no no

In excerpt 33 request made indirectly by the student to the teacher by saying “am the real cameraman, you’re the scriptwriter”. The request is not like the way when someone makes a request to another. In this case, student 1 asked the teacher to be the scriptwriter and he want to be a real cameraman. This utterance answered directly by the teacher by giving a refusal in utterance “no no no”

#### **4.1.3.4. Offering – acceptance**

##### **Excerpt 34**

Class 2

(386) Student 3 : if you wanna find the history about tugu muda, I can take it from my history book.

(387) Student 1 : wow

In excerpt 34 above, it showed the use of adjacency pairs in category offering acceptance. Firstly, student 3 offered another speaker by saying “if you want to find the history about tugu muda, I can take it from my history book. Then it is answer by student 1, not by saying “yes or no”, but in utterance “wow”. The researcher concludes, the word “wow” as the acceptance of the offering made by student 3.



#### 4.1.3.5 Assessment – Agreement

##### Excerpt 35

Class 1

- (73) Student 1 : we done  
 (74) Student 3 : hurray  
 (75) Teacher : not yet guys, we still have to do any other things

The excerpt above shows the use of adjacency pairs in category assessment agreement. It starts when student 1 seeks an information whether the class finished or not by making an assessment in utterance “we done”, it is followed by student 3 by saying “hurray”, then the teacher gives an information to make a disagreement by saying “not yet guys, we still have to do any other things”.

#### 4.1.4. Turn Taking Organization

One of the basic facts of conversation is that the roles of speaker and listener change constantly and this occurs with remarkably little overlapping speech and remarkably few silences.

In this study, the researcher found differences of turn taking management from the data. In the conversation among students and international English teacher comes from British, each speaker knows when current speaker has finished, and therefore another speaker can begin. But, in the conversation among students and international English teacher comes from Singapore, sometimes each speaker take turn when another speaker hasn't finished the talk yet.

**Excerpt 36**

Class 2

- (13) Student 1 : hmm more because their cloth is very. . . .  
 (14) Teacher : very previlage?

From the data above, it could be seen when student hasn't finished the talk yet "hmm more because their cloth is very. . .", the teacher interrupt the utterance by giving a question by saying "very previlage?"

**Excerpt 37**

Class 2

- (31) **Student 1** : **but my competition is held not in. . . .**  
 (32) **Teacher** : **ho chi min?**  
 (33) Student 1 : yaa in hoi nan, a very very small town that UNESCO  
 relocated

Another example also could be seen in excerpt 31. In this part. Student 1 gives a statement by saying "but my competition is not held in. . .", and again it is directly interrupted by the teacher by questioning in utterance "ho chi min?" even the previous speaker hasn't finished the talk yet.

**Excerpt 38**

Class 2

- (72) Student 2 : I think the teacher for tonight is Gaby  
 (73) Teacher : oh no  
 (74) Student 3 : yaa me too  
 (75) **Teacher** : **now. . .**  
 (76) **Student 3** : **the teacher only C?**  
 (77) **Student 2** : **the teacher only you?**  
 (78) Teacher : no no me and will

Excerpt above also shows that another speakers take turn when speaker hasn't finish the talked yet. In turn (75) when teacher says in utterance "now. . .", then student 3 and student 2 interrupt his talking by asking a question by saying "the teacher only C?", "the teacher only you?".

### **Excerpt 39**

Class 2

(216) **Teacher** : I think, hmm so we'll prepare the script and later all of you will. .

(217) **Student 2** : what?

(218) **Teacher** : all of you will present the dialogue

In excerpt above that is another example of turn taking management. Again, another speaker takes turn when another speaker hasn't finished the talked yet. We could see when teacher said "I think, hmm so we'll prepare the script and later all of you will. . .", the teacher hasn't finish his talked yet, but suddenly student 2 made such an interruption by asking a question in utterance "what?".

### **Excerpt 40**

Class 2

(258) **Student 3** : but Ronggowarsito is more. . .

(259) **Student 2** : better

(260) **Student 1** : bigger

Turn 259 and 260 in excerpt above show that another speaker takes turn again when another speaker hasn't finished the talked yet. In turn 258, student 3 says something in utterance "but Ronggowarsito is more. . .", in this part, student

2 and student 3 do not interrupt by asking a question, but they try to add an information to complete student 3 statement by saying “better”, “bigger”.

