ADJACENCY PAIRS ANALYSIS ON TEACHING-LEARNING PROCESS

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Abstract

This research is proposed to analyze adjacency pairs in teaching-learning process functioning as a unit of Conversation Analysis (CA). In a classroom, interaction between teacher and students involves appropriate expressions intended to get a meaningful and interactive teaching-learning process. Those expressions including responses are called adjacency pairs. In this research, the interaction between the teacher and the students in adult class at BBC ETS (English Training Specialist) Semarang 2, Tlogosari was observed. The results showed that the types of adjacency pairs of the teacher used are question (54%), assessment (24%), command (8%), summons (5%), compliment (3%), greeting (3%), request (2%), and leave-taking (1%). The teacher mostly used questions to make sure that the students understand about the materials. In addition, the students mostly answered with preferred responses; expected answer of a question (41%), agreement of an assessment (21%), compliance of a command (6%), greeting (3%), acceptance of a request (3%), and leave-taking (1%). The dis-preferred responses expressed by the students are unexpected answer of a question (13%), non-response summons (5%), disagreement of an assessment (3%), rejection of a compliment (3%), and incompliance of a command (2%). Based on the results, the researcher suggests all teachers to make interaction interactively by using appropriate types of adjacency pairs like question, assessment, and other types suited class conditions. Moreover, they should express more on compliment as students also need an appreciation. In short, types of adjacency pairs should be applied properly in teaching-learning process.

Keywords: adjacency pairs, teaching-learning process, conversation analysis

Introduction

Conversation happens if two or more participants take turns based on the discourse context, like in teaching-learning process. Teacher and students must have interaction when expressing something in order to make a lively classroom. Rivers (1987) explains that interaction in classroom in which students use a language focused on conveying and receiving messages is important in language learning contexts.

Interaction in classroom contains the same expressions as that in everyday life, such as requesting, offering/inviting, assessing, questioning, giving compliment, and other expressions. Those expressions need responses; preferred or dis-preferred responses. The expressions and responses are called adjacency pairs which are defined as pairs of utterances consisting of a first part and a second part (Levinson, 1983).In teaching-learning process, a teachershould

have good communication skills by using several appropriate types of adjacency pairs needed in a classroom.

This research was carried out to analyse the types of adjacency pairs focusing on the teacher and the students' expressions. The teacher's expressions refer to the types of adjacency pairs, and the students' expressions direct to the responses of adjacency pairs including preferred and dis-preferred responses.

A teacher and students communicate using a spoken language to express feeling and thought. When having conversation, a teacher and students produce utterances as a unit of Conversation Analysis (CA). Nunan (1993) states that CA analyses utterances, aiming to identify the principles that allow individuals to convey and exchange meanings (interpersonal meaning). CA is also known as an interaction that is

structurally organized, as found in adjacency pairs.

Levinson (1983) explains that adjacency pair is a pair of utterances consisting of a first part and a second part. Crystal (1987) also describes that adjacency pair is a unit of conversation containing an exchange of turns produced by different speakers. It can be stated that adjacency pair is an utterance produced by a first part creating a context for the second part. In other words, more than two different speakers produce a pair of conversational turns, one is as a first part expressing something, and others are as second parts giving preferred or dis-preferred responses. Levinson (1983) and Schegloff (2007) explain that preferred response is an ordinary answer that is simple or short and no delay. In contrast, dis-preferred response is an unpredicted answer including delays and preface.

Based on Flowerdew (1951), Levinson (1983), Coulthard (1985), Tylor and Tylor (1990), Paltridge (2000), and Schegloff (2007), adjacency pairs have several types. The followings are the types of adjacency pairs including the responses.

