A CONVERSATION ANALYSIS OF THE ENGLISH LANGUAGE CLASS INTERACTION IN SMA INTERNASIONAL BUDI MULIA DUA YOGYAKARTA FOR STUDENTS AT GRADE X-*GAC* IN THE 2nd SEMESTER OF 2010/2011ACADEMIC YEAR

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of *SarjanaPendidikan* Degree in English Education

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri dan sepanjang pengetahuan saya tidak berisi materi yang dipublikasikan / ditulis oleh orang lain kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya ilmiah yang lazim.

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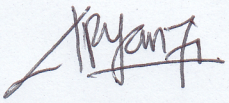

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MOTTOS

"If there is any truer measure of a man than by what he does, it must be by what he gives."
~Robert South~

"It is preoccupation with possession, more than anything else that prevents men from living freely & nobly."
~Bertrand Russel~

"The role of the teacher remains the highest calling of a free people. To the teacher, a country entrusts its most precious resource, the children ….."
~Shirley Hufstedler~

Dedications

I dedicate this thesis to:

my beloved mother and father, as one of the ways of showing my gratitude, love, respect for everything they have given me;

my beloved sisters, for supporting me in all the ways they always do; and

my beloved brother, for struggling harder.

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The researcher realized that this thesis is far from perfection. Weaknesses and also mistakes were here and there. Therefore, she would gratefully accept any constructive comments and suggestions for the sake of this thesis' betterment. However, she hopes that this research has some contribution of knowledge for English Education Department both in linguistics study and in English teaching and learning.

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A Conversation Analysis of the English Language Class Interaction in SMA Internasional Budi Mulia Dua Yogyakarta for Students at Grade X-GAC in The 2nd Semester of 2010/2011 Academic Year

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Abstract

This research aims to identify the structure of conversation in the classroom interaction of GAC class at grade X, how the process of participants in acknowledging the time of speaking and the responses they create, to identify the instructional practices occurring from the interaction, and how it influences speaking in the interaction process in the language classroom.

This is a descriptive qualitative research, using a conversation analysis, a method of understanding the structure of conversation through the natural occurring talks in the language classroom. The data were collected through the recording of the class' interaction; the collected data were transcribed in a *Jeffersonian* transcription code. The transcribed data were analyzed through the emic perspective which consists of the unmotivated looking, the repeated listening & viewing, 'why that now' method, and a case by case analysis. The researcher analyzed the data by questioning all the possible reasons why those actions were created by the participants through comparing and checking all the symbols the participants made. The analysis was also in the form of sequences' analysis and categorized into the structure of the conversation. To prove the validity of the data, the researcher had triangulation by cross-checking to the sources, comparing to the theory and having consultation with other researchers.

The result of the research showed that the conversation in the language classroom had almost all the structure in the theory of conversation structure. It showed that the classroom participants had achieved understanding for the communication through the teacher's instruction in doing the tasks. The process of classroom discourse was shown through 49 data of sequences in the process of conversation. First, the conversation's structure in Budi Mulia Dua International School was identified in (1) turn-taking organization, (2) the sequencing organization, (3) the overall structuring organization, and (4) the repair organization. The process of the turn-taking organization was identified as: (a) the acknowledgement of Turn Constructional Unit (TCU) and Possible Completion Point (PCP); and (b) the turn allocation from the participants. The participants developed the turn taking into the sequencing process, where it allowed the participants to have (a) the adjacency pair as the relevancy between utterances, (b) the preferences as the alternatives in the sequence of response, (c) the type-specific sequences (as in agreement or disagreement, announcement, compliment, response, offer and request), and (d) the response tokens. The participants also developed the sequences in the overall structuring organization that occurred in the (a) opening and (b) closing of the conversation. There was a process of repair organization in the conversation structure that occurred through (a) self-initiated repair and (b) other-initiated repair. Second, the research also showed that the instructional practices from the analysis of conversation showed the less existence of repair and corrective feedback given both from teacher and students; there were less practice in identifying trouble source and topic initiation. The conversation focused on the classroom task that became the only topic of discussion. Third, the last finding of this research showed that the class talks in SMA International Budi Mulia Dua was not really effective since the lack of topic initiation and response from the students. Moreover, it resulted to the teacher's domination, since the data showed that the student response were only in the form of question for confirmation and gestures rather than to the topic development and conversation's management.

CHAPTER I
INTRODUCTION

A. Background of the Research

Conversation and speaking skills are the key building blocks for much of language learning (Thornburry, 2007: 2). Speaking English is a process that needs knowledge of English (what a language is) and skills of English (how to do). This ability to speak remains a significant challenge for English language participants both teachers and students. In learning a language, the main essential parts of learning is to use the language for communication and interaction with other speakers and this skill of speaking will pay the highest contribution for a speaker in learning a language.

In a language classroom, the process of learning English has a number of tendency such as how the learners practice and use the language for communication, academic needs, and also interaction with others; while the teacher basically functions to handle and conduct the process of learning the language (Brown, 2007: 7). The contributions of both teacher and students as the participants in the classroom, resulted to the improvement of speaking ability, which at the end influences the fluency of language being learned.

According to Thornburry (2005:6), speaking skills have several stages of process such as the conceptualization, the formulation, and the articulation of the

language. In this area of language production, a proficient speaker can be categorized as the ones who are able to use the language to achieve some degree of fluency, in which this ability needs a major attention for the automaticity to produce the language from the language learners.

In a language classroom, the interaction between the teacher and the students or among the students influences the activity of producing the language and the communicative use in appropriate ways and contexts (Brown, 2007:218). This is important for a teacher to know what influences the students and how it is relevant to study the interaction. The students' participation and cooperation, the teacher's model and also the task design or instructional practices will be tantamount as the factors of the success of learning.

When learning the language becomes an essential part and the peak of this learning is to produce the language for communication and interaction, it needs a better look on the idea of how these interactions are produced through observation and further learning. The process of teaching and also learning unconsciously goes to the idea of repeating the language and emphasizes the principles of grammar and the linguistic competence as the use of teaching speaking skills (Thornburry, 2005: 28). Though it is the speaking class, sometimes the class still prioritizes not the speaking skills, but thepracticeof grammar.

Instead of practicing grammar, sometimes a teacher does not really know the ability of seeing the problems of language learners and provide a solution to solve the problem (Brown, 2007:273). As in the problem case of automaticity to

reach fluency, to be able to speak fluently, a speaker must be able to know the chance to begin an utterance and also to maintain the talks. As supported also by Thornburry (2005:11) that to be able to speak, we need to know the kinds of knowledge that affect speaking though the focus of the practices is still how to speak English.

There are some common problems found in the language learning such as the lack of understanding how to enable the production of language, the factors that influence fluency (Thornburry, 2005:39) and the minimal information how an interaction operates (Wong & Waring, 2010: 3). From these problems of learning speaking to reach fluency, it triggers a classroom research to solve several classrooms' problems and also to lead the effectiveness of teaching and learning process, especially in the speaking skill.

The first problem in producing the language is found from the language classroom that students tend to be hesitant to engage in interaction and to speak English. This hesitation impacts the student's ability on the fluency and language proficiency because of the less practice in oral language. Seeing those problems faced by the students, the teacher has only few ways to support the student's participation in the interaction, especially in English conversation.

Studying the use of conversation in the language classroom, the research signifies the idea of how the production of language in responses and the interaction among the speakers. This analysis leads to the awareness of features of knowledge in producing the language and it helps the teachers to use this

understanding to apply it appropriately through instructional practices and also to develop the process of interaction which will influence the more awareness of speaking process. At the end, it functions to lead the automaticity in speaking and improve the oral proficiency of language.

The need to increase the teacher's awareness about spoken language and to apply the knowledge of teaching speaking skills are comprehended in the conversation analysis, as a closer look on the process of interaction among the language participants.

B. Research Focus

The research is a descriptive qualitative research on the base of speaking through conversation for senior high school students. Conversation is one form of the language's production. It focuses on the use of utterances for communication. Conversation commonly occurs in the language classroom as an institutional talk, which means a process of conversation that is ruled by regulation of the institution's situation and condition (Heritage & Clayman, 2010: 34). Institutional talk is an interaction that involves participants in specific goal orientation such as teacher and students, doctor and patients, and the like. The participants are ruled with the system of conversation in a specific framework and procedures that specific to institutional context, so that it is different to the other casual talks between friends, family, or society.

This research focuses on the use of conversation in the language classroom through the interaction of teacher and students. The interaction in Budi Mulia Dua International School has implemented the use of English in English language classroom, especially in GAC (Global Assessment Certificate) program where English is compulsory for the students. It is appropriate to have this research in this classroom because it supports the need of natural occurring talk in the data of conversation analysis, where the process of conversation resulted from the student's regular learning and shown by an adequate speaking proficiency from the students. An adequate speaking proficiency means the ability of students is basically enough to conduct an English conversation and communication, where it is understood and lead to other responses.

However, the interaction in the language classroom is sometimes dominated by only several students, while the others become the passive recipients in a conversation which results on the existence of a speaking gap among the students. This gap of learning in the language classroom influences the academic skills on speaking and proficiency of the language. Moreover, the students have some problems as disability to engage in conversation, so that there are pauses in speaking, misunderstanding and ignorance to the topic of conversation. The failure in responding and initiating a topic in a conversation can be anticipated if only there is a systematic pattern of conversation, where there is a structure that can be used as guidelines in learning how to interact with others. Therefore, an analysis on

the use of conversation in the language classroom is needed to find the structure of interaction.

The conversation analysis emphasizesthe system needed forconducting a conversation such as through the awareness of the turn-taking, the action formation, the sequence organization and the words choices which influence the instructional practices implemented in the classroom. Instructional practices are ways or methods of teaching the language through practices. The classroom's activities and interaction are analyzed to find the structuring process of interaction and the ability of speaking owned by the teachers and students. Not only the problem from the language learners, the teacher also influences the process of learning such as how the teacher plans the activities for the students, the instructions, and the method of transferring the knowledge. However, the materials for teaching speaking become another challenge whenthe teacher does not really involve the theoretical points to conduct the class (Krashen, 2009:8). Therefore, this research is also focusing on how the process of interaction contributes to the pedagogyof English teaching and learning. Pedagogy is the study of the methods and activities of teaching such as the planning of activities, the designing of tasks and the management of participants.

In teaching speaking, the teacher raises questions on how language learners are able to grasp the meaning and decide the next action such as how to respond in an interaction, how to produce the next actions, and how to interpret the

context from the previous speakers. In each process of communication, there is an interaction order, as quoted by Arminen (2005:2) in *Talk in Action* (Heritage& Clayman, 2010:14); “The basic idea of conversation analysis is so simple that it is difficult to grasp”. As supported also by Thornburry (2007: 2) there is always planning for speech production; however, it is limited by time. Each utterance produced is basically the response from words by words from the speakers.

In brief, the research focuses to answer these questions:

1. What are the structures of conversation from the interaction occurring in the English language classroom?
2. What are the instructional practices occurring from the interaction in the English language classroom?
3. How do the conversation structures &instructional practices influence the participants for speaking in the English language classroom?

C. Objective of the study

Acknowledging this existence of problems, at the end this research has several objectives:

1. To identify the conversation structures from the interaction occurring in the English language classroom in Budi Mulia Dua International School.

2. To identify the instructional practices occurring from the interaction in the English language classroom in Budi Mulia Dua International School.

3. To acknowledge the influences of conversation structures & instructional practices to the participants for speaking in the English language classroom.

D. Significance of the research

The research can give its significance both theoretically and practically explained as the following:

1. Theoretical significance of the research

The result of the research is theoretically paramount to the awareness of the process of the language production. The interaction among the speakers is described in the structure of conversation. It is supported by Brown (2007: 229) that “It is important for teachers to be acutely aware of the rules of conversation in the second language”. The rules of conversation can be arranged in a systematic procedure and analyzed for the complexity that faces the learners of English. It also involves the verbal and non-verbal signals to engage in interactions called interactional practices. This interactional practices offer knowledge to make understanding of interactional competence more specific and systematic by the introduction of the structure of conversation, the information regarding how the turn-taking system operates, and the influence of instructional practices in classroom and tutorial settings.

2. Practical significance of the research

It contributes to the easier of acquiring the ability to “get into” conversations, interrupt, take turns and end conversations. It aids the learners to both perceive those rules and follow them in their own conversation. The process of teaching and learning is also much easier after finding further understandings and awareness regarding the conversation structure, especially for the English teachers. It helps the teachers to have more interest in turn-taking system, which the teacher might have not noticed about this importance. It leads the teachers from this awareness into pedagogy and equips the language teacher with a new kind of tool kit for teaching conversation. One of the pedagogy practices is in the use of instructional practices. The influence in using instructional practices in the language classroom is significant to know how the process of turn taking and the feedback given, how the planning for the classroom interaction, and the management of participants. It has some implications that enable the students to carry on a conversation and to negotiate meaning as an effective speaker.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Speaking of English as a second language.

English as a second language is different compare tothe English as a foreign language, especially in the interactions and conversation. Krashen emphasizes that “language acquisition occurs when language is used for what it was designed for, communication” (Krashen, 2009: 9). It means that there is a system of translation and adjustment from the new language and the mother language, so that it needs a longer process rather than if English becomes the native language or second language.

The ability of using the language as asecond language is different to the language of the native speakers of English; thus, there are some overall different structures in measuring the ability to speak English. Speaking as a production of language must have a long process of production (Thornbury, 2007: 8).There are also some tricks used by the speakers to produce the language fluently such as how to use pauses, fillers, and syllables of the utterances. Because of this process of learning, there must be several structures that influence the learning process and the fluency of the communication itself.

The academic learners tend to measure the fluency of the speakers. The proficient speaker is not only measured by the speed of speaking, since it is normal to have speaking with pauses to inhale breath and to allow the formulation of the conceptualization of what they are going to say (Thornburry, 2007:7). However, speaker's frequency of pauses in conversation measures that the speaker has difficulty to make utterances, to struggle to conceptualize the context and meaning or to produce the words, so that one of factor that influences the fluency of language speaker is also the trick of producing the language. This proficiency of language speakers may be different form institution to institution and from school to school, so that a closer look to these activitiesresults the future contribution of English study.

To summarize, the process of speaking is divided in several stages of process, such as Thornburry (2005: 3) states that there are three stages in the process of speaking; conceptualization, formulation, and also articulation, which is inside of this production, there is engagement with self-monitoring from the users of language. The fluency of the speakers is achieved from the success of these three stages. The fluency occurs in automatic ways though there are still pauses, but it is not frequent. Pauses function as meaningful transitions points (Thornburry, 2005: 8).

2. Teacher Talk

Communication means to understand what a speaker wants to tell them, which is referred to as a message (Lynch, 1996: 3). In classroom communication, the interaction occurs among the classroom's members, the students and the teacher. The process of communication in the classroom interaction will require the feelings and also the context situation of the speakers. There are learner's performance and interactive collaboration that influence the process of communication (Lynch, 1996: 6). The performance in conversation is expected to the competent of native speaker, though the speakers in the classroom are non-native speakers. Moreover, the speakers succeeded in the conversation through interactive collaboration, such as the speaker shares their understanding to each other upon the topic of discussion.

The understanding of the communication is influenced by the ways which language teachers talk to their students, and in which students talk to each other. Teacher talk is the language typically used by teacher in the foreign language classroom (Lynch, 1996: 7). It is a useful device for communicating with the students at the level of utterance they produce. The typical of talk in the classroom is one of the functions by giving the explanation (Lynch, 1996: 7). Some certain language forms or functions are used differently, not whether they are used or not.

There are three reasons of the interest in teacher talks. First is that the learners have already recognized the vital link between comprehension and progress in the foreign language. Second shows that the study of a language classroomhas certain aspects such as the way they ask questions, influence the way learners use the language. Third, the realization of that is not easy for the learners to understand what the focus of attention from the teacher. To make the speakers understand to the conversation, they have a modification of their speech as divided into three: input, interaction, and information choice (Lynch, 1996: 39). The choice of vocabularies is different as the input of the language being used, the process of interaction is ruled and governed by the context of a classroom situation (Wong and Waring, 2010: 212) and the information choice is adjusting to the speakers and the members of the participants as referred to the negotiation meaning process.

3. Learner Talk

The characteristics of conversation between language learners are the same as involving the native speakers (Lynch, 1996: 8). It is not the same as the accuracy of the language used, but to the overall pattern of negotiation of meaning. Explained in the teacher talk theory, the process of interaction involves the input, the process of interaction and the information choice. This process of interaction also influences the learner's cooperation, such as

through the attitudes of the students in handling the interaction, the engagement to the discussion and the process of learning. In learning a language, learners have practices or exercises in every day's life (Lynch, 1996: 53). The process of communication from the point of view of the speaker, there are two ways of the listener contributes to the process of communication, they are the complexity of the comprehension and the role in the development of the learner's competence in the foreign language (Lynch, 1996: 12).

The complexity of the comprehension is when the learners recognize what they are talking about, inferring things that have been left unsaid, and interpreting what the implications are. However this comprehension is complex because it requires or allows interpretation at different levels. The learners go beyond the input when they listen or understand an input.

The learners use this comprehension for the development of the language. Krashen quotation in Lynch (1996: 14) says that the learners have chance to practice ways of 'managing' conversations, such as by getting their partner to slow down, to clarify the meanings, to repeat, and so on. There are 'acquisition' and 'learning' for the process of acquiring the language by the learners. The learners use some parts of the input to improve their fluency of

speaking and have more engagement in conversation. Comprehension plays significant role in learner's progress (Lynch, 1996: 15). The learners improve the language competence by understanding the input first and comprehend those meanings to get what the right ways to respond or to engage in interaction.

4. Conversations and the structures of conversation

a. Conversations as the building block of learning language.

In learning language, there is a process of production where the language spoken in a conversation and the speaking skills are the key building blocks for much of language learning (Thornburry, 2007: 3). Basically, the understanding of the language and the knowledge of language are shown by the ability to produce the language. At the end, the use of the language is for communication and interaction. According to Schegloff (2007:16), conversation is managed and produced by a turn-by turn basis that the language being learned is set up from the utterances consisting of words chosen by the speakers. This process of using utterances for communication has its structural organization and its features of interactions. Sometimes the speakers are not aware of their process of acquiring the language for communication. No matter how short the planning of the language is, but conversation is prepared and utterance as response are planned (Thornburry, 2007:2), so there are structural systems of the language produced.

As quoted by Hatch in Wong and Waring (2010:2) that there is syntactic structure in doing the conversation. It means that to be able to produce the language, a language learner must know the knowledge of the language first, so that a language learner becomes easier to produce the language.Teachers also play a significant contribution to the process of learning language for the students in the classroom. Thornburry mentions that the textbook for teachers emphasize learners need instruction on the structure of conversation. WongandWaring (2010:2) quotes Thornburry and Slade's statement that vocabulary, grammar, and discourse are features of conversation. It also emphasizes the importance of applied linguistics as the knowledge of the language functions for the development of language learning. Seeing this importance, the language learners need to understand a conversation deeper, such as from the structure of conversation. It means that interaction involves others to conduct conversation and there are processes of.

> In most oral language, our discourse is marked by exchanges with another person or several persons in which a few sentences spoken by one participant are followed and built upon by sentenced spoken by another. (Brown, 2007: 224)

However before knowing the system of conversation, it is important to know the connection between sequences of interactions and social context theory. The concept is that the social actions are produced in methodical fashion and it is stable, these methods are resources for both producing and understanding actions

because individuals see these rules to make actions. Actions are made and responded based on the social rules. (Heritage and Clayman, 2010:20).

The interaction is categorized into two distinctions as the boundaries between institutional talk and ordinary conversations. Heritage and Clayman (2010: 17) clearly states that institutional talk is interaction that happens for example in the classroom interaction, news interview, mediation sessions, medical visits, etc. Whereas an ordinary conversation occurs in the interaction with family, friends, strangeretc. It needs a wider social context and larger area of rules & practices in ordinary conversation, as Heritage and Clayman (2010: 17) quotes that "…ordinary conversation needs vast array of rules and practices because it pursuits to social goal & large of inferential framework". Otherwise, there is reduction in the interactional practices by participantsin institutional talks; moreover it goes into some specialization. Institutional interaction, by contrast generally involves a reduction in the range of interactional practices deployed by the participants, restrictions in the context they are deployed in, and it frequently involves some specialization and re-specification of the interactional relevance of the practices that remain. (Heritage and Clayman, 2010:17).

The theory of understanding an interaction can be divided into two views of talk and social context: "The Bucket versus The Yellow Brick Road". This theory is to see how actually an interaction and context of interaction will be

a matter for the study. The Bucket Theory (Heritageand Clayman, 2010: 21) infers through an image that an interaction is like a bucket containing water. The water refers to the social context when the interactions occur. For example, a setting in university, there are participants – lectures, students, staffs, etc. The interactions occur in the university depend on the setting, so that there is a stable norm as the rules of interaction. This image of situation including its appropriate action is as a form of interactions the students made based on the situation occurs.

The conditions of conversation in ordinary talks are not similar to the condition in the institutional talks, thus there is another theory namely 'Yellow Brick Road'. This theory says that actions build the route of interaction. It means that the actions or interaction among people forms the social context as quoted below:

> *"…persons are continuously creating, maintaining, or altering the social circumstances in which they are placed,…, and they do so in and through the actions they perform".(Heritageand Clayman, 2010:21).*

Here, situations do not contain actions, but the situations are created by the actions of people.

b. Dimensions of organization in conversation.

As conversation is divided into institutional talk and ordinary talk, there are a number of ways how utterances are built up and managed to appear in the conversations. The system of conversation produced by the speakers consists of

at least these dimensions as systemized by Drew and Heritage(Heritage and Clayman, 2010: 36):

1) Turn-taking organization

It is a way of constructing a turn and allocating a turn. A turn is the basic unit of conversation, it lets the speaker know how to do conversation as when to go, when to stop, or when to cruise through conversation but with caution. Since turn-taking in the classroom is quite similar to the ordinary conversation, the distinction in the classroom is it goes into a group of action which is characterized as there is restriction when and which persons may speak (the addressee of the question) and the type of contribution they make (how to respond to the question).

2) Overall structural organization of the interaction

It refers to the ways of organizing conversation as a whole, as in openings and closings. We address the fact that most interactions have phases of activity that ordinary occur regardless of the interactions' particular content. All participants of conversation have their objectives and goal, so that in conversations, there must be sets of activities and practices that are open as phases of overall structures to identify. In institutional activity such as in the classroom, the interaction involves recurrent phases of activity.

3) Sequence organization

It is the engine room of interactions. It manages the activities and tasks to interactions because getting a turn to talk doesn't mean that people know what to do with that turn. It refers to the participants' way of connecting two or more turns, for example in making and responding to a request, telling a story, or managing a topic.

4) Turn design

Sequences are made up of turns and cannot be analyzed without a major consideration of turn design. It deals with some ways that talks portray the design of turns and the actions they implement. It involves two distinct elements of selection: (1) the action that the talk is designed to perform and (2) the means that are selected to perform the actions.

5) Lexical or word choice

Turn designs are implemented with words that have to be selected. Lexical choice implies that alternative lexical formulations are available to reference the same state of affairs. For example, it is like the choice of the words used in a sentence "Uh, This is Ms.Wilson". According to the context, those words are used instead of the use "I" or "We", because the words in that utterance refers to a speaking on behalf of institution.

6) Epistemological and other form of asymmetry

It is similar to repair practices that are the various ways of addressing problems in speaking, hearing or understanding the talk. It helps avoiding miscommunication and clarifies what we say, check understanding, and correct something we just said.

In conclusion, we can examine the layers of organization within institutional talk. The selection of words contributes to the sequence organization which then contributes to the phrases of interaction which make it up in structural organization. All of these activities consist of the turn-taking system. Overall, this system of organization will contribute to find the reasons of why that action happening now can be that way through the conversation analysis.

5. English Learning in School Level Based Curriculum

According to the Indonesia's constitution number 20, 2003; education in Indonesia has implemented School Level Based Curriculum since the 2007 / 2008 academic year. The curriculum consists of the goal of education according to the standard of school which refers to the content standard. Content standard involves the scope of material and the level of competency as the requirements of graduation toward the subjects and student's ability.

In the English subject, the curriculum involves the four basic skills as the primary foundation of the learning process. The four competencies that the students must achieve are listening, speaking, reading, and writing. These four skills are the target of language development for the students to survive in the society and to

achieve the language competence. The goal is to lead the students to be able to use the language communicatively in those skills.

In senior high schools, the curriculum aims to achieve the level of communication proficiency, which means the students are able to use it as informational language.They can access the information of the knowledge through the language. One of the criteria in the curriculum is the existence of competence standard and basic competences which include the four skills as the target of language.

In terms of the speaking competence, one of the standard competences for senior high school is to express the interpersonal and transactional conversation in the context of daily life.The basic competences occur such as in the expression for introduction, farewell, agreement, invitation, and offer. Those are the criteria which need to develop (KTSP: 310).

In conclusion, the aims of the school level based curriculum for senior high school students is to achieve the standard of competences for communication and to access the information of knowledge through the language. The standard competences and basic competencesshow how conversation becomes an important factor in communication as the competency for speaking.

6. SMA Internasional Budi Mulia Dua and GAC (Global Assessment Certificate) Program

There are four types of school in Indonesia. There are international school, National Plus School, National Standard School, and International Standard School. The different types of school will influence the different system and regulation in every school. The curriculum being used and the process of teaching and learning process also becomes a significant point for these types of school which then influence the output of the school.

The difference of International School and the other school are on the use of curriculum and the standard of the quality of education. In international school, they do not use Indonesia's curriculum and the end of the study isn't based on the National Exam. Here, there is also accreditation from Western Association. While in National Plus School and National Standard School, the teaching and learning process is taught in English language, but still use Indonesia's curriculum. Another type of school is International Standard School, it is accredited and linked to International Organization and as the next step after having National Standard School.