#### **Excerpt 41**

Class 2

- (268) Teacher : near. . .  
 (269) Student 3 : near airport?  
 (270) Student 2 : your house?  
 (271) Teacher : near the yellow print?

This is another example of turn taking management. In turn 268, speaker, teacher hasn't finished his question yet 'near. . .', but another speaker interrupted directly by asking a question in utterance “near airport?”, “your house?”, and then after student 3 and student 2 interrupt the teacher's talked, in turn 271, teacher finished his question by asking “near the yellow print?”

#### **Excerpt 42**

Class 2

- (350) Teacher : how old is your. . .?  
 (351) Student 1 : new !

In turn 350 teacher asked a question to student 1 in utterance “how old is your. . .?”, actually, teacher hasn't finish his talked yet, but student 1 already know what the teacher want to ask, then he answers it directly by saying “new !”

#### **Excerpt 43**

Class 2

- (512) Student 3 : there are 102. . .  
 (513) Student 2 : doors?

(514) Student 3 : no, 102 important building inside Semarang, and lawang sewu is one of them

Excerpt above shows another example of take turn by another speaker by asking a question even another speaker hasn't finished the talked yet. In turn 512, student 3 tries to give information to another speaker by saying "there are 102. . .", but student 2 suddenly takes turn by giving a question in utterance "doors?".

#### **Excerpt 44**

Class 2

(400) Student 3 : because the daughter of Karyadi was. . .apa. . .die because.

..

(401) Teacher : involved in?

(402) Student 2 : shoot by?

(403) Student 3 : no no shoot, she wants. . .

(404) Teacher : take part?

(405) Student 3 : no ! apa she found that Japanese people, apa poisoned the river and make the water all poisoned

The data above, interruption doesn't did only by the teacher, but the students do. When student 3 gives an answer in utterance "because the daughter of karyadi was apaa, die because. . .", this utterance hasn't finished yet, but both teacher and student 2 give a response in utterances "involved in?", "shoot by?" without waiting until the previous speaker finished the talk.

Turn taking management walks well in the conversation among students and international English teacher comes from British. There is no interruption while another speaker talks. Each speaker knows when they should take turn in a conversation. It is very different from the conversation among students and International English teacher comes from Singapore. Turn taking doesn't go well,

many interruptions found and each speaker sometimes does not know when they should take turn, and most interruptions found by giving a question.

#### 4.1.5. Feedback

As we know, feedback can be done both verbally, using tokens such as “hmm”, “uh”, and “huh”, by paraphrasing what other speaker has just said, or non verbally through body position and eye contact.

In the conversation among students and two international English teachers, feedback done with non verbally through body position, like rising their hand, make a finger crossed, or crossing their head.

#### 4.1.6. Topic Management

Table 4.2 : Topic Management found in the conversation

No	Topic Management	Total	
		Sum	%
1.	Class 1	4	23,6%
2.	Class 2	12	77,4%
Total		16	100%

The use of topic management in the conversation among students and two international English teachers of General Class at English First Semarang includes an awareness of how speakers deal with changes in a topic and how they maintain a topic.

It was found that the conversation have progressed well talk from one to another, and suggests that the relative frequency of marked topic introduction is some measurement of the quality of a conversation. However, talking topically and talking about some topics chosen by another speaker is not the same at all. One can perfectly well have a sequence in which successive speakers talk in a way topically coherent with the last utterance, but in which each speaker talks on different topic.

From the table above, it can be said that topic management is more found in a conversation among students and teacher comes from Singapore with percentage 76%, than in a conversation among students and teacher comes from British with percentage only 23%.

The difference percentage happens because while the researcher recorded the conversation among students and international English teacher comes from British, they were in a listening class. So, the topic of conversation keeps stay in track depending on the listening material until the time is over.

The use of question to initiate the topic found more in a conversation among students and teacher comes from Singapore than in a conversation among students and teacher comes from British.