1. Greeting
   This adjacency pair is to open and close conversation. Both speakers greet each other.
2. Summons
   It is to order someone to come or be present. Its response is also summons.
3. Apology
   It shows that the first pair part expresses an apology to the second pair part, and the second pair part minimizes it.
4. Question
   Question aims to get information or clarify something. This type describes that the first pair part gives question to the second pair part, and the answers might be expected answer as the preferred answer and unexpected answer or non-answer as the dis-preferred answer.
5. Request
   This type indicates that the first part politely requests the second pair part to do something. The responses of the second pair part are acceptance as the preferred answer or refusal as the dis-preferred answer.
6. Offer
   It explains that the first pair part uses expressions of giving something to the second pair part. The answers can be acceptance as the preferred answer or refusal as the dis-preferred answer.
7. Blame
   This type of adjacency pair shows that the first pair part says or thinks that the second pair part has done something wrong. The second pair part's responses are denial as the preferred response or admission as the dis-preferred answer.
8. Command
   It describes that the first pair part gives command to the second pair part. The response of the second pair part is compliance as the preferred response and incompliance as the dis-preferred response.
9. Suggestion
   This type shows that the first pair part gives suggestion to the second pair part. The preferred response is acceptance, while the dis-preferred response is refusal.
10. Assertion
    The first pair part emphasises that something is true to the second pair part. The expected response is agreement, while the unexpected response is disagreement.
11. Announcement
    This type describes that the first pair part announces something to the second pair part. The response of the second pair part is acknowledgement.
12. Assessment
    The first pair part questions the second pair part's opinion or agreement. The preferred response is agreement, and the dis-preferred response is disagreement.

13. Complaint

This type of adjacency pair indicates that the first pair part does not feel satisfied about something. The response of a complaint is apology.

14. Compliment

The first pair part gives praises to the second pair part in order to respect him or her. The expected response is acceptance, and the unpredicted response is rejection.

15. Invitation

This type describes that the first pair part questions the second pair part to go to an event. The responses are acceptance as the preferred response and refusal as the dis-preferred response.

16. Leave-taking

This type of adjacency pair describes how the first pair part ends a conversation.

17. Threat

The first pair part expresses something that can be harmful to the second pair part. The expression to defeat threat is called counter threat.

18. Warning

This type describes that the first pair part warns the second pair part about something that can danger himself or herself. The response of warning is acknowledgement showing that he or she realises a possible problem.

Methodology

This research generally focused on pragmatic study, and adjacency pairs in particular. It described the types of adjacency pairs in teaching-learning process and focused only the conversation between the teacher and the students. The data was in a form of recording obtained from the recorded interaction in Dynamic Conversation level of the adult class at BBC ETS Semarang 2, Tlogosari, on November 21st, 2014 at 6.30 – 8.00 p.m.

To conduct this research, several phases were considered. The researcher observed and recorded the interaction, listened to the recording, and transcribed the

recorded data. After that, the researcher identified the types of adjacency pairs including the teacher's and the students' responses, counted the occurrence and percentage, analysed the findings, and concluded the result.

Findings and Discussion

The focus of this research is on adjacency pairs of the teacher and the students' interaction in adult class. The class had six adult students who enjoyed the conversation class. The findings show that the teacher mostly produced questions, and the responses of the students were mostly preferred answers rather than dis-preferred answers. The followings are the results of the analysis.

Table 1. The Occurrence of Adjacency Pairs Type of the First Pair Part

First Pair Part		
Adjacency Pairs Type	Occurrence	
Question	78	54%
	35	24%
Command	12	8%
Summons	7	5%
Compliment	5	3%
Greeting	4	3%
Request	3	2%
Leave-taking	1	1%
Total	145	100%

Table 1 describes that the types of adjacency pair produced by the teacher as the first pair part in conversation are question, assessment, command, summons, compliment, greeting, request, and leave-taking. The highest type of adjacency pair, question indicates that the teacher would like to get some information or clarify something related to the topic. Second, assessment intends to seek students' opinions, comments, or thoughts. Third, command aims to question students to do something based on the teacher's instruction. Fourth, summons is used to call or check students or make sure that they are listening to the teacher. Fifth, giving compliment is certainly needed because it can motivate students. Sixth, greeting is aimed to indicate when to start the lesson. Next, request is used to give

order in a polite way. The last type of adjacency pair, leave-taking is to indicate when to end the lesson.