In Yogyakarta, Budi Mulia Dua International School uses the standard of International School. They have already had the link to International Organization, such as ACT Inc. in Iowa City, USA. They have implemented several English-language Programs called GAC (Global Assessment Certificate) and Foundation English (FEB). The GAC is a foundation Study (or pre-university) program that

aims to provide the necessary skills for students to graduate with English-language proficiency. This program also provides students with the knowledge, skills and confidence to enter and successfully complete a bachelor's degree at one of many selected foreign universities.

The aim of the program is actually for the students to continue their study in universities. The GAC program introduces the students to how to study in universities and the assignments given adapt the university level. The students in GAC program are active language-users of English as a foreign language. Students are expected to use English in the classroom and because this program is designed for students whose first language is not English, so the skills in reading, writing, listening and speaking are essential subjects in each level of the academic program.It also includes the core subjects of Mathematics, Business, Computing, Science, and Social Science.

The research onconversational analysis for the classroom talk is significant to understand the process of conversation and the instructional strategies at the classroom and also the influence to the system implemented there. Not only this system make easy the teachers in teaching speaking, but it is good for the achievement of student's proficiency in speaking English as a foreign language.

7. Interactions to support the teaching and learning practices

It is feasible that speaking means producing the language and it needs more understanding for its function, so that people can have meanings and deal with a

conversation with people. One of the objectives to study a conversation analysis is to understand people's utterances and their interactions.

The study on conversation supports the teaching process because the researcher needs to know the truth from the results and also provides evidence for the theories.

> Similarly, it stands to reason that applied linguistics researchers should pay some attention to strictly theoretical research, since a successful theory might give researchers deeper insight into the results of their studies.(Krashen, 2009: 11).

Krashen's statement above infers that the study on the use of linguistics contributesto the theory of language learning. He also says that "experiments can provide potential confirming and counter evidence for theories…" (Krashen, 2009: 11). Itmeans the more study on the use of language, the more valid the theories of learning. It also contributes as an understanding in the process of language learning, both for teachers and students.

Studying interactions among people or language learners also means the need to understand the social institutions in society because they learn the culture and also the knowledge of the participants. However, learning interaction as an institution means to learn structural organization which Goffman calls as Syntax (Goffman, 1967:2). It is supported by John Heritage and Steven Clayman (2010: 3) in *Talk in Action*by saying"…the proper study of interaction is not the individual and his psychology, but rather the syntactical relations…".

Nowadays, in teaching fluency of the language, teachers surely find the best method to teach interaction to students. However, they pay very little concern with the underlying theory and the research, so that in language teaching practice, the teachers will mostly use ideas and intuitions to provide materials for interactions in the classroom. The ideal relationship ofa language teaching practicemust have relations between theory, applied linguistics research, ideas and intuition (Krashen, 2009: 4).

The theory to teach conversation and interaction contributes to the development of language productions and improve the student's ability to speak English with no misunderstanding. However, the methods of teaching conversations are sometimes found difficult because of the lack of understanding on the way people talk and maybe also because the lack of details about how spoken language works (Wong and Waring, 2010: 2). Thus, studying conversation as a system helps the language learners to engage and develop the conversations among the language learners.

8. The instructional practices in the language classroom

The interactional practices have been described before on the base of how a conversation system is created. However, its findings on the use of interactional practices in communicative competence will also help the teachers to develop and enhance the practices in classroom and tutorial setting. Wong and Waring

(2010:252) states that "…focusing on instructional practices, we bypass the important body of literature using conversation analysis to answer questions of learning."It means that the use of interactional practices influences the instructional practices made by the teachers such as in the sections of the following:

a. Pedagogical repair

Pedagogical repair refers to repair practices that address problems of comprehension and production in learning contexts (Wongand Waring, 2010:252). It goes under the umbrella of conversation analysis, which functions to know the problems in speaking, hearing, or understanding which is inserted in pedagogical contexts. Schegloff states that *"…repair is not symptomatic of a disfluent or incompetent speaker but an important component of one's interactional competence"*.(Wong and Waring, 2010: 211)

This description portrays how the needs of language instructors to develop a solid understanding of these practices in order to reach out to learners in variety of ways. It is mentioned as *discrepancy of experiences* by Heritage and Clayman (2010: 49); that in an institutional talk, there are always *asymmetry* or *disfunctions* in the relationship.

> These topics are generally handled under the rubric of "asymmetry" in institutional talk. Asymmetry and its disfunctions have animated many studies of the doctor-patient relationship. It is implicit in many studies of pedagogy and its disfunctions, and its numerous studies of organizational decision making. (Heritage and Clayman, 2010: 49)

The concept of repair is the key to keep the talk going smoothly and to hold their own in conversation. Celce-Muria says that it is the center of place forthe teachers' understanding of the interactional competence (Wong and Waring, 2010: 212). The existence of repair in conversation will do the control of conversation, and did the correction.This examines that language learners notice as the need of repair when they gain the developing awareness of the structure of conversation. There are three features of pedagogical repair in this study.

First, to be able to repair, the participants must acknowledge and be aware of the existence of *'trouble-source'* as the object of repair. It is a word, phrase, or utterance treated as problematic by the participants. However, not all of errors are treated as trouble-shot when the participants do not think that as problems. It is ideally the learner's turn as the location for trouble-sources. Second, repairs are made by *other* comprising both teachers and peers. The initiations of repair can be accomplished by the speaker itself or by different speakers across turns (Wong and Waring, 2010:217). Third, the various repair ways influences the pedagogical context as context-dependent nature and the specific practices of pedagogical repair.

The context-dependent repair has form-focused context and meaning-focused context. Form-focused context is a context in which attention is drawn to language forms either implicitly or explicitly. The delegated repair dominates a feedback procedure where the teacher initiates the repair but passes its completion

onto another learner. While in meaning-focused context, the context which is drawn to the content of what is being communicated rather than to form and accuracy.

The identification of the detail of actual pedagogical interaction results on the practices of this pedagogical interaction which can be implemented in the classroom. However, Seedhouse states in Wong and Waring (2010:257) that teachers usually avoid direct correction, but they use their feedback strategies.

b. task design

Task design refers to the planning of a language learning activity that involves real language use with a clear outcome. Wong and Waring (2010:260) states that conversation analysis may also provide important insights into task design in the language classroom. In accommodating the task, the teachers have issues to make (1) sequential aspects of task, which focuses on the information transfer and in the forms and target's content such as the use of comprehension check, confirmation check, clarification request or information gap activities; or (2) unplanned and open task which lays the foundation on the authenticity, not being designed and they occur when learners engage in solving real-life classroom problems such as to give directions, tell stories, and make appointments in English.

c. Management of participation.

Learning increases participation of learners within the interaction, then the conversation analysis finding invigorates the specific instructional

practices that promote or block the student's participation (Wong and Waring, 2010: 265). How to promote participation in practices includes: (1) the use of unfinished turn-construction units (TCUs); (2) the work with IRF / Initiation – Response – Feedback; (3) engage in identity shift.

9. Qualitative Research

According to Moleong (2009: 6), qualitative research is a *naturalistic*research, which means that the research presents the phenomena happened and done by another method. It builds a perspective of what to observe in details by detail words, *holistic*imagination and complicated methods. It also uses a situation and a condition to see a point of view and problems as supported by Jane Richie in Moleong (2009: 6); he states that "Qualitative will show social and world's perspective from the concept, attitude, perception and problem of the research's subjects".

In qualitative research, there are several characteristics to describe a research, they are:

a. Natural background

   It is by seeing the data not as a separated fact, but to understand as related and bounded. The observation, the entity of context, and the structure of value determines the significance and the result of the research.

b. The research instrument

The research instrument is the observer that can interact with the object and the participants to understand the correlation of evidences in the field work.

c. The methods

It is possible through observation, interview, or documentation for the research.

d. The inductive analysis

The data is used to make the relation and to describe the situation to get the meaning and value.

e. The grounded theory

The basic theory of qualitative research is that the data are found through observation and interpretation, but does not function to prove the hypothesis.

f. The descriptive aspects

The data were collected as words, pictures, but not numbers. The transcription, field notes, pictures, video tape, or self-documentation are significant for the research. The basic questions for the research are to answer questions like ‘why & what reasons?” and how that possible to occur.

10. Classroom Discourse Analysis

Discourse is the language-in-use (Rymes, 2008: 72). The use of the language is divided into several functions such as the use of language in an

institution talks (in university or classroom) is different compare to the use of language in the ordinary talks (in the family members or friends) (Heritage and Clayman, 2010: 17).

Classroom discourse is the use of the language in the institution of class, where there are participants who learn the language, for the example in the English language classroom. The teacher and the students are the participants in the classroom teaching and learning process. In classroom discourse, there is a process of interaction made by the participants. They have patterns for the interaction which influence their process of teaching and learning.

In the classroom arrangements, there are routines shaped through the interactions on how the participants participate in the interactions, such as what language they use and how competent they appear. There are features of every classroom interactions in the dimensions. In a language classroom, there are three dimensions of the language-in-use that examines the process of discourse analysis (Rymes, 2008: 72).

a. Social and institutional contexts

This is the norms that dictate what kinds of things to do and say in the classroom, including the kinds of identities shown by others. The social factors influence the use of the language in the interaction, such as the

gender, the social and family background, the age, and the outside immediate interaction.

b. The interactional contexts

It goes into the directions that the participants have in actions and activities, as well as the expectations to the response. The sequential or other patterns of talk within the interaction influence what the participants can and cannot say. Within the classroom discourse, it also influences how others interpret it. For example, the use of addressing ‘dude’ in an interaction is translated as a greeting or a complement depends on the rest of the interaction.

c. The individual personal contexts

It influences how the individual’s structures are used and taken up in a new and creative ways in any given interaction or context. It influences an individual to have on how words are used and interpreted in an interaction, for example as the reason why the individuals choose to use the word “dude” in interaction. There must be a purpose and effects for the use of it.

Discourse functions differently in different classroom contexts. Discourse analysis is the study of the use of the relationship between forms and the functions of the language (Brown, 2007: 226). Discourse analysis helps the participants (the students and the teachers) to generate and use the language creatively across the context by encouraging the students to explore the language in

multi-functions (Rymes, 2008: 54).Discourse analysis relates the functions of outside and inside the classroom. The context outside the classroom or the social context affects the language functions. The examples of social context are the participant's educational policy and curriculum, the socio-economic, racial, ethnic background of the students and the gender norms.

There are steps to conduct a classroom discourse analysis. Stated by Betsy Rymes (2008: 75), in conducting the analysis, the researcher must do:

a. Recording the real classroom interaction

b. Viewing that interaction and making preliminary observation

c. Transcribing the talks and actions

d. Analyzing how social and interaction contexts as well as individual agency affect the direction of the classroom discourse.

11. Conversation Analysis

Conversation analysis (CA) is a unique way of analyzing language and social interaction (Wong and Waring, 2010: 4). Originated by the works of Harvey Sacks, Emanuel Schegloff, and Gail Jefferson, conversation analysis becomes a fundamental concern of what people do in having a conversation, which needs a lot of efforts among the speakers. This theory is supported by Heritage and Clayman by saying that Conversation Analysis (CA) is the study of the institutional entity that shares methods of reasoning in the production and recognition of contribution

to interaction (Heritageand Clayman, 2010: 12). This contribution supports the situation of interaction in social domain. One of the concerns in conversation analysis is analyzing what people do in order to have a conversation, how to engage in a conversation, and how to keep a conversation going. As stated before in the nature of conversation, conversation is categorized into ordinary conversation and institutional conversation which make a clear and fixed distinction of conversation (Heritage and Clayman, 2010: 17). The analysis of the conversation is basically not collected from only the ordinary conversation between family or friends, but there is a more stable pattern to analyze in the institutional forms such as at the classroom, news interview and so on.

> *…, research is increasingly showing that communicative conduct in more specialized social institutions embodies task—or role—oriented specializations that generally involve a narrowing of the range of conduct that is generally found in ordinary conversation. (Heritageand Clayman, 2010: 12).*

From the writing by Heritage andClayman above, it can be inferred that there is a diversity and range of combinations of interactional practices that is pretty different to the social world, yet also the needs of a university to conduct such a communicative interaction and special situational conversation.

Classroom conversation analysis is held by analyzing the sequences of interactions or the patterns of the talks within the interaction that influence the participants (the students and the teacher) to use the language in the class interaction. The analysis of the conversation analysis focuses on the sequence of

interaction (Rymes, 2008: 54). The interactional contexts are divided into three forms as explained below:

a. Predictable interactional context

   The context occurs through the occurrence of Adjacency Pair (AP). It is a two parts of interactional sequences called as First Pair Part (FPP) and Second Pair Part (SPP), for example a question as FPP needs an answer as SPP. This adjacency pair is categorized into greeting/greeting, question/answer, invitation/acceptance, assessment/disagreement, apology/acceptance, summons/acknowledgments.

b. Unpredictable interactional context

   It occurs when silence happens in the process of interaction, for example when a teacher asks a question, there is no answer but silence from the student. There is a missing of discourse here, so that the teacher finds what the silence means and what happens to the students.

c. New Interactional context

   It is how the teacher respond to the silence or unexpected answer. It can change how those answer function as the discourse continues. This creation of the new interactional context is called as interactional contingency, a potential for interaction to reshape meaning of the incoming of individual utterances.

The conversation analysis focuses more on the sequences of interactions by examining the speech events of the interaction through sequences (Rymes, 2008: 101). In viewing the interactional context, the researcher must have several steps of analysis, especially in viewing the data, explained as:

a. Viewing the interactional rules in a speech event

b. Viewing sequences within a speech event

c. Viewing how sequences are functioning

d. Viewing interactional context with peers and students.

The process of analysis in conversation analysis refers to five ways in emic perspective to see the data and to analyze the conversation in their interaction:

a. The Unmotivated looking

The analysis begins by initially examining the data without a set of hypothesis, stay open and curious about any potential discoveries.

b. Repeated listening and viewing

The data are transcribed and analyzed through repeated listening and viewing that functions to make initial observations.

c. Answering ‘why that now?’

This method functions for making an observation, which means to write everything that comes to mind when examining a piece of data. It answers why a particular utterance is said in particular way and moment. In answering this question, it should be from the perspective of the participants to prevent the contradiction to the principle of unmotivated looking (wong & Waring, 2010 : 7).

d. Case-by-case analysis

It functions to develop the analysis and to build the argument in the sequence by sequence.

e. Deviant case analysis

It aims to treat with a special care for cases that do not belong to the general argument, which is possible for three outcomes; (1) it becomes a basis for reworking the existing argument; (2) it fits into the existing arguments through a closer look; (3) it is an instance of a different interactional practices.

12. The similarities and differences of classroom discourse and classroom conversation analysis.

There are similarities and differences in discourse analysis and conversation analysis. Stated by Wooffitt (2005: 71), they are similar in the broad, but in more detail the substantives focus of the research and the methodological assumption which inform the analysis show several differences.

The similarities of discourse analysis and classroom analysis are as follows:

a. In the use of the talk as a topic, both are focusing explicitly on language as social action.
b. In the attention to properties of the data, it has an open-minded assessment through the research questions.
c. The influence that reflects and develop both conversation analysis and discourse analysis.
    1) Conversation analysis is the study of the structures in the way that interaction is patterned. It focuses on the ways which members achieve any events or moments.
    2) Discourse analysis is ethnomethodology research to establish the study of people and highlights the implication for social properties of ordinary language.

The differences of both discourse analysis and conversation analysis are:

a. The action analysis.

    Discourse analysis is an action analysis, that an action is portrayed a situation or condition; while conversation analysis is the orientations in the interactions or practices.
b. The style and the empirical analysis.

    Discourse analysis concerns with a broader set of the language in talks and texts, formulates versions of events, studies the ways in which actions constructed flexibly and functionally. Otherwise, conversation analysis uses

activities through talks as the social organization, functions to discover the sequential patterns of the interactions by examining its placement in the turn-by-turn development of interaction.

c. The engagement with the topics and methods

Discourse analysis studies of the mental constructs and how people formulates attitudes or opinions, while conversation analysis studies on the people practices revealed in the turn-by-turn in the interaction, highly technical and not included into broader knowledge.

d. The methodological issues (the data)

Discourse analysis examines the everyday interactions to examine textual materials like newspaper, article, or interview data which have meaning and subject to interpretation. Conversation analysis examines audio or video recordings of naturally occurring talks in interaction and uses transcripts as aids in analysis.

B. Conceptual Framework

Speaking is the basic building block of learning a language. The practices of speaking in a language classroom occur in the classroom interaction. The interaction has structures on how to engage and how to develop a conversation. In classroom discourse, there are dimensions of the language-in-use, the use in the social and the institutional context, the interactional factor, and the individual's personal agency. Classroom discourse also separates the functions of the language as for the teacher talk and the learner talk. The teacher talk differs on

how the function of the language is governed by the existence of context and situation, the achievement of understanding in interaction and the aspects of interactive collaboration, such as the input, the interaction, and the information choice (negotiation). While in the learner's perspective, the learner talk portrays the language as a mean to achieve the acquisition and learning. There is a process of acquiring the language being learned by comprehending the language and developing the language after the process of going beyond the understanding of the talks.

Conversational analysis is a research tradition evolving from ethnomethodology which studies the social organization of natural conversation (also referred to as talk-in- interaction) by a detailed inspection of tape recordings and transcriptions (Richards, 2010: 132).This study describes the process of conversation in the interaction of the GAC English class consisting of 21 students.

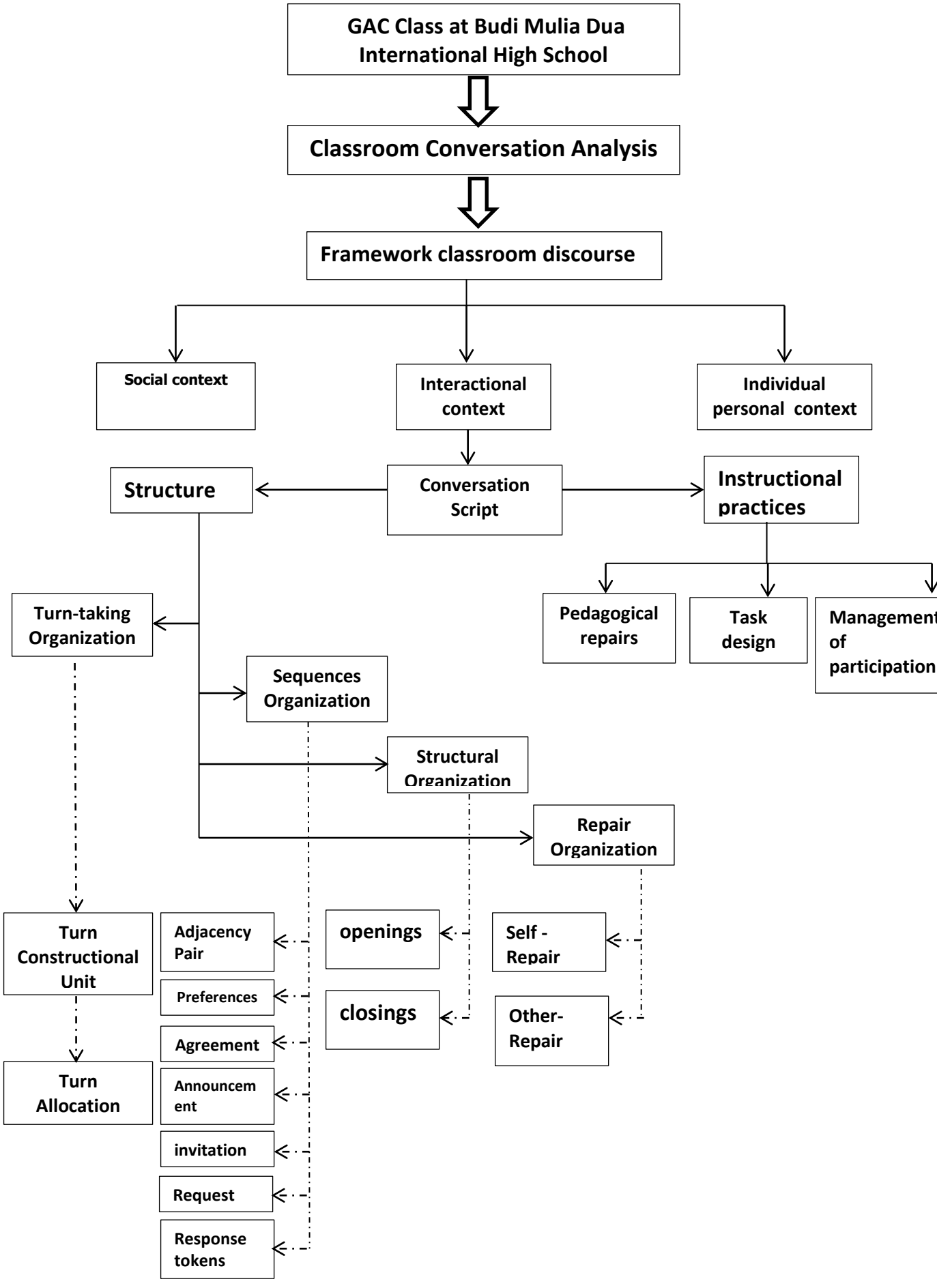
An interaction consists of several stages of speaker's production as: conceptualization, formulation, articulation, and self-monitoring. While the features of conversation decides the reasons of why an action is created in a specific time and condition. The existence of turn taking, action formation, sequence organization, topic negotiation, word selection and structural organization portrays the structure of interaction and shows the long process of a conversation in a language.

The awareness of the features of conversation in an interaction influences the process of English language learning. In a language classroom, the instructional practices occur and influence three ways of practices such as in pedagogical repairs, task design, and the management of participation. Pedagogical repairs is the identification of trouble source (the conscious *discrepancy* by the speaker), repair by others and feedback given. This awareness of conversation features also signifies for the arrangement of task design of language classroom, and the management of participation in the classroom interaction.

Conversation analysis analyzes what people do in order to have conversation, how to engage in conversation, and how to keep a conversation going. It belongs to the descriptive qualitative research. It is a study from individual to find the process of learning and social practices and understanding (Carr & Kemmis,1986: 34). The researchers collect the data systematically through emic perspective (a way of looking the language and interaction into the perspective of understanding the speaker's talk and actions) and analyze the data in the Jeffersonian transcription symbol by viewing the interactional rules in the speech events. The events that occurs during the conversation is viewed in the sequences and identify how the sequences function, whether it functions for promoting or even just blocking the conversation. The process of analysis also includes viewing the interactional context with peers and summing up into the table.

The principle of emic perspective consists of the unmotivated looking means the analysis of the research must be open and without any hypothesis from the beginning, so that the researcher always opens to meet the new possible findings. Then, the data is viewed and played repeatedly to see the details of the analysis and to identify the conversation. The data are compared to the theory that already existed and tested in the triangulation to check the trust-worthiness of the analysis.

C. Analytical Construct



CHAPTER III
RESEARCH METHOD

Research is ultimately a way of thinking. It is a way of looking at accumulated facts so that a collection of data speaks to the mind of the researcher. This chapter includes research design, research instruments, research data, research setting, data collection, data analysis, and data triangulation.

A. Research Design

The research was a descriptive qualitative research in the class interaction in senior high school students. This research was to analyze the structuring process of the conversation in the class interaction among the class participants (teacher and students). This research also focused on how the process of interaction had contribution to the instructional practices through evaluation and feedbacks from the results taken at the end of the research.

B. Research Data

The data collected were in the form of unstructured data of conversation transcription. The data were collected through the recording of interaction in the classroom of English. The data were transcribed using the standard of transcription in conversation analysis, in *Jeffersonian* transcription symbols taken from Schegloff (2007:265) transcription code.

C. Research Setting

The research setting was in Budi Mulia Dua International School Yogyakarta, which uses the standard of International School. The school has already had the link to International Organization, such as ACT Inc in Iowa City, US and has implemented several English-language programs called GAC (Global Assessment Certificate) and Foundation English (FEB). The research was conducted in the tenth grade, the class of GAC program, Senior High School. The class consists of 21 students.

The research on the conversation structure was held in two meetings. The first meeting was the class interaction of students at X-GAC, where the language classroom was guided to have an individual learning. The students were having the assignments to make a writing or essay in the English language classroom. The interaction focused on the discussion of the tasks and process of finishing the tasks. The students learnt by themselves and had consultation to the teacher and also discussion with peers. The task given was to find the topic of the essays through browsing to the internet. The class was conducted in the computer lab and each student had access to the internet.

The second meeting from the class interaction is the student's presentation where a student presents his essays and discussed with the peers. The focus of the class interaction was in the student's interaction through questions and answer; and also the responses of the students after the presentation. The class

interaction was taken through the observation and the recorded data, so that the researcher could take more complete and detail data from the class interaction.

The teacher functions in the classroom, mostly to explain the tasks and assignments and also instruct the students for doing the task. The students have an independent learning, where they could discuss with their peers and consulted to the teacher freely in the classroom. The interaction taken was from the majority of discussion and from the teacher, so that it focuses on the students-teacher interaction.

D. **Data Collection**

According to Wong & Waring (2010: 4), the collection of the data of conversation analysis requires naturally occurring data. The data of the classroom interaction were recordedand were transcribed. All the data collected had to be natural talks occur in the classroom activities and situation. This natural data were in audio- or video-recorded.