#### **Excerpt 45**

##### **Class 1**

- (32) Teacher : well, any news?  
 (33) Student 2 : what kind of news?  
 (34) Teacher : it can be gossip or....  
 (35) Student 2 : **Osama is dead**

The excerpt above is the first topic talked in a conversation among students and teacher comes from British. The topic initiate a question asked by the teacher in utterance “well, any news?”. After that question, the next speaker, student 2 has the action by giving a question based on the question asked before by saying “what kind of news”, and it is answer directly by the teacher in utterance “it can be gossip or. . .”. then again, student 2 arises the topic by giving an answer by saying “Osama is dead”, then the conversation continuously talked about the dead of Osama.

#### **Excerpt 46**

##### **Class 1**

- (43) Teacher : **which one has a classic look**  
 (44) Student 1 : mazda  
 (45) Teacher : **there is a lot of space inside?**  
 (46) Student 3 : Toyota  
 (47) Teacher : **it’s cheaper with fewer future?**  
 (48) Student 1 : mustang yaa

The next topic occurred in excerpt above. In this part, speakers talk about some points has by the four famous car’s brand. Again, the speaker initiates the topic by asking a question. For the information, those question are written in a course book, and teacher re-reads those question after the students listened to the CD. The question asked to begin the topic is asking by the teacher in utterance “which one has a classic look?”. And the topic ends when the teacher gives the last question in utterance “it’s cheaper with fewer future”.



**Excerpt 47****Class 1**

- (80) Teacher : **Number one, slip into the soft leather seats, feel the chrome and real wood on the dash; this car was designed for you**
- (81) Student 1 : Both
- (97) Teacher : **The last one, we like to think of our cars as fine wine, they only get better with age**
- (98) Student 2 : Emotional
- (99) Student 1 : Practical
- (100) Teacher : I guess it's both

Excerpt 47 shows the next topic talked in the conversation among students and teacher comes from British. The topic is about maker appeal to both the practical and the emotional sides of their customers. To start the topic, again, teacher asked a question by re-reading the questions in the course book in utterance “number one, slip into the soft leather seats, feel the chrome and real wood on the dash; this car was designed for you”. And at the end to finish the topic, teacher asked the last question by saying “the last one, we like to think of our cars as fine wine, they only get better with age”.

**Excerpt 48****Class 1**

- (110) Teacher : Now this, I give you this paper, you read and find the answer
- (111) Student 1 : What is that?
- (112) Teacher : Just read!
- (113) Student 2 : **The shipwrecked man**

Excerpt 48 is the last topic talked in a conversation among students and teacher comes from British. Speaker initiates the topic by making a command by saying “now this, I give you this paper, you read and find the answer”. Actually,

the papers given are about the shipwrecked man. So the last topic talked in this conversation among the speakers is about the shipwreckedman.

### **Excerpt 49**

Class 2

(1) teacher : **how was Vietnam?**

(2) student 1 : so so

Excerpt above is the first topic found in the conversation among students and international English teacher comes from Singapore. Speaker initiated the topic by asking a question in utterance “how was Vietnam?”. The topic about Vietnam is talked continuously, they keep talked about the traffic, man and woman, and also about the activity done by student1 when he was in Vietnam

### **Excerpt 50**

Class 2

(51) Student 1 : **just three of us?**

(52) Teacher : yee

(53) Student 1 : andi?

(54) Teacher : I don't know

(55) Student 2 : andi, andi is not continue

Excerpt 50 shows the second topic talked in a conversation. The topic is about one member of the class who is not continue the course. The topic begins when student 1 asked a question by saying “just three of us?”, and it is answered directly by teacher by saying “yee”. Actually, the topic arised when student 2 gives a kind of information in utterance “Andi, Andi is not continue”.

**Excerpt 51**

Class 2

- (83) Teacher : **did you have video camera?**  
 (84) Student 3 : I have it, at Bali tapi  
 (85) Student 2 : I have it  
 (86) Teacher : ooo you have it too  
 (87) Student 2 : at Surabaya

The next topic is showed in excerpt above, it is about video camera. To begin the conversation, teachers gives a question to another speaker in utterance “did you have video camera?”. The conversation about video camera keeps continuously, and they also talked about the application for video editing and their final project. This topic ends when a speaker asked another question in the other part.