Table 2. The Occurrence of Adjacency Pairs Type Responses of the Second Pair Part

| Adjacency Pairs Type | Second Pair Part | | Percentage (%) |
	Preferred/ Dis-preferred Response	Occurrence	
Question	Expected Answer	59	41%
	Unexpected Answer	19	13%
Assessment	Agreement	30	21%
	Disagreement	5	3%
Command	Compliance	9	6%
	Incompliance	3	2%
Summons	Answer	0	0%
	No response	7	5%
Compliment	Acceptance	0	0%
	Rejection	5	3%
Greeting	Greeting	4	3%
Request	Acceptance	3	2%
	Refusal	0	0%
Leave-taking	Leave-taking	1	1%
Total		145	100%

Table 2 explains that the second pair part, the students produced preferred and dis-preferred responses. The students mostly expressed preferred responses; expected answer, agreement, compliance, greeting, acceptance, and leave-taking in order to share their opinion or feeling. On the other hand, they also expressed dis-preferred responses; unexpected answer, disagreement, incompliance, non-response summons, and rejection showing that they might have no idea or the teacher's expressions might not need to answer. The followings are the discussions of each adjacency pairs type.

1. Question – expected/unexpected answer
The first type of adjacency pair, question has expected and unexpected answer. Below are the examples of question with expected answer and unexpected answer.

Excerpt 1
Teacher   : Mbak Suci, *Makan* in English?
Student   : **Eat**.

The dialog describes that the teacher was asking about the English translation of a certain word *makan*. The expected answer showed was "eat" meaning that the student knew the meaning.

Excerpt 2
Teacher   : Okay. **Have you got a lot of homework?**
Students   : (smiling and nodding the head)

As shown in excerpt 2, the teacher was asking whether they had homework at school and the students' response was unexpected since they only used their gesture. Although they responded it with the gesture, it is still considered as an answer but it is not an expected response.

Excerpt 3
Teacher   : Okay. Well. Em…for last week, I asked you to find some paper. **Have you found? Have you got?**
Students   : **uhm**…

From the dialog, it is understood that the teacher asked whether the students had got the paper. The students' response was just expressing filler "uhm" categorized as a dis-preferred response. This filler was also mostly found in the research findings of Jalilifar and Dinarvand (2013).

Actually, gestures and fillers seem ambiguous to define whether the students understand, feel confused, want to be good listeners, or ignore teacher's questions or instructions. Therefore, those are truly classified as dis-preferred responses.

2. Assessment – agreement/disagreement
The second type is assessment which has agreement and disagreement answer. The followings are the excerpts of assessment with each answer.

Excerpt 4
Teacher   : And **when you think of your campus, your college, what is in the mind?**
Student   : **It's very enjoyable**.

The dialog describes that the teacher asked about the students' opinion about their

school. One of the students said that he/she enjoys the class at school. This expression means an agreement that the student really likes the school he/she attends.

Excerpt 5

Teacher : Okay **when you think about your school, what is in your mind? Can you think of…of your school, what is in your mind?**

Student : *Yagitulah*.

The excerpt above still discusses about the students' opinion about their school. One of the student's responses seems unusual and it is in between happy and unhappy feelings. The response is described as disagreement about the student's opinion about his/her school.

3. Command – compliance/incompliance

The third type is command which has compliance and incompliance response. The followings are the examples of request.

Excerpt 6

Teacher : **Okay we try to have translation session**. I will say in Bahasa Indonesia and you say in English.

Students : **Okay**.

The dialog explains that the teacher asked the students to translate Indonesian words or sentences into English. The compliance response "okay" points that they students agree to fulfil the teacher's instruction.

Excerpt 7

Teacher : Chair *dan*…? **combine these word into one sentence**.

Student : **Only me?**

Teacher : Yes. You are the loser.

The context of the dialog describes that the teacher asked the students to play a game and the students who could not answer would get punishment. The teacher found the unsuccessful student, and therefore he/she was asked to combine certain words into a sentence. The student's expression was surprised and the response "only me" has meaning that he/she would like to refuse

the teacher's order, and therefore, it is called as incompliance response.