1. Transcribing data

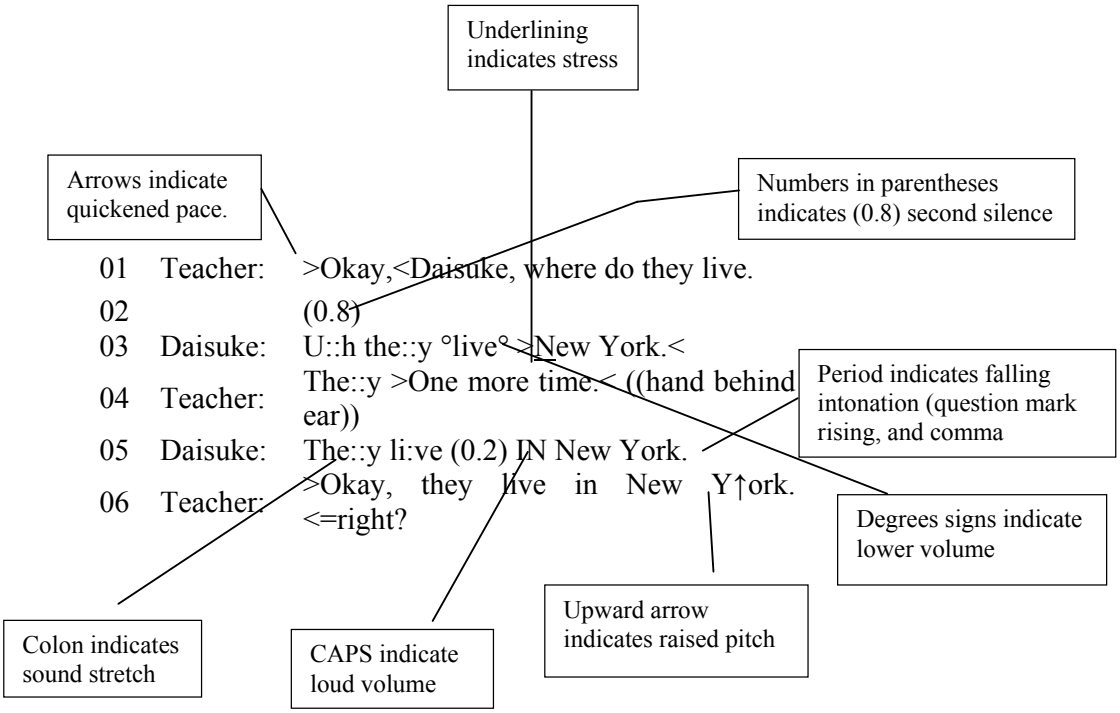
The researcher recorded the data and finely transcribed in Jeffersonian transcription symbol. The symbols indicate speakers' pauses, sound stretches, stress, pitch, pace, volume, and the like. Here is the table of data transcription as written by Wong & Waring(2010: 1) and cited from Schegloff (2007:265):

.	(period) falling intonation

?	(question mark) rising intonation
,	(comma) continuing intonation
-	(hypen) abrupt cut-off
::	(colon(s)) prolonging of sound
Word	(underlining) stress
Word	The more underlining, the greater the stress
WORD	(all caps) loud speech
°word°	(degree symbols) quiet speech
↑word	(upward arrow) raised pitch
↓word	(downward arrow) lowered pitch
>word<	(more than less than) quicker speech
<word>	(less than and more than) slowed speech
<	(less than) jump start or rushed start
Hh	(series of h's) aspiration or laughter
.hh	(h's preceded by dot) inhalation
(hh)	(h's in parentheses) aspiration or laughter
[word]	(set of lined-up brackets) beginning and ending of simultaneous or overlapping speech.
=	(equal sign) latch or continuing speech with no break in between
(0.4)	(number in parentheses) length of a silence in tenths of a second
(.)	(period in parentheses) micro-pause: 0.2 second or less
( )	(empty parentheses) inaudible talk
(word)	(word or phrase in parentheses) transcriptionist doubt

((gazes))	(double parentheses) non-speech activity or transcriptionist comment
$word$	(dollar signs) smiley voice

The researcher transcribed the talk in interaction as she heard it, without making any correction or changes in relation to what the speaker actually say. The researcher used *Transana* transcription software to help the process of transcription. The example of the illustration of transcription was cited from Wong & Waring (2010:5) in the figures below:



E. Research Instrument

According to Arikunto (2006: 150), the research instrument is the researcher itself as in the study of qualitative analysis. The researcher used the

video to help recording the interaction and *Transana* software to help the transcription process. It is supported by Elliot (1991:78) that the photographic evidence will be significant for capturing the aspects of situation of classroom qualitative research.

F. Data Analysis

To analyze the data after being transcribed, the conversation analysis used the emic perspectiveapproach. According to Wong & Waring (2010:6), it is a way of looking at language and social interactions from an "insider's perspective, i.e. how to see from the participants point of view to understand their talk and actions. The researcher analyzed the data in several steps of analysis in conversation analysis. :

1. The data collected were transcribed in *Jeffersonian* transcription symbol. The process of transcription used *Transana* software to help repeating and replaying the video.

2. The transcription of the data was analyzed by examining the data through repeated listening and viewing and examining the data without a set of hypothesis.

3. After the transcription process, the researcher made an observation which meant the writer wrote everything that comes to mind when examining a piece of data to answer why a particular utterance was said in particular way and moment.

4. The researcher developed the observation into a case by case analysis.
5. The researcher summarized the observation into a categorization of analysis.

G. Data Validity and Trustworthiness

According to Moleong (2007: 173) the validity of qualitative data fulfills the criteria of credibility, dependability, transferability, and conformability. The credibility of the data was reached by repeated listening and viewing to execute the data in detail transcription and analysis. In getting the dependability of the data, the researcher had repeated reading, listening, and viewing the data to understand the context of the conversation. The understanding of the data concerned the way the researcher transfer the research findings to the reader. The researcher organized the data in particular order to make the understanding for the readers upon the findings of the analysis. The conformability ensures the accuracy between the data unit and findings and also interpretation. The researcher looked for the approval of the research advisors to meet this conformability.

The researcher used triangulation to reach the trustworthiness of the data. The triangulation used the verification technique, where the researcher used the collaboration of observers, sources, methods, researcher and the theories. The triangulation made through comparison of the outside data and theories. To meet the triangulation data, the researcher have the consultation to the first advisor, Drs. Suhaini, M. Saleh, M.A. and second advisor Nunik Sugesti, M.Hum.

CHAPTER IV

DISCUSSION & FINDINGS

A. Discussion

1. The structure of conversation in interaction of English Language Classroom in Budi Mulia Dua International School.

The research functioned to describe the structure of conversation in a classroom's interaction. The data analysis from the transcription of classroom interaction found four major analysis of conversational structure. The analysis found the structure on turn-taking organization, sequence organization, overall structure organization, and repair organization as the development of the conversation structure.

a. Turn-taking organization

In the transcription data, the analysis identified that there were two features of turn-taking, named as Turn Construction Unit (TCU) and Turn Allocation. TCU or Turn Constructional Unit is the building block of the turns, or complete turns. It could be words, phrases, clauses, or sentences that complete communicative acts.

The structure of turn-taking through Turn Constructional Unit (TCU) was analyzed in the following data. It shows that 'T' as the Teacher, and 'S' as the Student, while 'Ss' is the Students.

1) Prompting, The teacher said that the class is started. She checked whether the students understands and are ready to start the class. (line 1 – 3)

2) Instructing, The teacher asks the students to be ready to learn in the class, so that she asked the students. (line 4, 6, and 7)

1. T : ↓Uh::m,(.)We >are< going to ↓start
2. S : (the GAC)
3. T : the GAC, zero-zero two.
4. T : ↑Now, would you please, a:: turn of the game?
5. S : °no::°
6. T : >turn of< the game:, ↓first
7. T : ok, and ↑then, a:: we're going to::, say ↓basmallah before we start,(.)do.
8. Ss : Bismi::lla↑::hirrohma↑::nirrohi↓::m,

Line 2 and 5 was a lexical TCU, when the turn constructional unit was built from words, and it was possible for the next speaker to understand that he/she had the possible turn to talk, used the turn and allocated that with a response. Line 4 and 7, it was a sentential TCU because it was a sentence and from this sentence, the next speaker understood the turn and was possible to allocate the turn to respond. Line 3 & 6 were a phrasal TCU. This turns were constructed from the phrases and gave feasibility for the speaker to respond.

Turn Constructional Unit in a verbal interaction has three forms of TCU. They are compound TCU, unfinished TCU, and multi units TCU. From the data transcription, the analysis is as follows:

1) Compound TCU

1. Pandu : so, right now, we °just°,
2. T : we just (work) in book and then, a:: let me be know the topi::c, and then search mo::re,(.) anything related to the topic.

Eliciting, Pandu needs more information from the teacher, so that he asks about that in unfinished ways, and the teacher continued that by providing the information.In line 1, Pandu had an unfinished question, which showed how he needed to be convinced that he was doing the task correctly as the instruction. Pandu's utterance was incomplete, but the teacher knew what he probably meant and she managed to explain by continuing the unfinished utterance from Pandu. This answer was quite satisfying since there was no complaint or another statement from Pandu afterwards. While the teacher function in explaining, the teacher functions to explain the tasks again in more details and specific ways.

It is classified as compound TCU since the questions from Pandu was unfinished and continued by the teacher to complete the information and also take the turn to speak by continuing the sentence. Compound TCU is two parts of TCU which consist of preliminary component and final component.

2) Unfinished TCU

An unfinished TCU was seen from the interaction below among student and teacher; ‘SL’ as Lila, ‘SN’ as Nia, and ‘Sai’ as Aisya.

1. S : miss-miss-miss?

2. T : ↑yes?
3. SL : so::, we have to make::, a:: like(.) dra:::ft?
4. T : >°the main point°< ↑so(.)
5. SL : >↓I only need to< make the main point?
6. T : the main point.
7. SL : (↓we make only the main point for the draft at home and the topic today?)
8. T : Yak, that's okay. I JUST NEED a topic today.
9. SN : just need the topic, right?
10. T : need the topic.
11. SN : so, you don't need,
12. T : right
13. SN : you don't need a:: [right] write you:r writing, [not] °right°?
14. T : not yet-not yet. ((to the whole class)) ↑SO THE TOPIC a:: [taa::] HALLO::? A:: (>that wanna talk today<), let(.)>Let me be< know your topic and then explore more in tha-internet-<the internet and °>write it here.<° ya::?
15. SAi : (we write it down here?)
16. T : ya, I'm going to take ↓the list °first°.

Starting from line 4, the teacher had not finished her saying. It referred to the existence of Possible Completion Point (PCP) to indicate that without finishing an utterance, there was possibility of understanding, so that the speaker might take the turn and responded. This unfinished TCU gave the next speaker, Lila to take the turn and allocate it for her response. The unfinished TCU could also be analyzed in line 11, where Nia did not finish her sentence, but it let the next speakers to take the turn.

In this sequence of interaction, Lila tried to ask for more clarification about the task. She started with the question in line 3, which showed some hesitation since there was a pause before mentioning 'draft' which she probably did

not really understand. The reply from the teacher was meant as part of clarification and response that the assumption from Lila was not quite right.

In line 7, Lila asked for clarification for the systematic mechanism of the task by putting the addition for the place and the time when they would do the task. The response from Lila in this line showed that she was not sure enough with the teacher's answer, so that she repeated the questions by having an addition for place and time.

In line 8, the answer from the teacher was quite certain. Seeing the two questions from Lila, the teacher realized that she needed to tell the other students in the class about that, at least to remind all of the students and make sure they did not have misunderstanding about the task. She managed to shift this interpersonal conversation into the whole class announcement. It showed the changing of voice made by the teacher.

In line 9, another student, Nia, tried to have more convincing answer by another repetition, and also did the teacher. She replied by repeating the questions as a statement. In line 11 - 13, there was another difference since the question from Nia had not finished, while the teacher assumed that her question is just the same like before. This assumption was created after the previous repetition they made, which created another different presumption for the teacher.

3) Multi-unit TCU

1. T : <I'm going to::let you↓> accompa↑ny one by one, and then I will,-I'm going to: give you >(the list.)<and then you let me know. or you write it down on >my paper<.
2. S : ↑I'M already [>this one<] do the first draft.
3. (.)
4. T : NO. >let me know< the topic first.
5. S : [aah hh hh]
6. T : (.) and then, when >you're waiting< for your ↓turn to: let me know your topic, I'm going to give you this ↑one, the student manual, I think>this's< the ↑best time for you, to explore this.

The conversation above consisted of Multi Unit TCU.In line 1, the teacher had more than one sentential TCU as PCP. The teacher had additional phrases to say that she needed to know the topic first. It explained that she was going to do several actions which had one main point of utterance such as to make the list of student's topic. Multi Unit Turn is a conversational turn that consists of more than one TCU.

It was one way for the teacher to disagree to the action made by the students. The teacher started by explaining what to do and she wasgiving the students a paper to make the list of the topic they were going to discuss. At this time, one of the students made a statement that he had already created the draft for the topic as stated in line 2. First, the disagreement occurred from the student's opinion, starting from the statement in line 2, he tried to infer that he had done a step further by making the draft. The student's response in line 2 showed the statement as a question, he tried to manage the question by the statement upon what

he had been doing, and the disagreement in this situation occurred after the teacher responded in the next turn, shown by the exhalation and aspiration from line 5.

Second, the disagreement from the teacher had a structure, when there was a pause before responding to this idea, and with the existences of pauses, the teacher disagreed to the students as shown in line 4.It was the teacher's statements that she needed to know the topic first. The response from the previous turn with statement from the students upon his finished draft was something that was not expected by the teacher. It was shown by the existence of pauses before the teacher answered in her opinion that she needed to know the topic first.

Another sequence occurred in line 6 that the teacher had more explanation toward what they were doing as the next instruction. It was as part of closing of the sequence of conversation, where there was no complaint from the students or even a question about the activity afterwards.

b. Turn Allocation

There were ways of constructing a turn or allocating a turn. In a conversation for having interaction, the speakers needed to know the turn to take for starting or joining a conversation. The speaker also needed to know what to do after they got a turn; they allocated the turn to start saying something and be aware for allocating the turn.

To acknowledge the time allocation to start talking and when to stop talking, there were two functions of turn allocation from the data such as a form of current-select-next and next-speaker-self-selection.

1) The form of current-select-next

In allocating the turn, the current speaker might decide what to do for the other speaker before anyone self-selects. The structure possible for the current-select-next turn allocation was by addressing the term, having initiation action with gazes, or initiating action that limited another speaker as respondents. This analysis of current-select-next was found through the data of the classroom interaction below:

1. S : miss-miss-miss?
2. T : ↑yes?
3. SL :so::, we have to make::, a:: like(.) dra:::ft?
4. T : >°the main point°< ↑so(.)
5. SL : >↓I only need to< make the main point?
6. T : the main point.
7. SL : (↓we make only the main point for the draft at home and the topic today?)
8. T : Yak, that's okay. I JUST NEED a topic today.
9. SN : just need the topic, right?
10. T : need the topic.
11. SN : so, you don't need,
12. T : right
13. SN :you don't need a:: [right] write you:r writing, [not] °right°?
14. T : not yet-not yet. ((to the whole class)) ↑SO THE TOPIC a:: [taa::] HALLO::? A:: (>that wanna talk today<), let(.)>Let me be< know your topic and then explore more in tha-internet-<the internet and °>write it here.<° ya::?

15. Sai : (we write it down here?)
16. T : ya, I'm going to take ↓the list °first°.

In this sequence of interaction, Lila tried to ask more clarification about the task. She started with the question in line 3, which showed some hesitation since there was a pause before mentioning 'draft' which she did not really understand. The reply from the teacher was part of clarification and responding that the assumption from Lila was not quite right.

From line 4 and 5, the teacher used a phrasal TCU. Lila took the next turn afterwards. Lila addressed the term of 'the main point' so that she could allocate the turn for another speaking. After that, she had another questions with the addition of time and place in line 7.This is the process of having selection for the turn allocation to move to the next questions.

This turn allocation also occurred in quite a similar way from Nia in line 9 and 11. In line 9, Nia had a selection for the phrase to start to select the point she was going to make and put additional information on that, so that she was able to ask the next information. She allocated the turn from the possible completion point after the teacher and used the turn to have her own saying by allocating it in the similar methods.

In line 7, Lila asked for clarification for the systematic mechanism of the task and put the addition for place and time they would do that. The utterance from

Lila in this line showed that she was not certain enough with the teacher's answer, so that she repeated the questions.

In line 8, the answer from the teacher was quite convincing. Seeing the questions from Lila triggers, the teacher started to realize that she needed to tell the other students in the class about that. She needed to remind all of the students and make sure that they did not have misunderstanding about the task. She managed to shift this interpersonal conversation into the whole class announcement, shown by the changing voice made by the teacher.

In line 9, Nia tried to have a more convincing answer with another repetition, and also did the teacher, she replied by repeating the questions as a statement. There was different case in line 11 - 13 when Nia deliveredan unfinished question, while the teacher was assuming that her question was just as similar as before. It came from the data after the previous repetition when the teacher's response was repetitive, but showed a difference when Nia finished her utterance.

2) The form of next-speaker-self selection

The basic principle for next-speaker-self-selection is to start as early as possible at the earliest transitional-relevance place. First, the use of early start of turn allocation was by using non-verbal language shown in the conversation below, the TCU was clear after the question ended by the teacher. In line 1, the response from 'Sag' or Agung used non-verbal response of gesture (another non-verbal action is like gaze direction, head turning, facial expression, cough, throat clearing,

etc). It gave the teacher possible points to take her turn and responded to Agung in the Second pair part (SPP).

1. T : you can use the internet only: fo::r searchi::ng, an::d a:: >finding more< the fa::ct, but no game. I'm going to make sure whethe(r)::, you open-only:: the:: web related to the topic. °No game-no game-no game°.
2. (0.7)
3. T : <where's your seat?
4. Sag : (°there°) ((pointing the chair behind him))
5. T : (°go there.°)

It is similar to the use of gestures as response. When the teacher asked Agung about where his seat was, it referredas a command that he might not stand during the study in the class, but he should sit in his chair. The answer from Agung was only by pointing out the position of his chair, so that it was an understandable response as the teacher had another response for asking him to have a seat. The teacher answers in a whisper, inferred that Agung had already walked to his chair.

The second practices of Next-Speaker-Self-selection by using non-verbal start was analyzed from the conversation below:

1. T :actually we have already kno↓w, >how in a glance< about thi:s, on your manual boo:k. but >it is<more det↑ail, so >this is< the best time for (.) everybody to explore this book. = Ok↓, Jhendra, where's your shirt?)
2. Sjen : ((pointing a chair accross him))
3. T : ok, °put it on now?°
4. Sjen : ((walking))
5. T : °yak.° Ok, ↑Jendra will (help) me↓,
6. S : ahahah hhh hh
7. T : ((passing the books to Jendra))

8. (0.4)
9. T :yak and then(0.2) Dhea? ((giving the books to Dhea))
10. ((Jendra & dhea are passing the paper and the other doing all their activities))

The Possible Completion Point occurred in line 2 is a non-verbal action.It became a turn that could initiate another talk. Here the teacher took the turn and allocated it into her ways of having another statement. The allocation of turn was responded in the second pair part and Jhendra used another non-verbal response. It gave the teacher another allocation of turn to make another statement. Basically this process of turn allocation was from a self-selection of the speaker, after seeing the previous speaker TCU.

There was no response made by the students about the teacher's explanation upon what they were doing since the topic presented by the teacher in line 1 was not responded by the students or because there was no response for that.At the end of the teacher utterance in line 1, the teacher directly reminded one of her students about the regulation in the school, for not wearing T-shirt at school. This action from the teacher was an insertion of topic and let the student's attention to Jhendra, one of the students who did not wear shirt. When the teacher asked Jhendra about his shirt, it reflected that Jhendra disobeyed the regulation since in the next lines, line 2 and 3, showed that he had to wear the shirt in the classroom.

His response to the teacher questions was through creating a gesture, by pointing out where his shirt actually was. This part of communication had already

answered the teacher's questions, and it was enough for the teacher to understand what he meant by knowing the turn and take the turn allocation and had another instruction in line 3 saying that he had to wear his shirt.

Second, knowing the time to start and stop talking in the classroom interaction, the researcher found the existence of overlapping utterances, such as from the conversation below:

1.	T	: >As I< (.) told you before, a::nd °perhaps° we already ↓know(.)>all of ↑us<(.) a:: We must already got the date for <our pla:n,>
2.	Aisya	: [A:: >ohh:: rite::<]
3.	T	: Friday, (>who got topic<) that >you're< copy?
4.	Aisya	: [topi::c]((several students raise their hands))
5.	T	: all the topic, I >immediately need< your name,
6.	Aisya	: [topi::c]
7.	Ss	: [↑me, ↑me, ↑me, ↑me
8.	Nia	: miss [kalo aku] (.) [kalo aku] mau tanya [aku] ini gimana?
9.	Ss	: [Me
10.	Pandu	: [Pandu, >war-in-revolution<] [Pandu, war in revolution]
11.	T	: a:: iya.
12.	Irvan	: jeng-jeng-jeng-jeng] [perpel]
13.		(0.4)
14.	T	: ok, here's like this, a:: hh hh .hhh [tnang-tnang],
15.	T	: yak(.hh) the test is like this. (.) HALO::::? (.hh) ya::, <the: te:st is>>like this.< ((seeing the note she holds))
16.	T	: <I'm going to::let you↓> accompany one by one, and then I will,-I'm going to: give you >(the list.)<and then you let me know, or you write it down on >my paper<.

The overlapping of utterance in line 6 was a type of overlap that occurred as early as the beginning of the prior speaker's final word. Aisya's overlap was the transitional overlap since she understood what the previous speaker actually needed.The starting words of the teacher in 'immediately' allowed the recipient to hear and anticipate an upcoming phrase. This multi-overlap occurredat almost the same time from line 6 - 10. In line 8, Nia tried to ask about hers, and Pandu mentioned his title for the topic, almost at the same time. Pandu's overlap was named as transitional overlap since he got the prediction starting when the teacher asked about the topic since line 5.

Seeing the response from the teacher in line 14, it showed that the teacher seemed dazzled on the class reaction. She answered in a short answer for Pandu utterance.

c.Sequences

Sequencing is how learners manage to foreshadow, initiate, respond to &expand upon their own and other talks while they also do social actions such as announcing, complaining, complimenting, inviting, offering and rejecting. Basically it functions to know what to do when they have a turn to talk. The function of this analysis is to help the teachers to develop their own materials after knowing the existence of this sequence analysis. It helps the teacher to choose and design the materials for the sake of conversation.

There were two features of sequencing practices, which contributes to the structure of conversation namely: Adjacency pair & Preference.

1) Adjacency Pair

Adjacency pair is just similar to TCU as a basic building block of a turn. Here, the basic building block of Sequencing is Adjacency pair. It referred to a sequence of two turns produced by the speakers, where orders the first pair part (FPP) and Second Pair Part (SPP). It means the FPP requires particular type of SPP for the completion of meaning and context. There is a relation and connection between FPP and SPP.

From the analysis of the data transcription of classroom's interaction, the structure of conversation after the existence of turn taking and turn allocationwas by having the sequencing for each adjacency pair of conversation. Below was the analysis from the data:

1. Sai : miss? (°What's Ms;kestri doing here?°)
2. T : Ms.Kestri's a:: trying to know more about °GAC.°
3. Sai : °for?° °>she's here?<
4. T : °ya::°

Line 1 & 2 were one adjacency pair and lines 3& 4 were another (see complete transcription in the appendices). The production of the first pair part (FPP) makes the second pair part (SPP) conditionally relevant. Aisya asked about the observer's activity, replied by the teacher, and it had relevance with the SPP, where some

particular information in line 3 needed a relation from the previous utterance, so that it was impacted from the FPP to make the complete understanding of the SPP.

Another Adjacency pair was also shown through the analysis of the conversational data as follows:

1.	T	: >As I< (.) told you before, a::nd °perhaps° we already ↓know(.)>all of ↑us<, a:: We must already got the date for <our pla:n,>
2.	Al	: [A:: >ohh:: rite::<]
3.	T	: Friday, (>who got topic<) that >you're< copy?
4.	Ai	: [topi::c]((several students raise their hands))
5.	T	: all the topic, I >immediately need< your name, [topi::c]
6.	Ss	: me, me, me [kalo aku][kalo aku] mau tanya [revolution][aku] ini gimana?
7.	Sp	: Pandu war-in-revolution
8.	T	: a:: iya.((continue))

The FPP in line 1& 2 had a particular type of SPP in line 3 & 4. One adjacency pair in line 1& 2 created relevancy to the adjacency pair in line 3 &4.

Part of the sequence above, the teacher reminded the students of the previous task or materials for GAC class, as stated in line 1 that the students had to finish the task and got the date for their planning. Student's response showed they just remembered about the plan and seemed to acknowledge what to do after that. The response from the student in line 2 implied that the student just remembered the topic they were planning for. The student in line 2 answered with the long sound. It showed that she just remembered the plan. It was part of awareness and agreement. She agreed they must have the topic for the essay.

Not all of the students in the class forget the plan. Shown in the next utterance, where the SPP in line 3 and 4, the teacher asked who had already had the topic, and several students raised their hands and the other replied with their topics. The teacher as the instructor tried to know the topic of the students.The strategy that the teacher used to know whether the students already had the topic was by asking them directly in line 3. This action of direct question to the students was stimulated after the previous response from the students in line 4 where some of them raised their hands as a gesture to answer the teacher's question.

In line 4, it happened quickly and it implied that without their answer, the teacher would still give statement like in line 5. There was believe or trust from the teacher. She believed the students had already had the topic. Another topic of conversation was presented by the teacher in the next line, as the teacher gave another statement for the students to submit the topic and let her know theirs. From line 5 - 8, the class started in a noise and there were overlapping of utterances among the students and the teacher. Line 6 showed that the students were pretty interested to tell the teacher their topics and some other needed to have more clarification.The instruction from the teacher in line 5 was a request for the students to submit their topics. The overlapping utterances from the students showed the students' interest was high. Otherwise, the response from the teacher seeing this situation in the classlet her next action to end the chaotic conversation from the students. Seeing the response from the teacher as in line 8, the researcher analyzedthat the teacher was dazzled by the class reaction.