**Excerpt 52**

Class 2

- (181) Student 2 : **can you read my hand writing?**  
 (182) Teacher : your hand writing is pretty neat

The next topic showed in excerpt above is about student’s 2 hand writing which is pretty neat. The way speaker initiated the topic is still by using question by asking “can you read my hand writing?”. The topic arises when student 3 says a statement in turn (184) in purpose to give such an information to another speakers in utterance “padahal minus lhoo”.

**Excerpt 53**

Class 2

- (196) Teacher : **yeah so these are the thing we're gonna come up?**  
 (197) Student 1 : and when will we start?  
 (198) Teacher : so, first we'll have to search, we have to find information  
 about those places  
 (199) Student 1 : and  
 (200) Teacher : and then we're gonna prepare the script, alright we're  
 gonna prepare the script and when the script is ready, so we can start  
 shooting

The fifth topic occurred in a conversation is about the things that the speakers technically should do to finish their project. Again, speaker asked a question to initiate the topic. The question is asked by the teacher in utterance “yeah, so these are the things we're gonna come up?”

**Excerpt 54**

Class 2

- (251) Student 1 : **what museum? Ronggowarsito?**  
 (252) Teacher : I don't know

The next topic talked in the conversation among students and international English teacher comes from Singapore is about Ronggowarsito museum. The topic begins when student 1 asked a question in utterance “what museum? Ronggowarsito?”. But actually the topic arises when student 3 in (turn 258) says a statement in utterance “but Ronggowarsito is more. . . .”. then all speakers talk about Ronggowarsito, included it is appearance and it is location.

**Excerpt 55**

Class 2

(336) Student 1 : **actually, I I aku tuh kan kemaren ke Vietnam, trus aku tuh juga buat kayak booklet gitu looh isinya juga tentang itu, dalam bahasa inggris juga.**

Turn 336 in excerpt above is one of the way speaker initiate new topic. In this part, speaker initiates new topic not by asking a question, but by making an offering to another speakers. Speaker used Bahasa Indonesia in utterance “actually, I I aku tuh kan kemaren ke Vietnam, trus aku tuh juga buat kayak booklet gitu looh isinya juga tentang itu, dalam bahasa inggris juga”, and those sentences have the same meaning with “when I was in Vietnam, I also made a kind of booklet in English”. The topic in this part is about kind of booklet made by student 1 which can help all speakers in doing their final project

**Excerpt 56**

Class 2

(389) Teacher : **is the history about five days war?**

(390) Students : yaa

The next topic talked is about five days war in Semarang which has relation with tugu muda. Again, the topic begins after one speaker, teacher, gives a question by asking “is the history about five days war?”.

**Excerpt 57**

Class 2

(426) Student 1 : **is there a history about OEN?**

(427) Teacher : no

(428) Student 2 : of course not

(429) Teacher : I know OEN opened in 1937

The next topic is about OEN, one of culinary place in Semarang. The topic starts when student 1 asked a question in utterance “is there a history about OEN?”, but in turn (429) the topic arises because teacher gives such a statement by saying “I know OEN opened in 1937”

### Excerpt 58

Class2

(438) Teacher : **so, are we going to hmm, yess is there anything, are there any other places that are not mentioned in your history book about semarang other than tugu muda?**

(439) Student 3 : I think there's not

Excerpt above shows the topic talked, it is about tugu muda, when was it built, what is it for, and what the people do there. Of course, the topic starts when teacher asked a question in utterance” so, are we going to hmm, yess is there anything, are there any other places that are not mentioned in your history book about semarang other than tugu muda?”

### Excerpt 59

Class 2

(503) Teacher : with many doors, it was built in 1903 and it was built by Nederland

(504) Student 3 : I think **lawang sewu** is a train station kan? Now it's PT. KA Indonesia

(505) Student 1 : before independent days, it was the office of Nederland, and now it becomes PT. KAI

The next topic is about lawang sewu. Speakers start to talk about lawang sewu after heard the information said by the teacher in utterance “with many doors, it was built in 1903 and it was built by Nederland”, then student 3 and student 1 add the information too by saying “I think lawang sewu is a train station kan? Now it’s PT. KA Indonesia”, “before independent days, it was the office of Nederland, and now it becomes PT. KAI”.