4. Summons – answer (summons)

The fourth is summons that has an answer to it. The example can be seen in the following excerpt.

Excerpt 8

Teacher : Okay, **Bu Sely**… have you ever...ever bought some milk in Magelang?

Student : Some?

The dialog shows that the teacher called one of the students by mentioning the student's name "Bu Sely". The teacher would like her to answer his/her question. The reaction of the student was repeating what the teacher asked because she probably did not hear the question clearly. This is included as unexpected answer or non-answer since she did not respond it properly.

5. Compliment – acceptance/rejection

The fifth type of adjacency pair is compliment in which it has acceptance and rejection answer. Below is the excerpt of compliment with the answer.

Excerpt 9

Teacher : Just answer Yes/No. Okay. Okay. Well, is there a blackboard here?

Student : Blackboard?

Teacher : Yes.

Students : No.

Teacher : Okay. **Good!**

The dialog explains that the teacher and students played a game named *Yes/No game*. The teacher asked the students whether they found a blackboard. The students answered "No" because there was not any blackboard around them. The answer was true and the teacher gave them a compliment "Good!" to appreciate their answer. In this dialog, the researcher deliberates the response of compliment and no appropriate response was found. Therefore, it has rejection response as the

students had no response to the teacher's compliment.

6. Greeting

This type of adjacency pair always appears in the beginning of the class. It has a greeting response. Below is the example of greeting and its response.

Excerpt 10

Teacher : Yes. Thank you. Okay. Again, **Good evening**, class?
Students : **Good evening**.
Teacher : **How are you?**
Students : **I'm fine**.

In the beginning of the class, the teacher expressed greeting "Good evening". The students' response was the same answer as the teacher's. In addition, the teacher also asked their condition "How are you today?" which is also included as greeting.

7. Request – acceptance/refusal

This type shows an order with polite expressions. It has acceptance and refusal response. The following is the excerpt of request of the first pair part and the response of the second pair part.

Excerpt 10

Teacher : Okay. For the interviewer, after you interview your friend, so **please tell me about the result.**
Students : **Okay**.

The context describes that the teacher asked the students to report the result of their interview. The teacher used expression of request "please" to be polite. The students responded "okay" to accept the teacher's request.

8. Leave-taking

The last type of adjacency pair is leave-taking which has leave-taking response. The example is in the following excerpt.

Excerpt 11

Teacher : Thank you. **Good evening.**
Students : **Good evening.**

In the end of the class, the teacher finished the class and expressed thanking to the students. He also ended it by expressing leave-taking "Good evening" to the students. They responded it also with the expression of leave-taking.

Those are the eight types of adjacency pairs found in teaching-learning process of the adult class at BBC ETS Semarang 2, Tlogosari. The other types of adjacency pairs are not found in this teaching-learning process, for the teacher also adjusted the use of adjacency pairs in the classroom.

Conclusion

In conversation class, the role of a teacher is still needed to engage students in teaching-learning process. Moreover, a teacher and students should interact well. The interaction of a teacher and students includes expressions or responses.

The research results showed that the types of adjacency pairs produced by the teacher are question, assessment, command, summons, compliment, greeting, request, and leave-taking. Meanwhile, the students' responses were mostly preferred responses; expected answer, agreement, compliance, greeting, acceptance, and leave-taking in order to express and share their feeling, thought, and opinion with others. The students also answered dis-preferred responses; expected answer, agreement, compliance, greeting, acceptance, and leave-taking. Those responses show that the students might not have any ideas to express or they might think that they did not need to share or express their feeling or thought. The researcher also assumes that they might feel afraid of giving ideas.

Based on the research results, it is suggested that teachers produce adjacency pairs such as question, assessment, or other appropriate adjacency pair types to interact actively with students. Besides, teachers should be able to express more compliments as well when students succeed in answering questions or expressing their ideas.

All in all, in teaching-learning process teachers can produce any types of adjacency pairs as needed. In other words, suitable adjacency pairs should be applied in classroom. For the further research, it is expected that other researchers can conduct better research to improve the quality of research focusing on adjacency pairs in teaching-learning process.

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