From the data, it showed that adjacency pair was different in the expansion of utterance in the pair parts. There are three sub-features in adjacency pair as pre-expansions, insert-expansions, and post-expansions. From the data being analyzed, the structure of conversation was influenced by several conditions as shown in the conversation below:

a) Pre-Expansions of Adjacency Pair

1. T : Friday, (>who got topic<) that >you're< copy?
2. Ai : [topi::c]((several students raise their hands))
3. T : all the topic, I >immediately need< your name, [topi::c]
4. Ss : me, me, me [kalo aku][kalo aku] mau tanya [revolution][aku] ini gimana?
5. Sp : Pandu war-in-revolution
6. T : a:: iya. [jeng-jeng-jeng-jeng] [perpel]

It was a pre-expansion of Adjacency pair.The first pair part of AP was shown in line 1 and 2 functioning to ensure the presence of information in the second pair part in line 3 and 4. The FPP became the pre-expansion for the SPP to collect each student's topic, so that the way to make it was by asking who had already made the topic in line 1 & 2 as FPP.

b) Insert-expansions of Adjacency Pair

1. T :Ok, EVERYONE:: a:: <↓do you think> tha::t a:: searchi::ng, the narrative in here::, is(.)-is it effective for you::, or we're:: uhm:: <we prefer <go:: to the summit,> and::
2. Ss : no! HE::RE:: [no]
3. T : Oka::y. so::, if you choo::se here, uh::m probably:: I'll make sure:: that you open on::ly:: (>the thing related to °the essay°<)
4. Ss : [OKA::Y] ( )
5. T : no game::, only do (for) [(Ndu,NO GAME)] five or four minute

after thi::s, ya::? oka::y?

6. S : ya-ya::.

This is an insert-expansion of Adjacency pair, where the first pair part in line 3 and 4 was re-explained as the additional information in line 5 in the second pair part (SPP). From the FPP, the teacher asked the students to open things only related to the material, but it was clear in the SPP that what she meant by the utterance was not to open any game in the computer. Its second pair part gave a more actual request to the teacher not to open the game started in the FPP in line 3.

c) Post-Expansions of Adjacency Pair

1. Teacher :Assala::mualaikum Warahmatulla::hi Wabara::katu::h?
2. Students :Wa::'ala::ikusalam wa::rahma::tulla↑hi wabara::katuh
3. T :i::ya, ↓okay

This is called as a post-expansion of Adjacency pair, where a turn or an adjacency pair comes after and is still tied to the base of AP. In the first pair part, the greeting of Moslem was tied to the next response by the teacher, which linkedto the previous pair part. That is the reason to call this as a post-expansion of AP when the teacher replies with 'i::ya, okay".

2) Preferences

Preference is structural organization in which part of the sequence is treated as non-equivalent, for the example preferred and dis-preferred. It is a natural or expected action, when any of its absence is really feasible. For the

example, after a statement of an invitation, acceptance is regarded as preferred and rejection is dis-preferred. The example of preference is from the data transcription below:

1. T : >As I< (.) told you before, a::nd °perhaps° we already ↓know(.)>all of ↑us<, a:: We must already got the date for <our pla:n,>
2. Ai : [A:: >ohh:: rite::<]
3. T : Friday, (>who got topic<) that >you're< copy?
4. Ai : [topi::c]((several students raise their hands))

The sequence in line 2 was the organization of preference, which was delivered in a big relief as an acceptance to the teacher statement for getting the date for their plan.

There are two ways of saying the preference found from the data analysis:

a) The regularity of occurrence.

It was reflected from the use of dis-preference from the data below:

1. T : <I'm going to:: let you↓> accompa↑ny one↑ by one, and then I will,-I'm going to: give you >(the list.)< and then you let me know, or you write it down on >my paper<.
2. S : ↑I'M already [>this one<] do the first draft.
3. T : (.)NO. >let me know< the topic first. and then↑, when >you're waiting< for your turn↓ to: let me know↓ your topic, I'm going to give you this one↑, the student manual, I think>this's< the ↑best time for you↓, to explore ↑this.

Dis-preferred, sometimes is followed by the existence of delay, mitigation, or accounts. In line 3, the teacher dis-preferred to the student's plan by the use of

apause as a delay and had an account of saying ‘No’ loudly afterwards. It showed that she took this dis-preference directly. Another example is also shown in the conversation below:

1. Ss : me, me, me
2. T : °okay° (.hh)
3. Sai : aisya.(.)aisya::.
4. T : $AHA::$
5. Sai : YAIY! aisya::, aisya::
6. T : (.hh) >ok so,< I think it's better fo::(r) ME, to:: let you know, >or to< to let you do this by yourself. ya?
7. Sak : YES. ((T is giving the paper to the S))

From this sequence, there was a changing idea shown in line 6.The teacher had an inhalation which showed she was hesitant and dis-preferred to do the list as the plan before. This dis-preferred action was shown in her statement afterwards that she explained what was better to do as a changing of plan or decision.

1. T :Oka::y. so::, if you choo::se here, uh::m probably:: I'll make sure:: that you open on::ly:: (>the thing related to °the essay°<)
2. Ss : [OKA::Y] ( )
3. T : no game::, only do (for) [(Ndu,NO GAME)] five or four minute after thi::s, ya::? oka::y?
4. S : ya-ya::.
5. T : Pandu, you don't even listen to me.
6. Spnd : I LIKE HERE::
7. Spnd : I'm a::
8. T : what?
9. Spnd : <multi-task, hh hh >multi-task management<
10. S : WOO::::

From line 7, Pandu responded the teacher's statement in line 5 about him by using the account of explanation as a reason. It is an account to say ‘no’ toward the teacher's accusation as referred in line 9 when he finished the utterance.

b) unmarked turn-shape

1. Ss : me, me, me
2. T : °okay° (.hh)
3. Sai : aisya.(.)aisya::.
4. T : $AHA::$
5. Sai : YAIY! aisya::, aisya::

This is a preference of taking the first turn for students to be listed. Line 4 shows that the teacher replied without any delay or mitigation and it reflected that the teacher agreed to take her first in making the list.

3) Type-specific sequences

To understand the structure of conversation through sequences, speaker in classroom interaction showed how to address such particular actions such as requests or compliments. The analysis found several sequences as Agreement, disagreement, announcement, invitation offer, and request.

a) Agreement & Disagreement

a.1) Upgrade Agreement

1. T : and then so, WHEN will you give me the first draft, remember toda::y?
2. Ss : °yes° [(°next week?°)]
3. T : ↓next meeting, exactly. Friday, (next meeting.) Good.

The type-specific sequencewas an agreement shown in line 3, where the teacher agreed to have the draft in the next meeting on Friday. The way she respondedwas by using the upgrade agreement, when she had a compliment at the end to say that they were correct.

It was part of agreement for the statement given by the teacher. The question in line 1 showed that the teacher needed information. This question functioned to make sure and also to remind the students about their plan before. The next line occurred from the students that they said 'next week' as the answer. It showed that actually the teacher had already given the date before and she wanted to remind and make sure that the students did not forget about the date.

The feedback from the teacher in line 3 showed that the students responded successfully and created an agreement through the response from the students. In this part of agreement, the teacher gave addition after the repetition of phrase by using compliment to let the students know that it was the right answer. Another example of agreement was presented in the data below:

1. Ss : me, me, me
2. T : °okay° (.hh)
3. Sai : aisya.(.)aisya::.
4. T : $AHA::$
5. Sai : YAIY! aisya::, aisya::

6. T : (.hh) >ok so,< I think it's better fo::(r) ME, to:: let you know, >or to< to let you do this by yourself. ya?
7. Sak : YES. ((T is giving the paper to the S))
8. ((students are writing and some others are working by themseleves))

The agreement as part of type-specific sequences comes in line 2, 4, and 7. The three parts of adjacency pair refers to the agreement as a response. The first agreement in line 2, says about the agreement to write the list of the students. Line 4 is an agreement to write Aisya's topic first by using the reluctant markers such as 'Aha', 'uh', or 'well'. Line 7, it is a direct agreement.

The verbal interaction was performed by several words or phrase, but its meaning was understandable and agreed. In this part of clip, Aisya asked to be the first from others so that the teacher could write her topic first. This is shown from the beginning of the conversation, where in line 1, several students wanted to report their topic to the teacher so that they have to stay in the line first. When Aisya mentioned her name, it showed that she was eager to get the first chance, and was agreed by the teacher when she says in smiley voice 'ahaa::'. It showed part of agreement that the teacher would write her first, reflected in the next line of the response that Aisya was happy and cheering by saying 'YAIY' loudly to show that she got the turn. The teacher came to the decision that she would just give the paper and let the students write by themselves and agreed by other students in line 6 and 7.

a.2) Disagreement with silence / pauses

1. T : <I'm going to:: let you↓> accompa↑ny one by one, and then I

will,-I'm going to: give you >(the list.)< and then you let me know. or you write it down on >my paper<.

2. S : ↑I'M already [>this one<] do the first draft.
3. (.)
4. T : NO. >let me know< the topic first.
5. S : [aah hh hh]
6. T : (.) and then, when >you're waiting< for your ↓turn to: let me know your topic, I'm going to give you this ↑one, the student manual, I think>this's< the ↑best time for you, to explore this.

The type-specific sequence of disagreement was reflected in line 4, where the teacher disagreed to the student's opinion. The way to say this disagreement was stated directly when the teacher had a pause or a short silence before responding to the student.

Second, in saying the disagreement from the teacher, there was a pause before responding to this idea. With the existences of pauses, the teacher disagreed to the students as in line 4 where the teacher's statements showed that she needed to know the topic first. The response from the previous turn with the statement that one of the students has finished the first draft was something that was not expected by the teacher. It was shown by the existence of pauses before the teacher answered.

b) Announcement

1. T : >As I< (.) told you before, a::nd °perhaps° we already ↓know(.)>all of ↑us<, a:: We must already got the date for <our pla:n,>
2. Al : [A:: >ohh:: rite::<]
3. T : Friday, (>who got topic<) that >you're< copy?

In this sequence, the use of news receipt as response showed that the announcement was responded with discouragement of elaboration about the news. Another news receipt that could be used are: (oh), (oh really), yes/no question (she did?), and oh positive assessment (oh great). Another example of announcement is as follow:

1. Sn : you don't need a:: [right] write you:r writing, [not] °right°?
2. T : not yet-not yet. ((to the whole class)) ↑SO THE TOPIC a:: [taa::] HALLO::? A:: (>that wanna talk today<), let(.)>Let me be< know your topic and then explore more in tha-internet-<the internet and °>write it here.<° ya::?
3. Sai :(we write it down here?)
4. T :ya, I'm going to take ↓the list °first°.

The announcement sequence consisted minimal the deliverer and the receiver, in which the deliverer announced the news, and the receiver responded to the announcement.

In this sequence, the announcement in line 2 showed the teacher explained what to do for the whole class. The response in line 3 by Aisya was shown in a question. She responded the announcement by naming the projected sequence, by repeating what to do in a question.

c) Offer

1. T :Ok, EVERYONE:: a:: <↓do you think> tha::t a:: searchi::ng, the narrative in here::, is(.)-is it effective for you::, or we're:: uhm:: <we prefer <go:: to the summit,> and::
2. Ss :no! HE::RE:: [no]
3. T :Oka::y. so::, if you choo::se here, uh::m probably:: I'll make sure:: that you open on::ly:: (>the thing related to °the essay°<)

The formation of offering could use the structure of 'do you think', 'do you want', 'or', and the conditional if. In line 1, the teacher had an offering whether they were going to move to another class. As the structure of offering, she used 'do you think' and told the condition that was probably better.

In line 3, offering that occurred in conversation was through the conditional if ("if you choose here, probably I'll make sure that ..."), the teacher had other offer as the requirement for using the similar class, the students might not use the computer to browse others except the things related to the topic. This second offer showed the different situation of the options chosen by the students.

d) Request

1. T : you can use the internet only: fo::r searchi::ng, an::d a:: >finding more< the fa::ct, but no game. I'm going to make sure with the::, you open-opening the:: web related to the topic. °No game-no game-no game°.
2. (0.7)
3. T : <where's your seat?
4. Sag : ↓there, ((pointing the chair behind him))
5. T : (°go there.°)
6. (0.6)
7. Spn : so, right now, we °just°,
8. T : we just (work) in book and then, a:: let me be know the topi::c, and then search mo::re,(.) anything related to the topic.

A request could be started by the use of "let me..." as occurred in line 8. The teacher had a request to Pandu for the things to do after he finished working in the book. The format of this request started with the verbs, since the continuity after

that is in the same degree as the request. The use of "the search more..." becomes part of request. Another example was shown in the data below:

1. T : ↑Now, would you please, a:: turn off the game?
2. S : °no::°
3. T : >turn off< the game:, ↓first

From the utterance, the request occurred in line 1was started by the use of “would you please, ...”. This request was repeated in line 3, after the response from the students. In conclusion, when the request was repeated in another adjacency pair, it increased the degree of quality of request and it was possible to become a must or a command.

4) Response Tokens

To understand the sequence of conversation, a speaker needs response tokens. In a conversation, there is a performance of utterance where it describes how to acknowledge a prior talk, invite the continuation, offer assessments,etc. This type of tokens contributes to the engagements of the talks. An example of response tokens was shown in this example of interaction in line 2 in the data transcription below:

1. Sl : (↓we make only the main point for the draft at home and the topic today?)
2. T : Yak, that's okay. I JUST NEED a topic today.
3. Sn : just need the topic, right?
4. T : need the topic.
5. Sn : so, you don't need,
6. T : right
7. Sn : you don't need a:: [right] write you:r writing, [not] °right°?

8. T : not yet-not yet. ((to the whole class)) ↑SO THE TOPIC a:: [taa::] HALLO::? A:: (>that wanna talk today<), let(.)>Let me be< know your topic and then explore more in tha-internet-<the internet and °>write it here.<° ya::?
9. Sai : (we write it down here?)
10. T : ya, I'm going to take ↓the list °first°.

The teacher acknowledged the prior speaking from the students by using "yak, that's okay". It was one way of the listener to claim the hearing understanding. Choosing to use "Okay"referred that the listener had understood completely what the speaker meant. Otherwise, the use of tokens such as mm, hm mm, uh huh, ahha, ya ya, which were delivered as continuers, like to invite continuation. However, in some special case, there was another invitation of continuation through an unfinished utterance, especially in classroom interaction, shown below:

1. T : ok, now, do you have the word that a:: a fact to the-in paraphra::se? what is for number one, that can be used?
2. S : number?
3. T : a:: acceptable in paraphrase?
4. Sn : magma. [magna] vol[volca] canoe [noe] ((Ss are mumbling mentioning the words)).
5. T : so, there's a word that- <cannot be?
6. Ss : changed.
7. T : ↑cha::nged. Ok, you know, a:: try to paraphrase about volcanoe
8. Sp : Ohh:: EM:: GEE:: ((Oh My God))
9. Ss : huh...huh..

In a special case, to invite the continuation of speaking was possible with an unfinished utterance, as what the teacher stated in line 5, where she gave the students a chance to speak and to continue the discussion.

Response token was also possible for its occurrence to offer assessment, such as reflected in the dialogue below:

1. T : Ok, EVERYONE:: a:: <↓do you think> tha::t a:: searchi::ng, the narrative in here::, is-is it effective for you::, or we're:: uhm:: <we prefer <go to the summit,> and::((means moving class to Summit room))
2. Ss : no! HE::RE:: [no]
3. T : so, if you choose here, uh::m probably:: I'll make sure:: that you open on::ly:: (>the thing related to °the essay°<) [OKA::Y] ( ) no game::, only do (for) [(Ndu,NO GAME)] five or four minute after thi::s, ya::? oka::y?
4. S : ya-ya::.

From the data above, it performed the use of tokens to assess the offering in line 2 and 4. It valued how the offer affected the students. In line 2, the answer from the students initiated the teacher to have other offers which functioned as the requirements for the students not to play computer during the lesson. It also gave a heightened involvement to the next teacher's turn in giving a warning. In line 4, the assessment from the students by saying "ya-ya::" reflected the agreement to the requirement the teacher made.

d. Overall structure organization

After understanding the turn-taking, turn allocation and portraying the understanding of some actions in sequencing, the participants of conversation required the whole interaction in the completion of interaction. There were opening

and closing for conversation as ways of organizing a conversation in the overall structuring organization.

The analysis of data from the classroom interaction resulted that there was a structure in the conversation. The opening of the class management in the classroom interaction was started with greetings and continued with the identification-recognition, and the topic negotiation. There was a structure of the conversation from the classroom as seen in the dialogue below:

1. ((the class starts in a computer lab, where the teacher is preparing the material and list for the class))
2. Teacher : Assala::mualaikum Warahmatulla::hi Wabara::katu::h?
3. Students : Wa::'ala::ikusalam↑ wa::rahma::tulla↑hi wabara::katuh↓
4. T : i::ya↑, ↓okay
5. T : ↓Uh::m,(.)We >are< going to ↓start
6. S : (the GAC)
7. T : the GAC, zero-zero two.
8. T : ↑Now, would you please, a:: turn of the game?
9. S : °no::°
10. T : >turn of< the game:, ↓first

From the dialogue of the classroom interaction above, the class was started by greetings of Moslem. Greeting in line 2 & 3 were the first greetings made in the classroom interaction. Line 5 & 6 were part of introduction, where it

functioned to identify and recognize the lesson. The third adjacency pair functioned as the introduction of the first topic that led to other topics.

From line 5-7, the teacher and the students recognized that they were going to start the GAC program. The teacher asked the students and neededparticipation from the students. This beginning of the classroom activity focused to get the attention from the students, so that the process of identification-recognition was to get the attention for all the member of the class for the lesson. It was stated in the next practices of turns that the teacher had difficulty to get the student's attention, so that she used an instruction which became the first topic of conversation in the classroom. Line 8 - 9 showed how the initiation topic to turn off the computer became something significant because of the teacher's effort to present the material or classroom activities. At the end, the focus of topic in classroom interaction was the activities of practicing the language in various ways.

e. Repair Organization

Dealing with English interaction, repair occurred from self-initiation and other-initiation. In pedagogical repair, the repair structures were acknowledged as:

1) The awareness of the location of trouble source in speaking

2) Other comprising both teachers and peers

3) various repair strategies by pedagogical context

From the data of classroom interaction, it showed that in part of conversation structure; there wasa correction upon the mistake or error of the language used. The repair practices had a structure, as resulted into: knowing the trouble-source and doing repairs. Repairs could be a self-repair or other-repairs. For the detail description, it was shown from the data below:

1. T : and then let me be know, let me know if (.) a:: anybody speak another language.

In the data above, there was an awareness of recognition to trouble-source as seen in the way teacher clarified the sentences. The trouble source on the data referred to the utterance of "let me be know" and the correction she made was by changing it into "let me know". She was aware that the problem occurring in the use of the verbs she chose, and she revised it through a repetition.

1. T : you <u>can</u> use the <u>internet</u> only: fo::r searchi::ng, an::d a:: >finding more< the fa::ct, but no <u>game</u>. I'm going to make sure **with the::, <u>you</u> open-opening the:: <u>web</u> related to the topic.** °No game-no game-no game°.
2. (0.7)
3. T : <where's your seat?
4. Sag : ↓there, ((pointing the chair behind him))

The above data showed how the self-initiated-self repair occurred in line 1, where the teacher agreed and was aware to the mistake she made to the continuity of the sentence. The speaker would see the existence of repair initiation and repair outcomes. Repair initiation was where the speaker signaling to the

trouble-source, such as on the repetition of “the” in “..with the::,” (which stimulated to the acknowledgement of repair initiation) and in “… opening the:: web ..” (as the repair outcome). From the repair reflected by the teacher, it was inferred that there was a process of repair segment between repair initiation and repair outcome, which was an extension space from repair initiation to repair completion. This self-repair by the teacher came in the process of analyzing the conversation and utterance from the speakers.

Another example of repair was seen in the data below. The teacher made two repairs, the first on the mistake of sentence-context error, and the rest was on the double auxiliary verb.

1. T : <I'm going to:: let you↓> accompa↑ny one↑ by one, and then I will,-I'm going to: give you >(the list.)< and then you let me know, or you write it down on >my paper<.
2. S : ↑I'M already [>this one<] do the first draft.

The use of sentence of “I’m going to:: let you” was not relevant to the next phrase of“accompany one by one”. There was an omission in the middle of those two phrases. The data showed that the teacher changed the context or the meaning of the utterance. There was a process of word selection, when the teacher tried to find the right words referring to her saying. Repairing the mistake in the word implied the recognition of the mistake by the speaker and had process of repair initiation. The last is to find other words/phrases in the completion of the sentence.

2. The instructional practices occurring in the interaction

The repair strategies occurred when it had context dependent, such as in the form-focused or meaning-focused. In the form-focused, the context of the trouble source occurred in the form of language. This repair was perceived as the existence of a feedback procedure where the teacher initiated the repair but gave the completion to the students.

In the meaning-focused, it drew the context of what was being communicated or the meaning of the language rather than in the form and accuracy. It focused and prioritized to the efficiency of communication. From the classroom interaction, the analysis of instructional practices was shown as follows:

a. Form-focused & meaning-focused repair

1. T : yak(.hh) the test is like this. (.) halo::::? ya::, <the test is>>like this.< ((seeing the note she holds))
2. T : <I'm going to:: let you↓> accompa↑ny one↑ by one, and then I will,-I'm going to: give you >(the list.)<and then you let me know, or you write it down on >my paper<.
3. S : ↑I'M already [>this one<] do the first draft.
4. T : (.)NO. >let me know< the topic first. and then↑, when >you're waiting< for your turn↓ to: let me know↓ your topic, I'm going to give you this one↑, the student manual, I think >this's< the ↑best time for you↓, to explore ↑this.

In the transcript of English classroom interaction, it wasidentified that the teacher had a self-repair on both of form-focused and meaning-focused.

From the case of form-focused, the speaker acknowledged the existence of trouble source in the use of modal (line 2) and also the meaning-focused, where the speaker changed the completion of its utterance like when she's saying "I'm going to let you - accompany one by one". This utterance was not really relevant for its completion, but the need of the supposed meaning occurred when she continued with that particular completion. It means that “she would accompany one by one”was referred to an additional information that she let the students doing that.

The lack in part of the sequence, the student seemed having a trouble source (line 3).However, there was no repair given by other such as from the teacher or other participants. The researcher observed that the instructional practices on the use of feedback did not occur both directly and indirectly in the class interaction, such as stated from several data given in the discussion.

b. Delegated repair

Another example of the pedagogical repair was identified in part of conversation below:

1.	T	: ok, and the::n, next a::: and this ONE. >when you use structure in (>eventually<) the same< and too many word::s and printed all the same or too: close to the original. Remember the basic a:::<theory or the basic principle of paraphrasing, >it has to< be shor↓ter or longer?
2.	Ss	: [shorter].
3.	T	: shorter, right? >but you need is to need< allmost the same, so:: please:: notice that next time,(.) a: make sure that we:: shorter,

and then next also the short in cited incorrectly. >What's the meaning< of CITED?

4. Sp : a: [cited means di] ditempatkan?
5. T : di?
6. Sp : ditempatkan?
7. T : diku? [di.}
8. T : dikutip. [kutip], (ya::)

The data above showed there was a *delegated repair*, where the feedback given was by letting other participants into the form completion of a word-meaning after providing an initiation. The teacher started the initiation in line 4 & 5. The trouble source occurred in line 6, when Pandu had the wrong answer and teacher tried to repeat the trouble source and gave the student back to correct it (line 7). It was followed by the overlapsfrom the students in the answer. The teacher tried to initiate the learner to have repair.

c. The recognition of a trouble source

Another case of student's self-initiated repair is from the data taken from the student's presentation below.It portrayed that there was an occurrence of trouble source, so that the presenter made a self-repair, by repetition of the phrase and revised in the correct form as in saying 'have no money'.

1. P1 : >↓it's not very< ↑expensive, you know. the:: one of(.) the:: price of, air conditioner is a: like(.) one, one million? Yeah five.<five million rupiahs. >It's (not) very expensive< fo::r. a:: poor people, but not(.) poor people have a:: ((twisting his fingers and moving it up))°↓**haven't money°,**
2. Ss : hh hh hh
3. P1 : °↓**have no money°**

4. P1 : ((smiling)) and then(.) the-second is, using a:: much electricity. The front a:: air-air conditioner using a:: six hundred watt. until<seven,seve::n-sev-seve::n, seven hundred watts. It's so:: (.) pretty- much energy, and then, (>sapumaken<) because (.) a:: we <u>are</u>(.) cannot repairing the::, the air condtioner, or we have to:: a:: >hire< a:: service.