### **Excerpt 60**

Class 2

(524) Teacher : **is it Cheng Hoo who spread Islam in Indonesia?**

Excerpt shows the last topic discussed in a conversation among students and international English teacher comes from Singapore. The topic is about Cheng Hoo. The topic starts to talk after speaker, teacher, asked a question in utterance “is it cheng hoo who spread Islam in Indonesia?”

#### **4.1.7. Repair**

Tabel 4.3 : Repair Found in the Conversation

No	Kind of Repair	Class 1		Class 2	
		Sum	%	Sum	%
1.	Self Repair	1	100%	2	40%
2.	Other Repair	1	100%	3	60%

The tabel shows the used of repair strategy in both conversation. But there is a different percentage and amount of the using of repair strategy. Repair strategy is more use in a conversation among students and international English teacher comes from Singapore, whether it self repair strategy or others repair strategy.

Repair strategy itself is more often use by the students than the teacher does. It might be both teachers are a master in English, so they rarely make a mistake.

#### 4.1.7.1. Self Repair

##### Excerpt 61

Class 1

- (4) Teacher : how many times you done the book with me?
- (5) Student 2 : never
- (6) Student 1 : not yet. . .
- (7) Student 3 : since level six
- (8) Teacher : never
- (9) Student 1 : **not yet for this level**

The data above shows the used of repair strategy. In turn (6) student 1 answering the question from the teacher in turn (4) by saying “not yet”, it is unfinished answer given by student 1, then in turn (9), students 1 repairs the utterance, not only said “not yet”, but repair it becomes “not yet for this level”.

##### Excerpt 62

Class 2

- (489) Teacher : can we take a good picture?
- (490) Student 3 : if you use SLY, **eh SLR**



In excerpt 62, student 3 tries to repair her utterance by herself, it could be seen from her utterance “if you use SLY, eh SLR”. The utterance “eh SLR” is the form of herself repair.

### **Excerpt 63**

Class 2

- (275) Student 3 : near airport?  
 (276) Teacher : no, near yellow print  
 (277) Student 2 : no  
 (278) Students : sunan kuning  
 (279) Student 1 : one way one way nyan  
 (280) Student 2 : SK SK, lokasilali **eh lokalisasi**  
 (281) Student 1 : tempat PSK PSK

In turn 280, student 2 repairs her utterance by herself. Firstly she said SK as lokasilali, but she realize it is a wrong word for SK, then she repaired it into the correct one in utterance “eh, lokalisasi”

#### **4.1.7.2. Other Repair**

### **Excerpt 64**

Class 1

- (23) Student 1 : What the topic will?  
 (24) Student 2 : boring topic?  
 (25) Teacher : it's about PMA  
 (26) Student 1 : what? PMS?  
 (27) Student 3 : **P M A**

Turn 27 in excerpt above is one of the examples the use of other repair. Student 3 repairs student 1 utterances by saying “P M A”. It is done to avoid misunderstanding among speakers. Because PMS and PMA are totally different.

**Excerpt 65**

Class 2

- (58) Student 1 : wendy, where is she?  
 (59) Student 2 : **he not she**

The excerpt above shows the used of other repairs. In turn (58) when student 1 asking a question by saying “wendy, where is she”, then it is directly responded by student 2 by repairing the utterance of student 1 by saying “he not she” (turn 59). It is done in purpose to avoid misunderstanding about the person they are talking about.

**Excerpt 66**

Class 2

- (62) Student 2 : oooo study  
 (63) **Student 3** : ing !  
 (64) Student 2 : **studying**

Turn (62-64) in excerpt above showed the use of other repair strategy. In (turn 63), student 3 tries to repair student 2 utterance by saying “ing”, it is and additional to complete the word study said by student 2, then in turn (65), student 2 said the right word in utterance “studying”

**Excerpt 67**

Class 2

- (478) Student 1 : tugu muda is made to memory, eeh apa sih?  
 (479) Student 2 : memorize  
 (480) **Teacher** : **co memory**

In turn 479, teacher repairs student 2 utterance. Firstly, student 2 said “memorize”, it is said to answer a question given from student 1. Then teacher repairs t

heir utterance by giving the correct word in utterance “co memory”