Too see the example above, the researcher agreed that the instructional practices in the process of teaching and learning conversation is exactly needed to keep the understanding and influences to the process of reaching fluency of English speaker. Through the conversation analysis, there were several practices that the students and teacher could use to acknowledge the trouble source and also to conduct some repairs. For instance was when the teacher had a self-initiated repair and also in the way of initiating other to let repair, by delegation of repair, and even by how the students managed their own repair when they acknowledged the occurrence of trouble source.

d. Practicing the correct response through sequencing

The existence of the conversation structure in the class' interaction showed more strategies to conduct or teach conversation. The choice of the design of the task in the language classroom must be similar in the use of conversation in a naturally occurring talk such as shown from the data below:

1. Snia : what do you mean by creating skin dry?
2. P1 : °kulitnya kering°,
3. Ss : hh hh hhh
4. P1 : kulitnya kering,
5. Ss : hhahahah haha

6.	P1	: it's a:: even like we are, is a need a:: air conditioner where upto limit [the minimum]..
7.	Sni	: the minimum make the dry air?
8.	P1	: **ya, a:: it's the process from air dry.**
9.	Sni	: **hah?**
10.	Ss	: hhhhahh hhhh hh
11.	P1	: okay, anyone? ((students are mumbling)) Mr.aan? **a question?**
12.	T	: no, actually it's enough
13.	P1	: hah?
14.	T	: nope
15.	P1	: >once again if there is anyone want to ask my presentation ?< no one? [nope] **okay, this is all the presentation about air conditioner,if you like,(.) give applause,**
16.	Ss	: hhhh hhh hhh hh
17.	p1	: ((closing face with hands, ashamed)) (0.6) okay, thengsforyesen (thanks for your attention), wassalamu'alaikum waarahmatullahi wabara::katu
18.	Ss	: ((applausing))

From the data taken above, there were several errors in the form and also meaning. The sequence in line 12 & 13 showed that the speaker did not successfully deliver the understanding in the conversation, so that it left the recipient to the un-satisfaction of the answer. Another case also occurred in line 19, where the student as presenter was not quite smoothly close the presentation with an ending.It created the unusual methods of ending which was acknowledged by the whole member of the class. His closing by saying, ‘give applause’ was not an appropriate ways to close a presentation, so that this naturally occurring talk in the presentation provided the options to the ways of the task design.

The data above has shown that the practices on the use of sequencing were pretty important to prevent some mis-communication and trouble in speaking. The development of the task was needed in terms of sequence practices as one of the example from this data taken. The task design also influenced the student's practices on the use of opening and closing, so that there are possibilities to have more understanding to the appropriate ways in ending the conversation. This point was discussed in the system of overall structure in conversation analysis.

Beside the use of sequence practices, it is important to consider the planning of the task, such as whether it will be in an unplanned and open task. The data taken in this research were in the form of the natural occurring data. It showed how the language was used by the students at school and in their daily life. From this analysis, the choice of the task influenced the production of the language and reflected to the closest use in everyday life. From this point of views, it recommended the use of un-planned or open task to keep the students practicing the language naturally and reflected as in ordinary situation.

3. The influences of conversation structure and instructional practices to the teaching & learning in the English Class

From the data of the English class interaction, the research found that the use of conversation in the class interaction was not really effective in teaching and learning process. The data showed that the sequences of the conversation were not effectively responded and the silence occurred in most of the sequences identified in the process of interaction. From 49 data of sequences in the conversation, there

were only 4 sequences that fulfilling the role of an overall continued conversation, in which there were response that leading to another initiation of the topic's discussions. The data were divided into several contexts which showed how the class' participation categorized as the predictable interaction, unpredictable interaction, and new interaction. The data were almost all in the same forms of unpredictable interaction context where silence happened in the process of interaction. There was a missing discourse in most of the conversation sequences, in which there were no initiation's response to show that the interaction kept going and relevant. The data were shown by most of the sequences that ended in the teacher's domination in the class interaction. The students did not really engage in the topic of discussion, somehow they ended in the short final response, such as short answers where the conversation between students and teachers were in the sense that each speaking turns from the teacher followed by the an individual answer. Most of the data were in the form of confirmation, where they portrayed that the conversation did not have topic's continuity or active interaction. Most of the data were analyzed in the form of predictable interaction where the analysis using the Turn Constructional Unit to identify the Adjacency Pair of each sequence. From TCU, it showed that most of the sequences did not have Second Pair Part, where it is necessary in the conversation to keep the interaction going on.

a. The use of unfinished TCU to engage in the conversation

From the data of the conversation analysis, the use of unfinished TCU (Turn Construction Units) kept the student's engagement in the interaction and

provided chances for othersto involve in the conversation It is shown from the data below:

1. T : ok, and the::n, next a::: and this ONE. >when you use structure in (>eventually<) the same< and too many word::s and printed all the same or too: close to the original. Remember the basic a:::<theory or the basic principle of paraphrasing, >it has to< be shor↓ter or longer?
2. Ss : [shorter].
3. T : shorter, right? >but you need is to need< allmost the same, so:: please:: notice that next time,(.) a: make sure that we:: shorter, and then next also the short in cited incorrectly. >What's the meaning< of CITED?
4. Sp : [a:]
5. T : cited means di?
6. Sp : [ditempatkan?]
7. T : di?
8. Sp : ditempatkan?
9. T : diku?
10. Sirv : [di.}
11. T : dikutip.
12. Sirv : [kutip],
13. T : (ya::)

It showed that the strategy the teacher used to involve the students in the conversation was shown from the unfinished TCUs, which stimulated the students to participate and to continue the discussion with their interactions. However, there was no continuity from the students to have another initiation of response that lead into another discussion. It was in the form of confirmation that attracted the students to response the teacher's utterance. This datum was supported by another data as following:

1. Sl : (↓we make only the main point for the draft at home and the topic today?)
2. T : Yak, that's okay. I JUST NEED a topic today.

3. Sn : just need the topic, right?
4. T : need the topic.
5. Sn : so, you don't need,
6. T : right
7. Sn : you don't need a:: [right] write you:r writing, [not] °right°?
8. T : not yet-not yet. ((to the whole class)) ↑SO THE TOPIC a:: [taa::] HALLO::? A:: (>that wanna talk today<), let(.)>Let me be< know your topic and then explore more in tha-internet-<the internet and °>write it here.<° ya::?
9. Sai : (we write it down here?)
10. T : ya, I'm going to take ↓the list °first°.

From the sequence above, it showed that the student's responses were only in the form of confirmation, and just to get the correct information from the teacher. This sequence was not really successfully delivered because the students needed more times to understand what the teacher saying as shown by the repeated confirmation in line 1, 3, 5, and 7. This part of questions let the teacher to have another explanation and it showed how the topic is dominated by the teacher.

Another ways of the student's response in the class interaction were in silence and gestures. The responses the students made showed that there was still no topic initiation from the students to continue the conversation, such as showed below:

1. T : Aksha::?
2. (0.17)
3. T : okey, ↓do u want to question (.) the::y ↑don't have?
4. S : ha?
5. T : Dani::. ↓what do u want to say?
6. (0.12)
7. T : yak..uh:::m. as I've told you before:: the target toda::y is, <to know your topic>.

The sequence above showed that silence became the response made by the students and the teacher dominates the communication since there was no other initiation from the students. There were possible completion points that could be used to answer the teacher's questions since the teacher provides the time to answer and talk into another topic of their discussion as showed by the time given in line 2 and 6. The less response was also shown in another data by the missing of discourse, such as in the use of initiation, response, and feedback in the previous data.

b. The use of I-R-F to engage in a conversation

There were ways that promote the engagement of the participants by giving a I-R-F (Initiation-Response-Feedback) strategy. However, the datum showed that the teacher's initiation to provide the feedback which could lead the students to have another topic initiation did not occur, as following:

1.	T	: and then so, WHEN will you give me the first draft, remember toda::y?
2.	Ss	: °yes° [(°next week?°)]
3.	T	: ↓next meeting, exactly. Friday, (next meeting.) Good.
4.	S	: miss-miss-miss?
5.	T	: ↑yes?
6.	Sli	: so::, we have to make::, a:: like(.) dra:::ft?
7.	T	: >°the main point°< ↑so(.)
8.	Sli	: >↓I only need to< make the main point?
9.	T	: the main point.
10.	Sli	: (↓we make only the main point for the draft at home and the topic today?)
11.	T	: Yak, that's okay. I JUST NEED a topic today.
12.	Sn	: just need the topic, right?
13.	T	: need the topic.
14.	Sn	: so, you don't need,
15.	T	: right
16.	Sn	:you don't need a:: [right] write you:r writing, [not] °right°?
17.	T	: not yet-not yet.

From the data shown above, we acknowledged that the existence of initiation-response-feedback had significant role to the involvement of the students in conversation. The existence of initiation let the students to propose an idea or response, while the response given in a feedback tends to encourage the students to participate more in the interactions. Not only the management of participant also occurred, but there was a design of the turn as similar as the idea of adjacency pair in sequence. There was a relevance or dependency from one turn to another turn, so that the engagement of this interaction was from identities such as from the discourse, the situation, or natural identities.

c. The overlapping speech as an engagement of a conversation

The responses the students made were not really effective because it showed that the conversation tended to be crowded when there was overlapping of the utterances. This overlapping of utterances influenced the management of the participation and influenced the initiation of topic by the participants.

From the data of the research, it was found that there were engagements in the conversation when there was a structure of discourse such as in the type-specific sequences. In type-specific sequence, the students tend to be the answerer or the complainer, as seen from the data below. The student had a tendency that they responded as a way to answer the teacher's situation like the need to get the

answer from questions. Even the overlapping of the speech occurred when the responses from most of the students appeared in the same time.

1. T : >As I<told you before, a::nd °perhaps° we already ↓know (.)>all of us<, a:: We must already got the date for <our>pla:n,
2. Al : [A:: >ohh:: rite::<]
3. T : Friday, (>you've got topic<) that >you're< copy?
4. Ai : [topi:::c] ((raising her hands))
5. T : all the topic, I >immediately need<) your name, [topi::c]
6. Ss : me, me, me [kalo aku][kalo aku] mau tanya [revolution][aku] ini gimana?
7. Sp : Pandu war-in-revolution
8. T : a:: iya.
9. Sirv : [jeng-jeng-jeng-jeng] [perpel]
10. T : ok, here's like this, a:: .hhh [tnang-tnang],

The engagement of participant was possible to occur in the situation among the speakers such as reflected in the interaction between student and teacher, or among the students and students. This part of conversation influenced the ability of the speakers to get involved and engage to the conversation.

d. Sequences that block and hamper one's participation.

Otherwise, there were cases that did not really involve the speakers in a conversation; nevertheless it blocked the occurrence of such participations as shown in the existence of counter-question and ignorance of the topic chosen. The question from the teacher below showed that in some sequence, there was possibility to block the student's participation in the interaction:

8. T : Aksha::?
9. (0.17)
10. T : okey, ↓do u want to question (.) the::y ↑don't have?
11. S : ha?

12. T : Dani::. ↓what do u want to say?
13. (0.12)
14. T : yak..uh:::m. as I've told you before:: the target toda::y is, <to know your topic>.

The question from the teacher in line 5 was not responded by the students, they did not really involve in the interaction even after the questions are delivered by the teacher. It showed how a counter-question will block the participation to the interaction.

B. Findings

The research findings from the analysis need to be developed in the real life implementation. The research found three major categories:

1. The structure of conversation in the GAC class in SMA Internasional Budi Mulia Dua was influencedby the existence of turn taking, sequencing, overall structuring, and repairing. This structure of conversation was related and relevant to each other to build a complete conversation.

    a. There were 49 Turn takings as mentioned in the sequences of the interaction that became the data in this research. Turn taking as the basic building block of conversation became the basic unit and the smallest detail in the conversation through the existence of turn constructional unit (TCU) in all Possible completion point (PCP).

b. From the 49 turn takings, it consists of the Turn allocation that led the need of turn allocation. It was a system to know the turn to take in a conversation. However, not all the turn allocation was used by the participants because there were several sequences that did not use the turn allocation effectively by having more initiation or responses. Some were silences and replied in gestures.

c. The Sequencing analysis did not show that there was an active response from the participants toward the class interaction since most of the conversation is starting from the teacher and the students tend to have passive responses that did not have another topic for the next speaker. It was used to know when to start talking and when to stop talking which developed the structure into the broader ways. In this process, the participants processed the data of the turn taking as information and developed that as an initiation to produce response or to expand the conversation. In the process of sequencing, the information about adjacency pair and also preference became the basic idea of initiating conversation. Whereas the next process of sequencing was influenced by the response of other participants.

d. The data of sequences were still in the separated sequences and did not have an overall structuring organization that completed a conversation and portrayed a conversation as a whole of communication as reflected

into the outer area of the structure. The data were in the form of questions and answer which the initiation comes from the teacher, and the insufficient feedback given to the students. The conversation between the teacher and the student was more in the form of confirmation from the students and explanation from the teacher. A conversation worked as a whole and covered all the aspects from the basic building of turn taking and sequencing. To infer whether a conversation was understandable and effectivewas reflected when the overall structure had shown the understanding such as in the existence of opening & closing. This structure of conversation was also affected by the existence of repair where this repair influenced the process of interaction.

e. Repair practices functioned to acknowledge the occurrence of trouble source and created a correction during the conversation. In conclusion, the existence of information about conversation structure such as in knowing the repair structure initiated the teacher or language learners to know the form of ‘trouble source’ and its ‘solution’. The teacher needs to decide on what ways to provide immediate repair and how to work on repair if there are multiple turns. Moreover, when the trouble source camefrom the meaning, this knowledge of repair structure helpsfor

creating an appropriate corrective feedback that is going to be delivered. It also influences the process of communicative language teaching.

2. The instructional practices from the analysis of conversation showed the less existence of repair and corrective feedback given both from teacher and students.

   a. The focus of the corrective feedback is in the form context and the meaning context. The practices in acknowledging the trouble-source at the end resulted the participants to be able in doing self-repair. However, the class participation did not have this self-correction and sufficient feedback from the teacher.

   b. The second findings from the conversation structure created a possibility for the teacher or English instructor to design specific cases for conversation such as in the sequencing aspect for the tasks, the type of the tasks whether it was unplanned or open tasks. It was identified that the need to involve the participants in interaction is when there was promotion to the negotiation of meaning, such as for the practices in sequence organization and overall structure organization.

3. The last finding of this research is that the structure of conversation showed that the conversation in the English classroom in SMA International Budi Mulia Dua was not really effective since the lack of topic initiation and the

responses from the students. Unless, it resulted to the teacher's domination, since the data showed that the student response were only in the form of question for confirmation and gestures rather than to the topic development and conversation's management. There was also less feedback given from the teacher that promotedthe participation of the speakers.

a. In pedagogical advantages, it has less use of acknowledging repairs and made some corrective feedbacks, it shows as following:

   1) The students as the participants had less practice in the understanding of trouble source.

   2) The students had less practice in having self-initiated repair and other-initiated repair.

b. In the management of participation in conversation.

   1) The use of unfinished turn constructional unit (TCU) did not stimulate other participation by the completion of TCU andthe raise of more questions, so that there was less topic initiation coming from the students.

   2) The engagement of interaction had less teacher's response in the occurrence of I-R-F or Initiation-Response-Feedback and the students' response was only in the form of answering questions.

3) It had less practices of topic initiation so that some of the conversation blocked such participants through the existence of counter-question or the ignorance of such topic or idea.

CHAPTER V
CONCLUSION & SUGGESTION

A. Conclusion

In conclusion, this research has found that there is a process of learning that needs to be developed in a classroom interaction, especially in the conversation as one of the implications from a communicative competence. This research has given several findings, they are:

1. There are 49 sequences to be analyzed from the data. There are turn-taking organization, sequence organization, structural organization, and repair organization found in the class' conversation in SMA Budi Mulia Dua Yogyakarta. The turn taking organization was identified in the sequences of teacher and students and categorized in compound Turn Constructional Unit, unfinished Turn Constructional Unit, Multi-unit Turn Constructional Unit.

   The turn-taking organization was developed in the turn allocation as the form of current-select-next and the form of next-speaker-self selection. The sequences organization was found in the form of adjacency pair, preferences, type-specific sequences. The adjacency pair was found in the three forms of adjacency pair called as pre-expansions, insert-expansion, and post-expansion. The preference in sequences was found in the form of the regularity of occurrences and the unmarked turn-shape. The type-specific sequences was

identified and categorized as agreement and disagreement, announcement, offer, request, and response tokens. The research also found the structural organization and repair organization from the data of sequences.

2. The second finding from the research found there were less instructional practices from the analysis of conversation. The instructional practices were shown from the existence of sequences that showed repair and corrective feedback given both from teacher and students as participants. However, the feedback given in the conversation is less and the initiation of the topic in response was not various or it did not appear in every sequence. The instructional practices occurred in the interaction were in the form-focused and meaning-focused repair, delegated repair, the recognition of trouble source, and the corrective responses.

3. The last finding of this research is that the structure of conversation occurred and influenced the speaking practices. However, the research resulted that there was no effective communication from the data, since most of the data were in the form of confirmation started from the teacher's initiation. The students did not manage an effective conversation since they did not really have new initiation for the topic, so that it showed the teacher's domination in the conversation. However, the teacher did not really have the various choices for the corrective feedback, the designing of tasks and activities, and the of participants in classroom's interaction. To engage in the conversation, there are

uses of unfinished TCU, I-R-F (Initiation-response-feedback), and the overlapping speech. While the sequences that block and hamper one's participation is through the direct questions given.

B. Implications

This research has several contributions to the development of the research in English language development and classroom teaching and learning process, as following:

1. They give information regarding the operations of turn-taking system in interactions and help the process of conversations, which the English teacher might not really notice before.

2. They help the EFL teachers to reach awareness and understanding of oral language, which further triggers them to use it in teaching English language, especially in conversation and speaking skill.

3. They give more knowledge of understanding for interactional competence in more specific and systematic way.

4. They influence the use of instructional practices in the classroom and tutorial settings.

C. Suggestion

In conducting the research of conversational analysis in Budi Mulia Dua International School, the researcher found some difficulties and lacks in several factors.

1. For teachers & language instructors

   a. They need to figure out the instructional practices to teach speaking / conversation in a language classroom and aware of the implication to the students

   b. They need to provide attractive materials and tasks for motivating the students' interaction in speaking, so that it will lead to the student's initiation on the topic discussion.

2. For students & language learners

   a. They need to be aware of the process of interaction and the system of conversation to practice in the language classroom.

   b. They need to be more active and having more initiations to speak in English conversation by learning how to initiate the topic.

3. For other researchers

a. They must be braver and more challenged to have more research in conversation and discourse analysis, especially in English classroom and other talks since the lack of references relating to this research topic.

b. They need to be aware and careful in choosing the media for recording the classroom interaction in the process of collecting the data since the need of natural occurring talks in conversation analysis.

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Appendix 1. List of Conversation Structure

No	Categorization		Sequences of Conversation	Classroom functions
1	a. Turn-taking organization		T : ↓Uh::m,(.)We >are< going to ↓start S : (the GAC) T : the GAC, zero-zero two. T : ↑Now, would you please, a:: turn of the game? S : °no::° T : >turn of< the game:, ↓first T : ok, and ↑then, a:: we're going to::, say ↓basmallah before we start,(.)do. Ss : Bismi::lla↑::hirrohma↑::nirrohi↓::m,	a. Prompting, The teacher said that the class is started. She checked whether the students understands and are ready to start the class. (line 1 – 3) b. Instructing, The teacher asks the students to be ready to learn in the class, so that she asked the students. (line 4, 6, and 7)
2		**Compound TCU**	Pandu : so, right now, we °just°, T : we just (work) in book and then, a:: let me be know the topi::c, and then search mo::re,(.) anything related to the topic.	a. Eliciting, Pandu needs more information from the teacher, so that he asks about that in unfinished ways, and the teacher continued that by providing the information. b. explaining, the teacher functions to explain the tasks again in more details and specific ways.
3		**Unfinished TCU**	S : miss-miss-miss? T : ↑yes? SL : so::, we have to make::, a:: like(.) dra:::ft? T : >°the main point°< ↑so(.) SL : >↓I only need to< make the main point? T : the main point. SL : (↓we make only the main point for the draft at home and the topic today?) T : Yak, that's okay. I JUST NEED a topic today. SN : just need the topic, right? T : need the topic. SN : so, you don't need, T : right SN : you don't need a:: [right] write you:r writing, [not]	a. conveying, the students asks the concept of the task, so that she functions to convey the assignments given by the teacher. (line 3, 5, 7, 9, 11, and 13). b. explaining, the teacher answers the students by explain the tasks. It means that the teacher functions to give understanding by more detail explanations about the tasks. (line 14) c. eliciting, the teacher needs to know about the topics of the students, so that she needs to make a list for that (line 15)

No	Categorization		Sequences of Conversation	Classroom functions
			°right°? T : not yet-not yet. ((to the whole class)) ↑SO THE TOPIC a:: [taa::] HALLO::? A:: (>that wanna talk today<), let(.)>Let me be< know your topic and then explore more in tha-internet-<the internet and °>write it here.<° ya::? SAi : (we write it down here?) T : ya, I'm going to take ↓the list °first°.	
4		**Multi-unit TCU**	T : <I'm going to:: let you↓> accompa↑ny one by one, and then I will,-I'm going to: give you >(the list.)< and then you let me know. or you write it down on >my 5paper<. S : ↑I'M already [>this one<] do the first draft. (.) T : NO. >let me know< the topic first. S : [aah hh hh] T : (.) and then, when >you're waiting< for your ↓turn to: let me know your topic, I'm going to give you this ↑one, the student manual, I think >this's< the ↑best time for you, to explore this.	
5	**Turn Allocation**	**The form of current-select-next**	S : miss-miss-miss? T : ↑yes? SL :so::, we have to make::, a:: like(.) dra:::ft? T : >°the main point°< ↑so(.) SL : >↓I only need to< make the main point? T : the main point. SL : (↓we make only the main point for the draft at home and the topic today?) T : Yak, that's okay. I JUST NEED a topic today. SN : just need the topic, right? T : need the topic.	

No	Categorization		Sequences of Conversation	Classroom functions
			SN : so, you don't need, T : right SN : you don't need a:: [right] write you:r writing, [not] °right°? T : not yet-not yet. ((to the whole class)) ↑SO THE TOPIC a:: [taa::] HALLO::? A:: (>that wanna talk today<), let(.)>Let me be< know your topic and then explore more in tha-internet-<the internet and °>write it here.<° ya::? Sai : (we write it down here?) T : ya, I'm going to take ↓the list °first°.	
6		**The form of next-speaker-self selection**	T : you <u>can</u> use the <u>internet</u> only: fo::r searchi::ng, an::d a:: >finding more< the fa::ct, but no <u>game</u>. I'm going to make sure whethe(r)::, <u>you</u> open-only:: the:: <u>web</u> related to the topic. °No game-no game-no game°. (0.7) T : <where's your seat? Sag : (°there°) ((pointing the chair behind him)) T : (°go there.°)	a. instructing, the teacher's utterance functions to asks the students to not playing the computer's game (line 1). The teacher also use the utterance to asks the students to get back to his seat (line 2) by asking him. b. explaining, the teacher's way to ask the students is through explaining the reasons why she did that.
7			T : <u>ac</u>tually we have already kno↓w, >how in a glance< about thi:s, on your manual boo:k. but >it is< <u>more</u> det↑ail, so >this is< the best <u>ti</u>me for (.) everybody to explore this book. = Ok↓, Jhendra, where's your shirt?) Sjen : ((pointing a chair accross him)) T : ok, °put it <u>on</u> now?°	a. instructing, the teacher asks the students to do the tasks in the manual book, while she also asks the students to get back to his chair, and asks to help her (line 1, 3,5). She has this instruction in some gestures also.

No	Categorization		Sequences of Conversation	Classroom functions
			Sjen : ((walking)) T : °yak.° Ok, ↑Jendra will (help) me↓, S : ahahah hhh hh T : ((passing the books to Jendra)) (0.4) T : yak and then(0.2) Dhea? ((giving the books to Dhea)) ((Jendra & dhea are passing the paper and the other doing all their activities))	
8			T : >As I< (.) told you before, a::nd °perhaps° we already ↓know(.)>all of ↑us<(.) a:: We must already got the date for <our pla:n,> Aisya : [A:: >ohh:: rite::<] T : Friday, (>who got topic<) that >you're< copy? Aisya : [topi::c]((several students raise their hands)) T : all the topic, I >immediately need< your name, Aisya : [topi::c] Ss : [↑me, ↑me, ↑me, ↑me Nia : miss [kalo aku] (.) [kalo aku] mau tanya [aku] ini gimana? Ss : [Me Pandu : [Pandu, >war-in-revolution<] [Pandu, war in revolution] T : a:: iya. Irvan : jeng-jeng-jeng-jeng] [perpel] (0.4) T : ok, here's like this, a:: hh hh .hhh [tnang-tnang], T : yak(.hh) the test is like this. (.) HALO::::? (.hh) ya::, <the: te:st is> >like this.< ((seeing the note she	a. Prompting, the teachers need to know whether the students remember about the date of their plan, so that she tells the students an idea for that and checking the students about the instructions. (line 1, 2) b. instructing, the teacher also have another instruction to the students seeing the class interaction (line 12), by telling and explain the way or the system of the instruction at the end of the sequence of conversation.

No	Categorization		Sequences of Conversation	Classroom functions
			holds)) T : <I'm going to:: let you↓> accompany one by one, and then I will,-I'm going to: give you >(the list.)< and then you let me know, or you write it down on >my paper<.	
9	**Sequences**	**Adjacency Pair**	Sai : miss? (°What's Ms;kestri doing here?°) T : Ms.Kestri's a:: trying to know more about °GAC.° Sai : °for?° °>she's here?< T : °ya::°	a. explaining, the teacher functions to explain the situation or condition that involves in the class. (line 2)
10			T : >As I< (.) told you before, a::nd °perhaps° we already ↓know(.)>all of ↑us<, a:: We must already got the date for <our pla:n,> Al : [A:: >ohh:: rite::<] T : Friday, (>who got topic<) that >you're< copy? Ai : [topi::c]((several students raise their hands)) T : all the topic, I >immediately need< your name, [topi::c] Ss : me, me, me [kalo aku][kalo aku] mau tanya [revolution][aku] ini gimana? Sp : Pandu war-in-revolution T : a:: iya.((continue))	
11		**Pre-Expansions of Adjacency Pair**	T : Friday, (>who got topic<) that >you're< copy? Ai : [topi::c]((several students raise their hands)) T : all the topic, I >immediately need< your name, [topi::c] Ss : me, me, me [kalo aku][kalo aku]	

No	Categorization		Sequences of Conversation	Classroom functions
			mau tanya [revolution][aku] ini gimana? Sp : Pandu war-in-revolution T : a:: iya. [jeng-jeng-jeng-jeng] [perpel]	
12		**Insert-expansions of Adjacency Pair**	T : Ok, EVERYONE:: a:: <↓do you think> tha::t a:: searchi::ng, the narrative in here::, is(.)-is it effective for you::, or we're:: uhm:: <we prefer <go:: to the summit,> and:: Ss : no! HE::RE:: [no] T : Oka::y. so::, if you choo::se here, uh::m probably:: I'll make sure:: that you open on::ly:: (>the thing related to °the essay°<) Ss : [OKA::Y] ( ) T : no game::, only do (for) [(Ndu,NO GAME)] five or four minute after thi::s, ya::? oka::y? S : ya-ya::.	a. Eliciting, the teacher needs to know the students reasons and ability, so that the teacher asks the student's opinion in moving the class into another room (line 1) b. Instructing, the teacher utterance functions to asks the students not to open the computer game anymore, so that she warns the students in line 3. c. Conveying, the teacher also asks the student's understanding so that she asks the students about their ability not to play the computer game (line 3).
13		**Post-Expansions of Adjacency Pair**	Teacher : Assala::mualaikum Warahmatulla::hi Wabara::katu::h? Students : Wa::'ala::ikusalam wa::rahma::tulla↑hi wabara::katuh T : i::ya, ↓okay	a. Prompting, the teacher greets the students as a way to get the student's attention and to check their readiness to begin the learning.
14		**Preferences**	T : >As I< (.) told you before, a::nd °perhaps° we already ↓know(.)>all of ↑us<, a:: We must already got the date for <our pla:n,> Ai : [A:: >ohh:: rite::<] T : Friday, (>who got topic<) that >you're< copy? Ai : [topi::c]((several students raise their	

No	Categorization		Sequences of Conversation	Classroom functions
			hands))	
15		**The regularity of occurrence.**	T : <I'm going to:: let you↓> accompa↑ny one↑ by one, and then I will,-I'm going to: give you >(the list.)< and then you let me know, or you write it down on >my paper<. S : ↑I'M already [>this one<] do the first draft. T : (.)NO. >let me know< the topic first. and then↑, when >you're waiting< for your turn↓ to: let me know↓ your topic, I'm going to give you this one↑, the student manual, I think >this's< the ↑best time for you↓, to explore ↑this.	a. Instructing, the teacher asks the students to do the activities (line 1)
16			1. Ss : me, me, me 2. T : °okay° (.hh) 3. Sai : aisya.(.)aisya::. 4. T : $AHA::$ 5. Sai : YAIY! aisya::, aisya:: 6. T : (.hh) >ok so,< I think it's better fo::(r) ME, to:: let you know, >or to< to let you do this by yourself. ya? 7. Sak : YES. ((T is giving the paper to the S))	a. Prompting, the students try to asks the teacher to be the first on the list (line 1) to check the teacher's permition. b. Instructing, the teacher also asks the students to do the task by another methods seeing the condition of interaction in a crowded area (line 6)
17			1. T : Oka::y. so::, if you choo::se here, uh::m probably:: I'll make sure:: that you open on::ly:: (>the thing	a. Instructing, the teacher asks the students to not open the computer's game, but to do

No	Categorization		Sequences of Conversation	Classroom functions
			related to °the essay°<) 2. Ss : [OKA::Y] ( ) 3. T : no game::, only do (for) [(Ndu,NO GAME)] five or four minute after thi::s, ya::? oka::y? 4. S : ya-ya::. 5. T : Pandu, you don't even listen to me. 6. Spnd : I LIKE HERE:: 7. Spnd : I'm a:: 8. T : what? 9. Spnd : <multi-task, hh hh >multi-task management< 10. S : WOO::::	the task only (line 1, 3, 5).
18		**Unmarked turn-shape**	1. Ss : me, me, me 2. T : °okay° (.hh) 3. Sai : aisya.(.)aisya::. 4. T : $AHA::$ 5. Sai : YAIY! aisya::, aisya::	a. Prompting, the students asks the teacher to put her on the list first, by prompting the idea to the teacher in line 1.
19	**Type-specific sequences**	**Agreement & Disagreement (Upgrade Agreeement)**	1. T : and then so, WHEN will you give me the first draft, remember toda::y? 2. Ss : °yes° [(°next week?°)] 3. T : ↓next meeting, exactly. Friday, (next meeting.) Good.	a. Prompting, the teacher check the students understanding about the instruction by asking the time of the due date of the task's submission. (line 1) and it is confirmed

No	Categorization		Sequences of Conversation	Classroom functions
				by the teacher in line 3.
20		**Agreement**	1. Ss : me, me, me 2. T : °okay° (.hh) 3. Sai : aisya.(.)aisya::. 4. T : $AHA::$ 5. Sai : YAIY! aisya::, aisya:: 6. T : (.hh) >ok so,< I think it's better fo::(r) ME, to:: let you know, >or to< to let you do this by yourself. ya? 7. Sak : YES. ((T is giving the paper to the S)) 8. ((students are writing and some others are working by themseleves))	a.
21		**Disagreement with silence / pauses**	1. T : <I'm going to:: let you↓> accompa↑ny one by one, and then I will,-I'm going to: give you >(the list.)< and then you let me know. or you write it down on >my paper<. 2. S : ↑I'M already [>this one<] do the first draft. 3. (.) 4. T : NO. >let me know< the topic first. 5. S : [aah hh hh] 6. T : (.) and then, when >you're waiting< for your ↓turn to: let	

No	Categorization		Sequences of Conversation	Classroom functions
			me know your topic, I'm going to give you this ↑one, the student manual, I think >this's< the ↑best time for you, to explore this.	
22		**Announcement**	1. T : >As I< (.) told you before, a::nd °perhaps° we already ↓know(.)>all of ↑us<, a:: We must already got the date for <our pla:n,> 2. Al : [A:: >ohh:: rite::<] 3. T : Friday, (>who got topic<) that >you're< copy?	
23			1. Sn : you don't need a:: [right] write you:r writing, [not] °right°? 2. T : not yet-not yet. ((to the whole class)) ↑SO THE TOPIC a:: [taa::] HALLO::? A:: (>that wanna talk today<), let(.)>Let me be< know your topic and then explore more in tha-internet-<the internet and °>write it here.<° ya::? 3. Sai :(we write it down here?) 4. T : ya, I'm going to take ↓the list °first°.	
24		**Offer**	1. T :Ok, EVERYONE:: a:: <↓do you think> tha::t a:: searchi::ng, the narrative in here::, is(.)-is it effective for you::, or we're:: uhm::	

No	Categorization		Sequences of Conversation	Classroom functions
			<we prefer <go:: to the summit,> and:: 2. Ss :no! HE::RE:: [no] 3. T :Oka::y. so::, if you choo::se here, uh::m probably:: I'll make sure:: that you open on::ly:: (>the thing related to °the essay°<)	
25		**Request**	1. T : you can use the internet only: fo::r searchi::ng, an::d a:: >finding more< the fa::ct, but no game. I'm going to make sure with the::, you open-opening the:: web related to the topic. °No game-no game-no game°. 2. (0.7) 3. T : <where's your seat? 4. Sag : ↓there, ((pointing the chair behind him)) 5. T : (°go there.°) 6. (0.6) 7. Spn : so, right now, we °just°, T : we just (work) in book and then, a:: let me be know the topi::c, and then search mo::re,(.) anything related to the topic.	
26			1. T : ↑Now, would you please, a:: turn off the game? 2. S : °no::°	

No	Categorization		Sequences of Conversation	Classroom functions
			3. T : >turn off< the game:, ↓first	
27		**Response Tokens**	1. Sl : (↓we make only the main point for the draft at home and the topic today?) 2. T : Yak, that's okay. I JUST NEED a topic today. 3. Sn : just need the topic, right? 4. T : need the topic. 5. Sn : so, you don't need, 6. T : right 7. Sn : you don't need a:: [right] write you:r writing, [not] °right°? 8. T : not yet-not yet. ((to the whole class)) ↑SO THE TOPIC a:: [taa::] HALLO::? A:: (>that wanna talk today<), let(.)>Let me be< know your topic and then explore more in tha-internet-<the internet and °>write it here.<° ya::? 9. Sai : (we write it down here?) 10. T : ya, I'm going to take ↓the list °first°.	
28			1. T : ok, now, do you have the word that a:: a fact to the-in paraphra::se? what is for number one, that can be used? 2. S : number? 3. T : a:: acceptable in paraphrase? 4. Sn : magma. [magna] vol[volca] canoe [noe] ((Ss are mumbling mentioning the words)). 5. T : so, there's a word that- <cannot be? 6. Ss : changed. 7. T : ↑cha::nged. Ok, you know, a:: try to paraphrase about volcanoe	

No	Categorization		Sequences of Conversation	Classroom functions
			8. Sp : Ohh:: EM:: GEE:: ((Oh My God)) 9. Ss : huh...huh..	
29			1. T : Ok, EVERYONE:: a:: <↓do you think> tha::t a:: searchi::ng, the narrative in here::, is-is it effective for you::, or we're:: uhm:: <we prefer <go to the summit,> and::((means moving class to Summit room)) 2. Ss : no! HE::RE:: [no] 3. T : so, if you choose here, uh::m probably:: I'll make sure:: that you open on::ly:: (>the thing related to °the essay°<) [OKA::Y] ( ) no game::, only do (for) [(Ndu,NO GAME)] five or four minute after thi::s, ya::? oka::y? S : ya-ya::.	
30	**Overall structure organization**		1. ((the class starts in a computer lab, where the teacher is preparing the material and list for the class)) 2. Teacher : Assala::mualaikum Warahmatulla::hi Wabara::katu::h? 3. Students : Wa::'ala::ikusalam↑ wa::rahma::tulla↑hi wabara::katuh↓ 4. T : i::ya↑, ↓okay 5. T : ↓Uh::m,(.)We >are< going to ↓start 6. S : (the GAC) 7. T : the GAC, zero-zero two.	

No	Categorization		Sequences of Conversation	Classroom functions
			8. T : ↑Now, would you please, a:: turn of the game? 9. S : °no::° 10. T : >turn of< the game:, ↓first	
31	**Repair Organization**		T : and then let me be know, let me know if (.) a:: anybody speak another language.	
32			1. T : you <u>can</u> use the <u>internet</u> only: fo::r searchi::ng, an::d a:: >finding more< the fa::ct, but no <u>game</u>. I'm going to make sure **with the::, <u>you</u> open-opening the:: <u>web</u> related to the topic.** °No game-no game-no game°. 2. (0.7) 3. T : <where's your seat? 4. Sag : ↓there, ((pointing the chair behind him))	
33			1. T : <I'm going to:: <u>let</u> you↓> accompa↑ny one↑ by one, and then I will,-I'm going to: <u>g</u>ive you >(the list.)< and then <u>you</u> let me <u>kno</u>w, or you write it down on >my paper<. 2. S : ↑<u>I'M</u> already [>this one<] <u>do</u> the first draft.	

Appendix 2. The instructional practices occurring in the interaction

Code	Categorization			Conversation
1	**Form-focused & meaning-focused repair**			1. T : yak(.hh) the test is like this. (.) halo::::? ya::, <the test is> >like this.< ((seeing the note she holds)) 2. T : <I'm going to:: let you↓> accompa↑ny one↑ by one, and then I will,-I'm going to: give you >(the list.)< and then you let me know, or you write it down on >my paper<. 3. S : ↑I'M already [>this one<] do the first draft. 4. T : (.)NO. >let me know< the topic first. and then↑, when >you're waiting< for your turn↓ to: let me know↓ your topic, I'm going to give you this one↑, the student manual, I think >this's< the ↑best time for you↓, to explore ↑this.
2	**Delegated repair**			1. T : ok, and the::n, next a::: and this ONE. >when you use structure in (>eventually<) the same< and too many word::s and printed all the same or too: close to the original. Remember the basic a::: <theory or the basic principle of paraphrasing, >it has to< be shor↓ter or longer? 2. Ss : [shorter]. 3. T : shorter, right? >but you need is to need< allmost the same, so:: please:: notice that next time,(.) a: make sure that we:: shorter, and then next also the short in cited incorrectly. >What's the meaning< of CITED? 4. Sp : a: [cited means di] ditempatkan? 5. T : di? 6. Sp : ditempatkan? 7. T : diku? [di.} 8. T : dikutip. [kutip], (ya::)
3	**The recognition of a trouble source**			1. P1 : >↓it's not very< ↑expensive, you know. the:: one of(.) the:: price of, air conditioner is a: like(.) one, one million? Yeah five.<five million rupiahs. >It's (not) very expensive< fo::r. a::

Code	Categorization			Conversation
				poor people, but not(.) poor people have a:: ((twisting his fingers and moving it up))**°↓haven't money°,** 2. Ss : hh hh hh 3. P1 : **°↓have no money°** 4. P1 : ((smiling)) and then(.) the-second is, using a:: much electricity. The front a:: air-air conditioner using a:: six hundred watt. until<seven,seve::n-sev-seve::n, seven hundred watts. It's so:: (.) pretty- much energy, and then, (>sapumaken<) because (.) a:: we <u>are</u>(.) cannot repairing the::, the air condtioner, or we have to:: a:: >hire< a:: service.
4	**Practicing the correct response through sequencing**			1. Snia : what do you mean by creating skin dry? 2. P1 : °kulitnya kering°, 3. Ss : hh hh hhh 4. P1 : kulitnya kering, 5. Ss : hhahahah haha 6. P1 : it's a:: even like we are, is a need a:: air conditioner where upto limit [the minimum].. 7. Sni : the minimum make the dry air? **8.** P1 : **ya, a:: it's the process from air dry.** 9. Sni : **hah?** 10. Ss : hhhhahh hhhh hh 11. P1 : okay, anyone? ((students are mumbling)) Mr.aan? **a question?** 12. T : no, actually it's enough 13. P1 : hah? 14. T : nope 15. P1 : >once again if there is anyone want to ask my presentation ?< no one? [nope] **okay, this is all the presentation about air conditioner,if you like,(.) give applause,**

Code	Categorization			Conversation
				16. Ss : hhhh hhh hhh hh 17. p1 : ((closing face with hands, ashamed)) (0.6) okay, thengsforyesen (thanks for your attention), wassalamu'alaikum waarahmatullahi wabara::katu 18. Ss : ((applausing))

Appendix 3. The influences of conversation structure and instructional practices to the teaching & learning English

No	Categorization			Conversation
1	**The use of unfinished TCU to engage in the conversation**			1. T : ok, and the::n, next a::: and this ONE. >when you use structure in (>eventually<) the same< and too many word::s and printed all the same or too: close to the original. Remember the basic a::: <theory or the basic principle of paraphrasing, >it has to< be shor↓ter or longer? 2. Ss : [shorter]. 3. T : shorter, right? >but you need is to need< allmost the same, so:: please:: notice that next time,(.) a: make sure that we:: shorter, and then next also the short in cited incorrectly. >What's the meaning< of CITED? 4. Sp : [a:] 5. T : cited means di? 6. Sp : [ditempatkan?] 7. T : di? 8. Sp : ditempatkan? 9. T : diku? 10. Sirv : [di.} 11. T : dikutip. 12. Sirv : [kutip], 13. T : (ya::)
2	**The use of I-R-F to engage in a conversation**			1. T : and then so, WHEN will you give me the first draft, remember toda::y? 2. Ss : °yes° [(°next week?°)] 3. T : ↓next meeting, exactly. Friday, (next meeting.) <u>Good.</u> 4. S : miss-miss-miss? 5. T : ↑yes? 6. Sli : so::, we have to make::, a:: like(.) dra:::ft? 7. T : >°the main point°< ↑so(.)

No	Categorization			Conversation
				8. Sli : >↓I only need to< make the main point? 9. T : the main point. 10. Sli : (↓we make only the main point for the draft at home and the topic today?) 11. T : Yak, that's okay. I JUST NEED a topic today. 12. Sn : just need the topic, right? 13. T : need the topic. 14. Sn : so, you don't need, 15. T : right 16. Sn : you don't need a:: [right] write you:r writing, [not] °right°? 17. T : not yet-not yet.
3	**The overlapping speech as an engagement of a conversation**			1. T : >As I< told you before, a::nd °perhaps° we already ↓know (.)>all of us<, a:: We must already got the date for <our> pla:n, 2. Al : [A:: >ohh:: rite::<] 3. T : Friday, (>you've got topic<) that >you're< copy? 4. Ai : [topi:::c] ((raising her hands)) 5. T : all the topic, I >immediately need<) your name, [topi::c] 6. Ss : me, me, me [kalo aku][kalo aku] mau tanya [revolution][aku] ini gimana? 7. Sp : Pandu war-in-revolution 8. T : a:: iya. 9. Sirv : [jeng-jeng-jeng-jeng] [perpel] 10. T : ok, here's like this, a:: .hhh [tnang-tnang],
4	**Sequences that block and hamper one's participation.**			1. T : Aksha::? 2. (0.17) 3. T : okey, ↓do u want to question (.) the::y ↑don't have? 4. S : ha? 5. T : Dani::. ↓what do u want to say? 6. (0.12) 7. T : yak.. uh:::m. as I've told you before:: the target toda::y is, <to know your topic>.

GAC English Classroom Interaction
Meeting 1

Notes :
T : Teacher
Ss : Students
S : student
Sli : Student-Lila
Sai : Student-Aisya
Spnd : Student-Pandu
Sag : Student-Agung
Sirv : Student-Irvan
Sni : Student-Nia
Sjen : student-Jhendra

1. ((the class starts in a computer lab, where the teacher is preparing the material and list for the class))
2.
3. ¤<47057> T : Assala::mualaikum Warahmatulla::hi Wabara::katu::h?
4. ¤<49478> Ss : Wa::'ala::ikusalam↑ wa::rahma::tulla↑hi wabara::katuh↓
5. ¤<52797> T : i::ya↑, ↓okay
6. ¤<54294> T : ↓Uh::m,(.)We >are< going to ↓start
7. ¤<56534> S : (the GAC)
8. ¤<58440> T : the GAC, zero-zero two.
9. ¤<60693> T : ↑Now, would you please, a:: turn of the game?
10. ¤<63833> S : °no::°
11. ¤<66466> T : >turn of< the game:, ↓first
12. ¤<69630> T : ok, and then↑, a:: we're going to::, say ↓basmallah before we start,(.)do.
13. ¤<78398> Ss : Bismi::lla↑::hirrohma↑::nirrohi↓::m,
14. ¤<82877> T : >As I< told you before, a::nd °perhaps° we already know↓(.)>all of us↑<, a:: We must already got the date for <our> pla:n,
15. ¤<93822> Al : [A:: >ohh:: rite::<]
16. ¤<96348> T : Friday, (>you've got topic<) that >you're< copy?
17. ¤<97427> Ai : [topi::c]
18. ¤<100039 >T : all the topic, I >immediately need<) your name, [topi::c]
19. ¤<103419> Ss : me, me, me [kalo aku][kalo aku] mau tanya [revolution][aku] ini gimana?
20. ¤<107167> Sp : Pandu war-in-revolution
21. ¤<109308> T : a:: iya. [jeng-jeng-jeng-jeng] [perpel]
22. ¤<113362> T : ok, here's like this, a:: .hhh [tnang-tnang],
23. ¤<118373> T : yak(.hh) the test is like this. halo::::? ya::, <the test is> >like this.< ((seeing the note she holds))
24. ¤<128517> T : <I'm going to:: let you↓> accompa↑ny one↑ by one, and then I will,-I'm going to: give you >(the list.)< and then you let me know, or you write it down on >my paper<.
25. ¤<136859> S : ↑I'M already [>this one<] do the first draft.
26. ¤<141171> T : (.)NO. >let me know< the topic first. and then↑, when >you're waiting< for your turn↓ to: let me know↓ your topic, I'm going to give you this one↑, the student manual, I think >this's< the ↑best time for you↓,

to explore ↑this.

27. ¤<159128> T : actually we have already kno↓w, >how in a glance< about this, on your manual boo:k. but >it is< more det↑ail, so >this is< the best time for (.) everybody to explore this book. = Ok↓, Jhendra, where's your shirt?)
28. Sjen : ((pointing a chair accross him))
29. ¤<174351> T : ok, °put it on now?°
30. Sjen : ((walking))
31. ¤<176519> T : °yak.° Ok, ↑Jendra will (help) me↓ ((passing the book to Jendra)) (0.4) yak and then(0.2) Dhea? ((giving the book))
32. Ss : ((Jendra & dhea are passing the paper and the other doing all their activities))
33. ¤<200523> T : yak, and then NO ↑MORE game, >no more game< for now. turn it off.
34. ¤<203923> S : turn it off.
35. ¤<206806> T : ↓turn it off. °↓turn it off.° ((T is moving to another side of the room))
36. ¤<213240> T : yak, >you can do this< <at home.>
37. ¤<217141> S : miss? (°What's Ms;kestri doing here?°)
38. ¤<220894> T : Ms.Kestri's a:: trying to know more about °GAC.°
39. ¤<223348> Sai : °for?° °>she's here?<
40. ¤<224707> T : °ya::°
41. ¤<225875> Sli :[what's that?] ((pointing the camera))
42. ¤<227198> T : (($observing$))
43. ¤<234538> T : so, ↑WHAT is the GAC class li::ke?
44. ¤<236810> Ss : eehh::mm eh::mm [Ms Kestri) uhm:: [want to know] hhhh [what's it li:;ke?]
45. ¤<239288> S : uhm:: hh hh $<gimana:: ya::?> hh hh
46. ¤<243382> Sai : Miss, I haven't got the ↓book.
47. ¤<244729> T : °you dont get the book?° (↓is there any-?)
48. ¤<247372> Sjen : ((a student is passing her book))
49. ¤<259123> T : °yak,° ok NOW. uh::m Look at what you have to do:, is:: >to knowing< the content.(0.4) °rite?° Overview, Introduction, ((lines ommitted))
50. ¤<298974> T : Ok,so I will let you with thi::s. I think this is <the best ti::me the best pla::ce,> ya? (>°you can use the time°<) and (While you) do to explore this, and >I'll let< you::, come to me one by one to let me know the topic. Yak, >this is the< first program fo::(r) our process of (0.2) making essay ya::?
51. ¤<303666> T : and then so, WHEN will you give me the first draft, remember toda::y?
52. ¤<306281> Ss : °yes° [(°next week?°)]
53. ¤<308517> T : ↓next meeting, exactly. Friday, (next meeting.) Good.
54. ¤<311631> S : miss-miss-miss?
55. ¤<311743> T : ↑yes?
56. ¤<315403> Sli : so::, we have to make::, a:: like(.) dra:::ft?
57. ¤<321142> T : >°the main point°< ↑so(.)
58. Sli : >↓I only need to< make the main point?
59. ¤<321164> T : the main point.
60. ¤<326707> Sli : (↓we make only the main point for the draft at home and the topic today?)
61. ¤<329788> T : Yak, that's okay. I JUST NEED a topic today.
62. ¤<330781> Sn : just need the topic, right?

63. ¤<332488> T : need the topic.
64. ¤<332736> Sn : so, you don't need,
65. ¤<333663> T : right
66. ¤<334708> Sn : you don't need a:: [right] write you:r writing, [not] °right°?
67. ¤<351295> T : not yet-not yet. ((to the whole class)) ↑SO THE TOPIC a:: [taa::] HALLO::? A:: (>that wanna talk today<), let(.)>Let me be< know your topic and then explore more in tha-internet-<the internet and °>write it here.<° ya::?
68. ¤<352975> Sai : (we write it down here?)
69. ¤<355149> T : ya, I'm going to take ↓the list °first°.
70.
71. ((the teacher takes the list in her table and the students keep talking and working on their book))
72.
73. (0.16)

74. ¤<373337> T : you can use the internet only: fo::r searchi::ng, an::d a:: >finding more< the fa::ct, but no game. I'm going to make sure with the::, you open-opening the:: web related to the topic. °No game-no game-no game°. (0.7) ¤<397839><where's your seat?
75. Sag : ↓there, ((pointing the chair behind him))
76. T : (°go there.°)
77. ¤<405952> Spn : so, right now, we °just°,
78. ¤<407660> T : we just (work) in book and then, a:: let me be know the topi::c, and then search mo::re,(.) anything related to the topic.
79. ¤<440242> T : and then let me be know, let me know if (.) a:: anybody speak another language.
80. ¤<472990> Sb : Miss? aku belenong miss
81. ¤<475855> T : Zabiyan? one.
82. ¤<477309> Ss : (hh hh hh)
83. ¤<484224> Ss : miss?
84. ¤<484818> T : >wait-wait-wait<
85. ¤<486018> T : Lila?
86. ¤<486660> Sli : ya?
87. ¤<489100> T : so you and devian has the problem (>with the topic.<) and then, your topic is abou::t?
88. ¤<492597> Sli : a:: whether internet exist,
89. ¤<495243> T : ((writing in a paper)) whethe::r?
90. ¤<496560> Sli : (>whether internet is exist<)
91. ¤<499745> T : internet is::,
92. ¤<501216> Sli : NO, no-no. I think it's ( ) ((pointing to the paper)). I think that ( ) ((writing in the teacher's paper))
93. T : okay.
94. Sli : Internet is not a:: (°what is it?°)( )
95. ¤<655448> Ss : me, me, me
96. T : °okay° (.hh)
97. ¤<660526> Sai : aisya.(.)aisya::.
98. ¤<661403> T : $AHA::$
99. ¤<662658> Sai : YAIY! aisya::, aisya::
100. ¤<671726> T : (.hh) >ok so,< I think it's better fo::(r) ME, to:: let you know, >or to< to let you do this by yourself. ya?
101. ¤<671946> Sak : YES. ((T is giving the paper to the S))

102. (18.17)

103. ((The Ss are working in their computer and also their book)) ((T is checking around around the class)) ((During this time, the students are sometimes moving to his/her friends, some of them are watching video in the internet, and some are also singing and playing music))

104. ¤<1768645> T : Ok, EVERYONE:: a:: <↓do you think> tha::t a:: searchi::ng, the narrative in here::, is-is it effective for you::, or we're:: uhm:: <we prefer <go to the summit,> and::((means moving class to Summit room))
105. ¤<1783509> Ss : no! HE::RE:: [no]
106. ¤<1787545> T : so, if you choose here, uh::m probably:: I'll make sure:: that you open on::ly:: (>the thing related to °the essay°<) [OKA::Y] ( ) no game::, only do (for) [(Ndu,NO GAME)] five or four minute after thi::s, ya::? oka::y?
107. S : ya-ya::.
108. T : Pandu, you don't even listen to me.
109. ¤<1804753> S : I LIKE HERE::
110. Spnd : I'm a::
111. T : what?
112. Spnd : <multi-task, hh hh >multi-task management<
113. S : WOO::::
114. ¤<11479> T : aksha? Dani?
115. ¤<13826> T : Aksha::?
116. (0.17)
117. ¤<17852> T : okey, ↓do u want to question (.) the::y ↑don't have?
118. ¤<20464> S : ha?
119. ¤<22174> T : Dani::. ↓what do u want to say?
120. (0.12)
121. ¤<35941> T : yak.. uh:::m. as I've told you before:: the target toda::y is, <to know your topic>.
122. ¤<46694> T : but it seem tha (.) some of you friend(s) haven't decided ye::t, so ↑now what have you done:::?
123. ¤<53742> Sp : means, wha:::t ha::ve you:: ↑do:::ne?
124. ¤<57150> T : ↑akbar, dani, mort, jendra, erry, you haven't decided,(.) (>it's only look at you test<).
125. ¤<66083> Sn : miss, miss I thought the topic <I thought the topic ju::st, is just the same with the-the:: [the itu miss] <with the paper. [paper]
126. ¤<73781> T : ooo::hhh, so I see:: but have-ve you::?
127. ¤<77850> T : Ok, but le:t me know:: and te::ll me whethe::r you >remember the topic?<
128. ¤<84057> T : ok, let me check. a:: Akbar, Denis, what is the:: topic?
129. ¤<89596> S : the::(.)web
130. ¤<91532> T : the web, oka::y.
131. ¤<92879> T : and the(.) next,the:: Jendra.
132. ¤<96501> S : my object with uh::m,
133. ¤<99029> T : wait, erry?
134. ¤<101383> Se : ehh:: the pollution.
135. ¤<104201> T : the pollution,ok. Now start working and then findi::ng the web that's related to the (.hh) topic.

136. ¤<109940> S : kalau yang lain [okey]
137. ¤<111912> T : ok, <make the fair sheet of the::>
138. ¤<114608> S : by seeing the web
139. ¤<117121> T : iya::k,ok, and then make the (.) first draft,ya::?
140. ¤<120399> S : the question
141. T : ((nodding))
142. ¤<125144> Ss : why...why..why.. (singing and working in class)
143. ¤<123775> T : OKAY, EVERYONE, ↑would you please open page twenty:: two?
144. ¤<127899> Si : wah, (telatmeku)
145. ¤<129291> ss : aha:: ha::
146. ¤<132970> Si : like in the four right? jadi,
147. ¤<134406> T : >Adnan-Irvan,< twenty-two.
148. ¤<137061> Si : >right-right-right<
149. ¤<137939> T : oka::↓y, (let me::) now, a:: we need to let(s) a:: reminding you::, about how to: paraphra::↓se, >in a good way.< ¤<149799> yak, LOOK at the practice avoiding plagiarism. (>As we all know<) that plagiarism is from thi?
150. ¤<157514> S : (°isme°)
151. ¤<158256> T : from thi?
152. ¤<158711> S : in (britain)
153. ¤<160191> T : from (↓Britain), °wow° yak, ok, ↑now a:: look at the:: number one. read the original text belo::w reached by >bla-bla-bla-bla,< and then look at the irregulary student parapharase below it and ↓then make comment about >eith (it with)< the partner. and now, would you please read the origina::l te::xt, a: erry?
154. ¤<184810> Se : eh? which one miss?
155. ¤<187043> T : (Ah-haji::n)
156. S : ((confused)) (0.6) °Which one, miss?°
157. S2 : page twenty TWO::.
158. S : ahh:: we all ( ) ((reading the passage about volcanoe))
159. ¤<227937> T : right, THAT is the origina::l one. Now >↑look at< the student paraphra::se, a:: <the lowe::r plea::se, belong to::> ↑Pandu.
160. (0.5)
161. S : hhh hhh
162. ¤<240981> Sp : ok, a:: ( ) ((continuing reading the passage from the book about volcanoe))
163. ¤<268725>T : ok. Now, a: >↑what is< you::r (.) >comment?<
164. Ss : ((silent)) (0.5)
165. ¤<273538>T : well, a: at below >you can see that< <you can ↑see the students have tried to change the wording, but not sufficiently. ¤<282726>the structure is >eventually< the same. so it is the sa::me, it happens the same with you::. I:: recogni::ze that some of you::, ↑even just copy. ¤<293146> ↑copy >with the< original te::xt, so::, we::ll, the consequences is, >I've already ↑thought<, I mean a:: you will get much <a lower sco::re>, yaa:: because I remember when (.hh) we,(.) a:: >I give the regulation with mr. John<, well you know >you must really (.hh) need to have the original< one::, >and while the student work.< ¤<315319> Almost the ↑SAME,

it's (.hh) >your paraphrasing.< ¤<319113> so::, please >remember next time<, when >you know<, because <you put the,>(.) a: the adress of the we::b, ri::ght? ¤<327680> So,the teacher can check (.hh) anytime, whether you copy completely:: or you we::re paraphrasing or no::t, so, try to be (.) more carefull about thi::s, ya::?

166. ¤<339998> Ss : ↑WOO::HO:: (hhhhh)
167. ¤<341967> T : ok, and the::n, next a::: and this ONE. >when you use structure in (>eventually<) the same< and too many word::s and printed all the same or too: close to the original. Remember the basic a::: <theory or the basic principle of paraphrasing, >it has to< be shor↓ter or longer?
168. ¤<363226> Ss : [shorter].
169. T : shorter, right? >but you need is to need< allmost the same, so:: please:: notice that next time,(.) a: make sure that we:: shorter, and then next also the short in cited incorrectly. >What's the meaning< of CITED?
170. ¤<380188> Sp : a: [cited means di] ditempatkan?
171. ¤<382452> T : di?
172. ¤<382579> Sp : ditempatkan?
173. ¤<384727> T : diku? [di.}
174. ¤<386945> T : dikutip. [kutip], (ya::)
175. ¤<391259> T : in cited incorrectly. ya.. so even when you ↑cite, it has to be (.) correct. ya:: so °be carefull on this one as ↑well°, and ↑the next is number two. >on the line the word and paraphrasing either the original< and the student example. now i want you <to underline the same word,> let see how many percent >is the same<, ahh oke, now (.) because it is already your book now::, so you can (.hh) put your name on the boo::k and do something with the boo::k, make a::
176. ¤<423234> Sp : bolpenku ↑macat,
177. ¤<425275> Sir : ada yang bawa bolpen ga?
178. ¤<426535> T : a:: pandu, ONE. (>one time.<)
179. ¤<429036> ss : one ti::me,
180. ¤<431212> S : one time::
181. ¤<438595> Sir : miss?
182. ¤<439003> T : ya?
183. ¤<440406> Sir : can I go to the locker?
184. ¤<441735> T : ya::?? a:: May I help you? do you need (.) a pen?
185. ¤<445490> Sir : yes.
186. ¤<448330> T : Ok, this one, you use mine.
187. ¤<519092> S : who bring STABILO:::? may I BORro:::w?
188. ¤<549290> T : have u done, underlining? (0.5) you. ↑you dont >have to< print all the wro::ng pa::ge,
189. Ss : HHHH hhhh hh
190. ¤<577782> Sp : miss, the same word or the same..
191. ¤<579394> T : the [meaning?] same word
192. ¤<586509> T : Dani, which one? a:: Dani, which ONE do you have to underline, which one? your friend need(s) help?
193. S : ((helping his friend))

194. ((teacher is checking the students doing their works))

195. ¤<674438> T : ok, now look at the paraphrase, ok, now I want you to write your own paraprase of >the original text< on volcanoe::s and the what we have to do first? a:: Agung, what >do you< have to do first?
196. ¤<688018> Sa : eh:: ya?
197. ¤<688607> T : what >do you< have to do first?
198. ¤<691723> Si : we:: write something..
199. Sa : ((silent n confused)) (.)
200. ¤<694679> T : page? what page? what page, Ardhan?
201. ¤<696670> Sard : ha?
202. ¤<697953> T : what page?
203. Sard : twenty-two.
204. T : ((shaking her head))
205. Sard : hah??
206. ¤<702868> T : ya, have you done twenty-two?
207. ¤<704362> Sard : yes,
208. ¤<705365> T : ya, ok, everybody if you have done twenty-two, >°are you sure?°< now page twenty-three,
209. ¤<720717> T : ok, now twenty three.
210. ¤<725652> T : yak, making paraphrase, (0.4) write your own paraphrase of the original text on volcanoe, >what we have to do first,< Arwan?
211. ¤<732375> Sarw : we:: know the pipel-in-yosker,
212. ¤<735917> T : which one?
213. ¤<738327> T : [Pandu] you have to be:: the? origina::l and make sure you understand the main?
214. ¤<744377> S : idea.
215. ¤<745655> T : idea. What is number two?
216. ¤<747880> S : make notes
217. ¤<748488> T : make note::s, and then number three is?
218.
219. ((Ss are mumbling))(0.3)
220.
221. ¤<754242> T : yak, sometimes there are some words >that cannot be< changed,ya:: and the next, Rahman?
222.
223. ((The students are mumbling and talking to each other))
224.
225. ¤<763310> T : cover? the origina::l and the type??
226. ¤<767105> S : the type.
227. ¤<767909> T : ok, now, do you have the word that a:: a fact to the-in paraphra::se? what is for number one, that can be used?
228. ¤<777551> S : number?
229. ¤<777868> T : a:: acceptable in paraphrase?
230. ¤<779536> Sn : magma. [magna] vol[volca] canoe [noe] ((Ss are mumbling mentioning the words)).
231. ¤<787894> T : so, there's a word that- <cannot be?
232. ¤<790423> Ss : changed.
233. ¤<791671> T : ↑cha::nged. Ok, you know, a:: try to paraphrase about volcanoe
234. ¤<797501> Sp : Ohh:: EM:: GEE:: ((Oh My God))
235. ¤<799603> Ss : huh...huh..
236. ¤<808593> T : remember, it has to be? ↓shorter.
237.
238. ((teacher is checking around the class))

239. ((students are working in the book))

240. ¤<856984> T : The student that.(0.4) ((a student is entering the class in a wet clothes of sweat after playing basketball)) ((T's amazed))
241. S : >very-very late<, where have you been?
242. S1 : °basketball field.°
243. ¤<862009> T : jendra, you are very wet, wait outside until you are dry enough
244. Sn : eeuuww::
245. ¤<865749> Sakb : yes.
246. ¤<867163> Sb : iiihhh::, iiih:: iiih::
247.
248. ((Students are continuing working))
249.
250. ¤<977930> T : akbar?
251. Sakb : ya?
252. ¤<978672> T : you are still wet, right? wait outside until you are dry enough. ok↑ay?
253. ¤<983675> Sakb : okay.
254. ¤<985914> T : with jendra outside, and then change clothes.
255. ¤<1287878> Sp : miss, miss, what is °density?°
256. ¤<1289993> T : density means populated
257. ¤<1293956> Sirv : oooohhh:::::
258.
259. (the class is doing the exercises)

GAC English Classroom Interaction
Meeting 2

Notes :

T : Teacher

Ss : Students

S : student

P1 : Presenter 1

1. ((Teacher checked the attendance))
2. T : Assalamu'alaikum Warrahmatullahi wabarakatuh,
3. Ss : °wa'alaikumsala::m°
4. T : Good morning all?
5. Ss : Good morni::ng miste::r?
6. T : eh:::, I have a:: go to the internet, to have:: five presentations from grade eleven.
7. Ss : ↑Wuuuuu:::iii::
8. T : Right. I would like to:, a:: >your help.< to:: - to take the mark to::, fo::r them. ↑How to score? I would distribute, a:: ((standing and distributing the papers to the students)) two sheet of paper, so, will be for scoring, °before I give you the assessment°
9. T : Okay, take one=ehm:: and pass to other,
10. Sn : °Take one and pass to other° ((talking to her friend))
11. T : So, interview will ↑have,(.) one ta:ble able to::,(.) (>carry the questions<)
12. ((After T gives the score paper sheet, the students pass the paper, the presenter is preparing the material for the slide show, and some students are talking to their peers))
13. T : You have. (.) two paper in front of you,=first, ↑you only allo:w to::(.) make any mark here, oke? leave this blank. ¤<171819> So,(count) your mark here, (.) ok? This is only,(.) a:: (>what do you structure<), >I will tell you how< to give the sco:re on each presenter. ¤<185507> We have ten category here, ok? In each category,>you are only allow< to give (.) one or no. >yes or no= yes means one score, no means zero,(.)ok? and author means(.) (>writer<). So, for example, >opening and closing<, >if presenter< have a good opening and also:: <closing, you give yes. one point. ¤<216205> and then ↑properly or ↑not. you said, <yes or no,> and then, in the content and the slide, you thi::nk he, made a >project or the group research or not,< yes or no. At the end, it is an interesting slide or no? (.) ¤<236350> gesture mea:ns, when, he:: explai:ning some↓thi::ng, where he begin the time, with gesture,(.) like thi:s. ((moving his right hand up)), "I can,(.)

°for example°, I (conduct) abou::t >a research< fo:::r one year. °>for example<° and then=he also said with the use of a: pro::jecto::r, it means that, you have to:: thick. <the column here>, and then ↑eye contact,(.) whether during the presen↑tatio::n, he made >alot of eye-contact with you, or he just look down. oke:? and then, clear and low voi:ce. whether he just (.) trying to speak to:: himself or he really >present to the audience<. and then, behaviour.(.) behaviour >is another strategy of scoring<, (whether) during the presentation, he made a portret or no. portret itu like gesture, something like suka pegang rambut with pulpe::n

14. Sai : hh.hh I like, I like,

15. Ss : hehehe, ((laughing))

16. T : oke? and the:n, whether (.) he handle the questions after the presentation properly or no, yes or no. and the last one is about time management. time management is if we.(.) finish(.)<less than five minutes, means that low. ↓low time management, ↑so we, should spend five minute exactly, oke? ↑any ↑question?

17. S : No.

18. T : ok, °time for the presentation°. One ↑more, write >your name here<, questions (>for target minimum<), after you::, you have only for thing, put one,(.) and then comma,(.) zero, comma, one, comma, >one-one-one< and >then go upto< ten,

19. P1 : Good morning,↑student?

20. Ss : Good Morni:::ng..

21. P1 : a;; ok, you know my name?

22. Ss : NOO:::

23. P1 : Ok, I will introduce myself, >my name is (Fitra Firdansyah)< and(.) I will present you (.hh) about air conditioner.

24. S : [okay] yee::, yaaaiy (hh hh hh)

25. Sai : grhhhh

26. P1 : this is my introduction, and then(.) after that(.) a:: we will discuss of termit. and third is(.) codesvod.

27. S : what was that?

28. P1 : the last is (questions) for we.(0.4) Ok, first.(.) I will tell you about what is it. ↑Why I choose the(.) air conditioner? because, first, I think (.) air conditioner is one of the smartingish ((smart things)), you know like (.) telvision or handphone, and then >refrigeratr<. but I (.) choose will(.) ↑air conditioner because. (.hh) a:: clean history, it make(.) a long history from=eighteen ↓faivty,(.) then, >you can find the (kandesait) for all >rekayan of the (consedent)<. (0.3) you know, air conditionr, (is) a:: used to (sang) the air you know? and then but,(.) we can find the outer side from cario original. >Here mean to< history.

29. S1 : mbalik ((seeing the slide show))diwalik

30. P1 : in fifteen.<forty-two, (John Thorny) made of ice compressor. Ice compressor is(.) a:: thing(.) to, make a ice. ic:e::, [from the water].then the ice compressor(.hh) give to:,(.) a (sbastian) because John Torny is a fan make (.) and a doctor in eighteen forty-two.(.) but in::(.) a:: eighteen forty-five, john Torny have, not much money for the::,<this machine.(because) he have a::,(.) a:: apa? he have a (natalyn), you know it's for helper. (.)helper for formalin. and then, the air conditionr very west for fifty year, and then(.)

31. Sai : maa::kkk..

32. Sa : hehe, mak?

33. P1 : in,(.hh) in >nineteen eigty-two<, Willisha make a:: model air conditionr from the(.) (John thory) theory.(.) this(.)<invention is.(.)so:: >formal later,< bcoz a:: the air conditionr can go to the (decuntur), but also can go to (↓inducting). ha:: ↑now, we will see, a:: (>big a:: work together<), big factory for air conditionr, it can be from the °()°.(0.5) ¤<599422> It is a:: air conditionr history(.) now we're going to, ↓how does it work. This is a ↓part air conditionr.(.) >so, first< the:: ecluser, a:: can make a:: cool air from the:: on <and the >outer-side<, from the(.hh)<air in the outside. and then, after a:: air from the outside,(.) a::(0.3) °that°.(hh hh hh)

34. Ss : [hh hh]

35. P1 : you can look the(.) image. >It's not< from outside and then (.) its compressor. The air from outside, process in compressor,(.) to give (cloro-)freon, a:: CFC, >you know CFC?<

36. Ss : yeah..

37. P1 : chloro freon(.) a:: apa? (0.4) clhoro-freon::(0.5)

38. Ss : [C],

39. P1 : ↓I don't know C.

40. Ss : hh hh hh hh ((laughing))

41. P1 : and then, after the tendo formator,(.) the<air from the outside, has a:: freon, and then, tha(.hh)tha air from the outside spin like a spoon. because freon can, can change the(.) temperature, a:: air temperature become a:: cool and so frrezing

42. Ss : hh hh (smirking))

43. P1 : and then, after that, the: air compressor. give to::-give to:: the (evaperont), to sent on, eh sent on eh:: sent out to::: °our room°. It is a simple process from air conditioner. ¤<709706> Now, we're >going to know the advantages<. We have too (.) many-many advantages from air conditionr. First, air conditionr sent the, cool air, cool air to (.) begin. feel the (.hh) press, >you know< press and very:: relax. and then >(etriumverycity)< ((at every room of our city)), in all the classroom, because. the air of-<air conditioner(.) can reach the(.) >↑all of our room<, so it's () and we can(.) feel the. cool air, everywhere in the room. and then,

air conditioner can decrease or increase the temperature.(.) a:: it's a >air conditioning metering< for you, ↓for used in the °classroom°. but.<the air conditioner had the:: (0.15)

44. Ss : ( ) ((silent))

45. P1 : >↓it's not very< ↑expensive, you know. the:: one of(.) the:: price of, air conditioner is a: like(.) one, one million? Yeah five.<five million rupiahs. >It's (not) very expensive< fo::r. a:: poor people, but not(.) poor people have a:: ((twisting his fingers and moving it up))°↓haven't money°,

46. Ss : hh hh hh

47. P1 : °↓have no money°

48. P1 : ((smiling)) and then(.) the-second is, using a:: much electricity. The front a:: air-air conditioner using a:: six hundred watt. until<seven,seve::n-sev-seve::n, seven hundred watts. It's so:: (.) pretty- much energy, and then, (>sapumaken<) because (.) a:: we <u>are</u>(.) cannot repairing the::, the air condtioner, or we have to:: a:: >hire< a:: service.

49. P1 : because service can- can a::(.) servi::ce, a:: ↑ya.

50. (0.4)

51. P1 : and not (consistent) tha air dry.(0.4) ↑Hu<u>man</u>(.) cannot a:: like(.) receive the air dry because(.) it can be::(.) for -<for the::, (.) you kno:w? ((touching his hand))

52. S : skin

53. P1 : Nhah! °for skin° because it can be::(.) ((gesture of moving up & down his hands))

54. (0.5)

55. S : °dry°

56. P1 : hah?

57. S : dry.

58. p1 : nope,(.) it can (plug) you skin.

59. S : what?

60. Ss : [hh hh hh]

61. P1 : ((hh hh hh)), ok, and then >at third<, a:: it can increase the global warming(.) because the-<air(.) from the air conditioner have include in <u>CFC</u>, it can (.) a: damage the::-ozon and then increase the global warming=and the third, have a::-it's a: (.) the (.) <the <u>north</u> place> and the south place can be:, ↑<u>be</u>:: a::

62. S : ↓°destroy°

63. P1 : $↑iya$ hh hh. This is a:: >(the last slide)< of air conditioner,(.) (>the conclusion<). Air conditioner is the unique thing, because(.) the air conditionr has an <invented from <u>two</u> <u>big</u> people, It's (John bonny and William Kawhe). It's a (.) long <u>his</u>tory because I (consevetedly) ((can see very clear)), a:: for(.) fifty

years. and then, it has make histories a:: to(.) begin (.) know the(.) first. air conditionr. and it can (use) >to many< not(.)for. keep the(.) fresh air,(.) and >you can relax there<, but so it's dngerous for the-earth. because(.) a: >air conditioner< can,(.) ca::n, damage the ozon. can increase the global warming. oke? here's a:: my presentation $fo::r$ (.) $>air conditioner<$. hh hh Any question? (0.3) No?

64. Sirv : a:: (.) nowadays, a:: (.) there are (.) ther- a:: a: a some air conditioner that use low elec-

65. P1 : [low electricity, ya]

66. Sirv : -tricity. so, uhm >how come< the air conditioner that used for °the electricity°?

67. P1 : ↑air conditioner can a:: (.) increase, the:: using (.) energy (>and reduce energy<) (.) because, (.) a:: the- >and I hope< the air conditioner use the:- one of thing. (.) can, a:: <it can be::>,(.) (oppose) the:: human in the:: room. and then, the air conditioner can increase the: (0.3) a: cool air from the, the:: from the::

68. (0.5) (gestures))

69. S : compressor?

70. P1 : $compressor$, yaa::

71. Ss : hh hh hh hha hh

72. P1 : hh hh hhhh

73. S : compressor?

74. P1 : compressor, $yaa::$ hh hh hh

75. Ss : [hhh hhh] hhhhh hhh

76. P1 : and then air conditioner can use (lesszol),

77. S1 : [apa?]

78. P1 : can use the::,(.) the energy:: (0.5) that.

79. Snia : what do you mean by creating skin dry?

80. P1 : °kulitnya kering°,

81. Ss : hh hh hhh

82. P1 : kulitnya kering,

83. Ss : hhahahah haha

84. P1 : it's a:: even like we are, is a need a:: air conditioner where upto limit [the minimum]..

85. Sni : the minimum make the dry air?

86. P1 : ya, a:: it's the process from air dry.

87. Sni : hah?

88. Ss : hhhhahh hhhh hh

89. P1 : okay, anyone? ((students are mumbling)) Mr.aan? a question?

90. T : no, actually it's enough

91. P1 : hah?

92. T : nope

93. P1 : >once again if there is anyone want to ask my presentation ?< no one? [nope] okay, this is all the presentation about air

conditioner,if you like,(.) give applause,

94. Ss : hhhh hhh hhh hh

95. p1 : ((closing face with hands, ashamed)) (0.6) okay, thengsforyesen (thanks for your attention), wassalamu'alaikum waarahmatullahi wabara::katu

96. Ss : ((applausing))

Transana Collection Report

Collection: INSTRUCTIONAL PRACTICES > Pedagogy

Clip: pedagogycal repair

Collection: INSTRUCTIONAL PRACTICES > Pedagogy
File: D:\MVI_0470.AVI
Time: 0:01:58.4 - 0:02:39.1 (**Length:** 0:00:40.8)

Episode Transcript: GAC classroom
Clip Transcript:
¤<118373> T : yak(.hh) the test is like this. (.) halo::::? ya::, <the test is> >like this.< ((seeing the note she holds))
¤<128517> T : <I'm going to:: let you↓> accompa↑ny one↑ by one, and then I will,-I'm going to: give you >(the list.)< and then you let me know, or you write it down on >my paper<.
¤<136859> S : ↑I'M already [>this one<] do the first draft.
¤<141171> T : (.)NO. >let me know< the topic first. and then↑, when >you're waiting< for your turn↓ to: let me know↓ your topic, I'm going to give you this one↑, the student manual, I think >this's< the ↑best time for you↓, to explore ↑this.

Clip Keywords:
GAC classroom : Instructional Practices

Clip: delegated repair

Collection: INSTRUCTIONAL PRACTICES > Pedagogy
File: D:\EDUCATION\Kestri-2011 TASKS\skripsi\GAC--Classroom\MVI_0473.AVI
Time: 0:05:42.0 - 0:06:31.3 (**Length:** 0:00:49.3)

Episode Transcript: GAC tin part 3
Clip Transcript:
¤<341967> T : ok, and the::n, next a::: and this ONE. >when you use structure in (>eventually<) the same< and too many word::s and printed all the same or too: close to the original. Remember the basic a::: <theory or the basic principle of paraphrasing, >it has to< be shor↓ter or longer?
¤<363226> Ss : [shorter].
T : shorter, right? >but you need is to need< allmost the same, so:: please:: notice that next time,(.) a: make sure that we:: shorter, and then next also the short in cited incorrectly. >What's the meaning< of CITED?
¤<380188> Sp : a: [cited means di] ditempatkan?
¤<382452> T : di?
¤<382579> Sp : ditempatkan?
¤<384727> T : diku? [di.}
¤<386945> T : dikutip. [kutip], (ya::)

Clip Keywords:
GAC classroom : Instructional Practices
GAC classroom : Tin

Collection: Overall structuring > Openings

Clip: opening by greetings

Collection: Overall structuring > Openings

File: D:\MVI_0470.AVI
Time: 0:00:00.0 - 0:01:09.6 (**Length:** 0:01:09.6)

Episode Transcript: GAC classroom
Clip Transcript:
((the class starts in a computer lab, where the teacher is preparing the material and list for the class))
¤<47057> Teacher : Assala::mualaikum Warahmatulla::hi Wabara::katu::h?
¤<49478> Students : Wa::'ala::ikusalam wa::rahma::tulla↑hi wabara::katuh
¤<52797> T : i::ya, ↓okay
¤<54294> T : ↓Uh::m,(.)We >are< going to ↓start
¤<56534> S : (the GAC)
¤<58440> T : the GAC, zero-zero two.
¤<60693> T : ↑Now, would you please, a:: turn of the game?
¤<63833> S : °no::°
¤<66466> T : >turn off< the game:, ↓first

Clip Keywords:
GAC classroom : overall structuring

Collection: Sequencing > Adjacency pair

Clip: AP General 2
Collection: Sequencing > Adjacency pair
File: D:\MVI_0470.AVI
Time: 0:03:37.1 - 0:03:45.9 (**Length:** 0:00:08.7)

Episode Transcript: GAC classroom
Clip Transcript:
¤<217141> Sai : miss? (°What's Ms;kestri doing here?°)
¤<220894> T : Ms.Kestri's a:: trying to know more about °GAC.°
¤<223348> Sai : °for?° °>she's here?<
¤<224707> T : °ya::°

Clip Keywords:
GAC classroom : Adjacency Pair

Clip: AP in general
Collection: Sequencing > Adjacency pair
File: D:\MVI_0470.AVI
Time: 0:01:22.9 - 0:01:53.4 (**Length:** 0:00:30.5)

Episode Transcript: GAC classroom
Clip Transcript:
¤<82877> T : >As I< (.) told you before, a::nd °perhaps° we already ↓know(.)>all of ↑us<, a:: We must already got the date for <our pla:n,>
¤<93822> Al : [A:: >ohh:: rite::<]
¤<96348> T : Friday, (>who got topic<) that >you're< copy?
¤ <97427>Ai : [topi::c]((several students raise their hands))
¤<100039> T : all the topic, I >immediately need< your name, [topi::c]
¤<103419> Ss : me, me, me [kalo aku][kalo aku] mau tanya [revolution][aku] ini gimana?
¤<107167> Sp : Pandu war-in-revolution
¤<109308> T : a:: iya.((continue))

Clip Keywords:
GAC classroom : Adjacency Pair

Clip: Post-Expansion of AP

Collection: Sequencing > Adjacency pair
File: D:\MVI_0470.AVI
Time: 0:00:47.1 - 0:00:54.3 (**Length:** 0:00:07.2)

Episode Transcript: GAC classroom
Clip Transcript:
¤<47057> Teacher : Assala::mualaikum Warahmatulla::hi Wabara::katu::h?
¤<49478> Students : Wa::'ala::ikusalam wa::rahma::tulla↑hi wabara::katuh
¤<52797> T : i::ya, ↓okay

Clip Keywords:
GAC classroom : Adjacency Pair

Clip: insert-expansion of AP

Collection: Sequencing > Adjacency pair
File: D:\MVI_0470.AVI
Time: 0:29:28.6 - 0:30:31.0 (**Length:** 0:01:02.4)

Episode Transcript: GAC classroom
Clip Transcript:
¤<1768645> T : Ok, EVERYONE:: a:: <↓do you think> tha::t a:: searchi::ng, the narrative in here::, is(.)-is it effective for you::, or we're:: uhm:: <we prefer <go:: to the summit,> and::
¤<1783509> Ss : no! HE::RE:: [no]
¤<1787545> T :Oka::y. so::, if you choo::se here, uh::m probably:: I'll make sure:: that you open on::ly:: (>the thing related to °the essay°<)
Ss : [OKA::Y] ( )
T : no game::, only do (for) [(Ndu,NO GAME)] five or four minute after thi::s, ya::? oka::y?
¤<1805380> S : ya-ya::.
—

Clip Keywords:
GAC classroom : Adjacency Pair

Clip: pre-expansion of AP

Collection: Sequencing > Adjacency pair
File: D:\MVI_0470.AVI
Time: 0:01:36.3 - 0:01:53.4 (**Length:** 0:00:17.0)

Episode Transcript: GAC classroom
Clip Transcript:
¤<96348> T : Friday, (>who got topic<) that >you're< copy?
¤ <97427>Ai : [topi::c]((several students raise their hands))
¤<100039> T : all the topic, I >immediately need< your name, [topi::c]
¤<103419> Ss : me, me, me [kalo aku][kalo aku] mau tanya [revolution][aku] ini gimana?
¤<107167> Sp : Pandu war-in-revolution
¤<109308> T : a:: iya. [jeng-jeng-jeng-jeng] [perpel]

Clip Keywords:
GAC classroom : Adjacency Pair

Collection: Sequencing > Preference

Clip: preference by unmarked turn shapes

Collection: Sequencing > Preference
File: D:\MVI_0470.AVI
Time: 0:10:55.4 - 0:11:11.7 (**Length:** 0:00:16.3)

Episode Transcript: GAC classroom
Clip Transcript:
¤<655448> Ss : me, me, me
T : °okay° (.hh)
¤<660526> Sai : aisya.(.)aisya::.
¤<661403> T : $AHA::$
¤<662658> Sai : YAIY! aisya::, aisya::

Clip Keywords:
GAC classroom : Adjacency Pair

Clip: preference in general

Collection: Sequencing > Preference
File: D:\MVI_0470.AVI
Time: 0:01:22.9 - 0:01:40.0 (**Length:** 0:00:17.2)

Episode Transcript: GAC classroom
Clip Transcript:
¤<82877> T : >As I< (.) told you before, a::nd °perhaps° we already ↓know(.)>all of ↑us<, a:: We must already got the date for <our pla:n,>
¤<93822> Al : [A:: >ohh:: rite::<]
¤<96348> T : Friday, (>who got topic<) that >you're< copy?
¤ <97427>Ai : [topi::c]((several students raise their hands))

Clip Keywords:
GAC classroom : Adjacency Pair

Clip: dispreferred actions with delay & accounts

Collection: Sequencing > Preference
File: D:\MVI_0470.AVI
Time: 0:10:55.4 - 0:29:28.6 (**Length:** 0:18:33.2)

Episode Transcript: GAC classroom
Clip Transcript:
¤<655448> Ss : me, me, me
T : °okay° (.hh)
¤<660526> Sai : aisya.(.)aisya::.
¤<661403> T : $AHA::$
¤<662658> Sai : YAIY! aisya::, aisya::
¤<671726> T : (.hh) >ok so,< I think it's better fo::(r) ME, to:: let you know, >or to< to let you do this by yourself. ya?
¤<671946> Sak : YES. ((T is giving the paper to the S))

Clip: dispreferred actions

Collection: Sequencing > Preference
File: D:\MVI_0470.AVI
Time: 0:02:08.5 - 0:02:39.1 (**Length:** 0:00:30.6)

Episode Transcript: GAC classroom
Clip Transcript:
¤<128517> T : <I'm going to:: let you↓> accompa↑ny one↑ by one, and then I will,-I'm going to: give you >(the list.)< and then you let me know, or you write it down on >my paper<.
¤<136859> S : ↑I'M already [>this one<] do the first draft.
¤<141171> T : (.)NO. >let me know< the topic first. and then↑, when >you're waiting< for your turn↓ to: let me know↓ your topic, I'm going to give you this one↑, the student manual, I think >this's< the ↑best time for you↓, to explore ↑this.

Clip Keywords:
GAC classroom : Adjacency Pair

Clip: dispreferred actions with accounts

Collection: Sequencing > Preference
File: D:\MVI_0470.AVI
Time: 0:29:47.5 - 0:30:31.0 (**Length:** 0:00:43.5)

Episode Transcript: GAC classroom
Clip Transcript:
¤<1787545> T :Oka::y. so::, if you choo::se here, uh::m probably:: I'll make sure:: that you open on::ly:: (>the thing related to °the essay°<)
Ss : [OKA::Y] ( )
T : no game::, only do (for) [(Ndu,NO GAME)] five or four minute after thi::s, ya::? oka::y?
¤<1805380> S : ya-ya::.
¤<1807078> T : Pandu, you don't even listen to me.
¤<1811968> Spnd : I LIKE HERE::
¤<1816056> Spnd : I'm a::
¤<1817008> T : what?
¤<1820809> Spnd : <multi-task, hh hh >multi-task management<
¤<1823353> S : WOO::::

Collection: Sequencing > Response tokens

Clip: acknowledge prior talk

Collection: Sequencing > Response tokens
File: D:\MVI_0470.AVI
Time: 0:05:26.7 - 0:06:13.3 (**Length:** 0:00:46.6)

Episode Transcript: GAC classroom
Clip Transcript:
¤<326707> Sl : (↓we make only the main point for the draft at home and the topic today?)
¤<329788> T : Yak, that's okay. I JUST NEED a topic today.
¤<330781> Sn : just need the topic, right?
¤<332488> T : need the topic.
¤<332736> Sn : so, you don't need,
¤<333663> T : right
¤<334708> Sn : you don't need a:: [right] write you:r writing, [not] °right°?
¤ <351295>T : not yet-not yet. ((to the whole class)) ↑SO THE TOPIC a:: [taa::] HALLO::? A:: (>that wanna talk today<), let(.)>Let me be< know your topic and then explore more in tha-internet-<the internet and °>write it here.<° ya::?
¤<352975> Sai : (we write it down here?)

¤<355149> T : ya, I'm going to take ↓the list °first°.

Clip Keywords:
GAC classroom : sequencing

Clip: invite continuation

Collection: Sequencing > Response tokens
File: D:\EDUCATION\Kestri-2011 TASKS\skripsi\GAC--Classroom\MVI_0473.AVI
Time: 0:12:47.9 - 0:13:28.6 (**Length:** 0:00:40.7)

Episode Transcript: GAC tin part 3
Clip Transcript:
¤<767909> T : ok, now, do you have the word that a:: a fact to the-in paraphra::se? what is for number one, that can be used?
¤<777551> S : number?
¤<777868> T : a:: acceptable in paraphrase?
¤<779536> Sn : magma. [magna] vol[volca] canoe [noe] ((Ss are mumbling mentioning the words)).
¤<787894> T : so, there's a word that- <cannot be?
¤<790423> Ss : changed.
¤<791671> T : ↑cha::nged. Ok, you know, a:: try to paraphrase about volcanoe
¤<797501> Sp : Ohh:: EM:: GEE:: ((Oh My God))
¤<799603> Ss : huh...huh..

Clip Keywords:
GAC classroom : sequencing

Collection: Sequencing > Type-specific sequences > agreement vs disagreement

Clip: upgrade agreement

Collection: Sequencing > Type-specific sequences > agreement vs disagreement
File: D:\MVI_0470.AVI
Time: 0:04:59.0 - 0:05:11.6 (**Length:** 0:00:12.7)

Episode Transcript: GAC classroom
Clip Transcript:
¤<303666> T : and then so, WHEN will you give me the first draft, remember toda::y?
¤<306281> Ss : °yes° [(°next week?°)]
¤<308517> T : ↓next meeting, exactly. Friday, (next meeting.) Good.

Clip Keywords:
GAC classroom : agreement

Clip: disagreement with silence/pause

Collection: Sequencing > Type-specific sequences > agreement vs disagreement
File: D:\MVI_0470.AVI
Time: 0:02:08.5 - 0:02:39.1 (**Length:** 0:00:30.6)

Episode Transcript: GAC classroom
Clip Transcript:
¤<128517> T : <I'm going to:: let you↓> accompa↑ny one by one, and then I will,-I'm going to: give you >(the list.)< and then you let me know. or you write it down

on >my paper<.
¤<136859> S : ↑I'M already [>this one<] do the first draft.
(.)
¤<141171> T : NO. >let me know< the topic first.
S : [aah hh hh]
¤<145065> T : (.) and then, when >you're waiting< for your ↓turn to: let me know your topic, I'm going to give you this ↑one, the student manual, I think >this's< the ↑best time for you, to explore this.

Clip Keywords:
GAC classroom : disagreement & clarification

Clip: agreements & Offer

Collection: Sequencing > Type-specific sequences > agreement vs disagreement
File: D:\MVI_0470.AVI
Time: 0:10:55.4 - 0:30:05.4 (**Length:** 0:19:09.9)

Episode Transcript: GAC classroom
Clip Transcript:
¤<655448> Ss : me, me, me
T : °okay° (.hh)
¤<660526> Sai : aisya.(.)aisya::.
¤<661403> T : $AHA::$
¤<662658> Sai : YAIY! aisya::, aisya::
¤<671726> T : (.hh) >ok so,< I think it's better fo::(r) ME, to:: let you know, >or to< to let you do this by yourself. ya?
¤<671946> Sak : YES. ((T is giving the paper to the S))
¤<678685> ((students are writing and some others are working by themseleves))

¤<1768645>¤<1768645> T : Ok, EVERYONE:: a:: <↓do you think> tha::t a:: searchi::ng, the narrative in here::, is(.)-is it effective for you::, or we're:: uhm:: <we prefer <go:: to the summit,> and::
¤<1783509> Ss : no! HE::RE:: [no]
¤<1787545> T :Oka::y. so::, if you choo::se here, uh::m probably:: I'll make sure:: that you open on::ly:: (>the thing related to °the essay°<)

Clip Keywords:
GAC classroom : agreement
GAC classroom : sequencing

Collection: Sequencing > Type-specific sequences > announcement

Clip: announcement response

Collection: Sequencing > Type-specific sequences > announcement
File: D:\MVI_0470.AVI
Time: 0:01:22.9 - 0:01:36.3 (**Length:** 0:00:13.5)

Episode Transcript: GAC classroom
Clip Transcript:
¤<82877> T : >As I< (.) told you before, a::nd °perhaps° we already ↓know(.)>all of ↑us<, a:: We must already got the date for <our pla:n,>
¤<93822> Al : [A:: >ohh:: rite::<]
T : Friday, (>who got topic<) that >you're< copy?

Clip Keywords:
GAC classroom : Adjacency Pair

Clip: announcement

Collection: Sequencing > Type-specific sequences > announcement
File: D:\MVI_0470.AVI
Time: 0:05:34.7 - 0:06:13.3 (**Length:** 0:00:38.6)

Episode Transcript: GAC classroom
Clip Transcript:
¤<334708> Sn : you don't need a:: [right] write you:r writing, [not] °right°?
¤ <351295>T : not yet-not yet. ((to the whole class)) ↑SO THE TOPIC a:: [taa::] HALLO::? A:: (>that wanna talk today<), let(.)>Let me be< know your topic and then explore more in tha-internet-<the internet and °>write it here.<° ya::?
¤<352975> Sai : (we write it down here?)
¤<355149> T : ya, I'm going to take ↓the list °first°.

Clip Keywords:
GAC classroom : Adjacency Pair

Collection: Sequencing > Type-specific sequences > request

Clip: request

Collection: Sequencing > Type-specific sequences > request
File: D:\MVI_0470.AVI
Time: 0:01:00.7 - 0:01:09.6 (**Length:** 0:00:08.9)

Episode Transcript: GAC classroom
Clip Transcript:
¤<60693> T : ↑Now, would you please, a:: turn of the game?
¤<63833> S : °no::°
¤<66466> T : >turn off< the game:, ↓first

Clip Keywords:
GAC classroom : Adjacency Pair

Clip: request by 'let'

Collection: Sequencing > Type-specific sequences > request
File: D:\MVI_0470.AVI
Time: 0:06:13.3 - 0:07:15.4 (**Length:** 0:01:02.1)

Episode Transcript: GAC classroom
Clip Transcript:
¤<373337> T : you can use the internet only: fo::r searchi::ng, an::d a:: >finding more< the fa::ct, but no game. I'm going to make sure with the::, you open-opening the:: web related to the topic. °No game-no game-no game°.
(0.7)
¤<397839> T : <where's your seat?
Sag : ↓there, ((pointing the chair behind him))
T : (°go there.°)
(0.6)
¤<405952> Spn : so, right now, we °just°,
¤<407660> T : we just (work) in book and then, a:: let me be know the topi::c, and then search mo::re,(.) anything related to the topic.

Clip Keywords:

GAC classroom : sequencing

Collection: turn taking > TCU

Clip: compound TCU

Collection: turn taking > TCU
File: D:\MVI_0470.AVI
Time: 0:06:46.0 - 0:07:20.2 (**Length:** 0:00:34.3)

Episode Transcript: GAC classroom
Clip Transcript:
¤<405952> Spn : so, right now, we °just°,
¤<407660> T : we just (work) in book and then, a:: let me be know the topi::c, and then search mo::re,(.) anything related to the topic.

Clip Keywords:
GAC classroom : certainty

Clip: Unfinished TCU

Collection: turn taking > TCU
File: D:\MVI_0470.AVI
Time: 0:05:11.6 - 0:06:13.3 (**Length:** 0:01:01.7)

Episode Transcript: GAC classroom
Clip Transcript:
¤<311631> S : miss-miss-miss?
¤<311743> T : ↑yes?
¤<315403> SL : so::, we have to make::, a:: like(.) dra:::ft?
¤<321142> T : >°the main point°< ↑so(.)
SL : >↓I only need to< make the main point?
¤<321164> T : the main point.
¤<326707> SL : (↓we make only the main point for the draft at home and the topic today?)
¤<329788> T : Yak, that's okay. I JUST NEED a topic today.
¤<330781> SN : just need the topic, right?
¤<332488> T : need the topic.
¤<332736> SN : so, you don't need,
¤<333663> T : right
¤<334708> SN : you don't need a:: [right] write you:r writing, [not] °right°?
¤ <351295>T : not yet-not yet. ((to the whole class)) ↑SO THE TOPIC a:: [taa::] HALLO::? A:: (>that wanna talk today<), let(.)>Let me be< know your topic and then explore more in tha-internet-<the internet and °>write it here.<° ya::?
¤<352975> SAi : (we write it down here?)
¤<355149> T : ya, I'm going to take ↓the list °first°.

Clip Keywords:
GAC classroom : certainty

Clip: Multi unit TCU

Collection: turn taking > TCU
File: D:\MVI_0470.AVI
Time: 0:02:08.5 - 0:02:39.1 (**Length:** 0:00:30.6)

Episode Transcript: GAC classroom
Clip Transcript:
¤<128517> T : <I'm going to:: let you↓> accompa↑ny one by one, and then I will,-I'm

going to: give you >(the list.)< and then you let me know. or you write it down on >my paper<.
¤<136859> S : ↑I'M already [>this one<] do the first draft.
(.)
¤<141171> T : NO. >let me know< the topic first.
S : [aah hh hh]
¤<145065> T : (.) and then, when >you're waiting< for your ↓turn to: let me know your topic, I'm going to give you this ↑one, the student manual, I think >this's< the ↑best time for you, to explore this.

Clip Keywords:
GAC classroom : disagreement & clarification

Clip: TCU

Collection: turn taking > TCU
File: D:\MVI_0470.AVI
Time: 0:00:54.3 - 0:01:22.9 (**Length:** 0:00:28.6)

Episode Transcript: GAC classroom
Clip Transcript:
¤<54294> T : ↓Uh::m,(.)We >are< going to ↓start
¤<56534> S : (the GAC)
¤<58440> T : the GAC, zero-zero two.
¤<60693> T : ↑Now, would you please, a:: turn of the game?
¤<63833> S : °no::°
¤<66466> T : >turn of< the game:, ↓first
¤<69630> T : ok, and ↑then, a:: we're going to::, say ↓basmallah before we start,(.)do.
¤<78398> Ss : Bismi::lla↑::hirrohma↑::nirrohi↓::m,

Clip Keywords:
GAC classroom : class start

Collection: turn taking > Turn Allocation

Clip: Next speaker - self select overlapping

Collection: turn taking > Turn Allocation
File: D:\MVI_0470.AVI
Time: 0:01:22.9 - 0:02:16.9 (**Length:** 0:00:54.0)

Episode Transcript: GAC classroom
Clip Transcript:
¤<82877> T : >As I< (.) told you before, a::nd °perhaps° we already ↓know(.)>all of ↑us<(.) a:: We must already got the date for <our pla:n,>
¤<93822> Al : [A:: >ohh:: rite::<]
¤<96348> T : Friday, (>who got topic<) that >you're< copy?
¤ Aisya : [topi::c]((several students raise their hands))
¤<100039> T : all the topic, I >immediately need< your name,
Aisya : [topi::c]
Ss : [↑me, ↑me, ↑me, ↑me
¤<103419> Nia : miss [kalo aku] (.) [kalo aku] mau tanya [aku] ini gimana?
Ss : [Me
¤<107167> Pandu : [Pandu, >war-in-revolution<] [Pandu, war in revolution]
¤<109308> T : a:: iya.
Irvan : jeng-jeng-jeng-jeng] [perpel]

(0.4)
¤<113362> T : ok, here's like this, a:: hh hh .hhh [tnang-tnang],
¤<118373> T : yak(.hh) the test is like this. (.) HALO::::? (.hh) ya::, <the: te:st is> >like this.< ((seeing the note she holds))
¤<128517> T : <I'm going to:: let you↓> accompany one by one, and then I will,-I'm going to: give you >(the list.)< and then you let me know, or you write it down on >my paper<.

Clip Keywords:
GAC classroom : instruction in teaching

Clip: next-speaker-self selection

Collection: turn taking > Turn Allocation
File: D:\MVI_0470.AVI
Time: 0:02:39.1 - 0:03:20.5 (**Length:** 0:00:41.4)

Episode Transcript: GAC classroom
Clip Transcript:
¤<159128> T ; actually we have already kno↓w, >how in a glance< about thi:s, on your manual boo:k. but >it is< more det↑ail, so >this is< the best time for (.) everybody to explore this book. = Ok↓, Jhendra, where's your shirt?)
Sjen : ((pointing a chair accross him))
¤<174351> T : ok, °put it on now?°
Sjen : ((walking))
¤<176519> T : °yak.° Ok, ↑Jendra will (help) me↓,
S : ahahah hhh hh
T : ((passing the books to Jendra))
(0.4)
yak and then(0.2) Dhea? ((giving the books to Dhea))
Ss : ((Jendra & dhea are passing the paper and the other doing all their activities))

Clip Keywords:
GAC classroom : paralinguistics

Summary

GAC classroom : Adjacency Pair	11	0:04:10.9
GAC classroom : Instructional Practices	2	0:01:30.0
GAC classroom : Tin	1	0:00:49.3
GAC classroom : agreement	2	0:19:22.6
GAC classroom : certainty	2	0:01:36.0
GAC classroom : class start	1	0:00:28.6
GAC classroom : disagreement & clarification	2	0:01:01.2
GAC classroom : instruction in teaching	1	0:00:54.0
GAC classroom : overall structuring	1	0:01:09.6
GAC classroom : paralinguistics	1	0:00:41.4

GAC classroom : sequencing 4
0:21:39.3

Clips: 28 Total Time:
0:52:40.4

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FRM/FBS/33-01
10 Jan 2011

20 Juni 2011

Nomor : 1364/H.34.12/PP/VI/2011
Lampiran : --
Hal : **Permohonan Izin Survey/Observasi/Penelitian*)**

Kepada Yth.

Kepala Sekolah
SMA Budi Mulia Dua Yogyakarta
di Yogyakarta

Diberitahukan dengan hormat bahwa mahasiswa kami Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survey/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS)Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

An Analysis on The Use of Conversation Regarding Speaking Proficiency for GAC (Global Assessment Certificate) Program for Students at Grade X Senior High School 'Budi Mulia Dua International School' in The 2nd Semester of 2010/2011Academic Year

Mahasiswa dimaksud adalah :

Nama	: KESTRI ARIYANTI
NIM	: 05202241040
Jurusan/ Program Studi	: Pendidikan Bahasa Inggris
Tanggal Pelaksanaan	: Bulan Juni 2011

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamannya disampaikan terima kasih.

a.n. Dekan
Pembantu Dekan I,

Drs. Suhaini M. Saleh, M.A.
NIP 19540120 197903 1 002

SURAT KETERANGAN

Nomor : 748/SMAI BMD/VII/2011

Yang bertanda tangan di bawah ini Kepala SMA *Internasional* Budi Mulia Dua, beralamatkan di Panjen, Wedomartani, Sleman, Yogyakarta, menerangkan bahwa :

Nama : Kestri Ariyanti,

NIM : 05202241040,

Telah menyelesaikan tugas riset/penelitian dengan judul : *"An Analysis on The Use of Conversation Regarding Speaking Proficiency for GAC (Global Assessment Certificate) Program for Students at Grade X Senior High School Budi Mulia Dua Internasional School" in The 2nd Semester of 2010/2011 Academic Year*, pada bulan Juni 2011.

Demikian surat ini dibuat untuk disampaikan kepada yang berkepentingan dan dipergunakan sebagaimana mestinya.

Dikeluarkan di : Sleman, Yogyakarta,

Pada tanggal : 13 Juli 2011,

Kepala Sekolah,

SMA INTERNASIONAL
BUDI MULIA DUA

Dra. Junita Widiati Arfani.