CHAPTER I

INTRODUCTION

1.1 Background of the Study

People use language to communicate. Sounds and letters are also used as a sign. Both, sounds and letters are said or written with rules which must be obeyed in order to be understood. That rules are identified as code, which is linguistically known as grammar. In this case, competence and performance must be considered. The real meaning of competence is aimed to the language inside human brain, and performance is aimed to the unideal language which contains many mistakes in grammar, vocabulary, repetition, uncertainty, etc (Departemen Pendidikan Nasional [Depdiknas], 2005, p. 5). In fact, there are many mistakes occurred, especially in the new language learner.

In this globalization era, English holds an important role. It means that the use of English as a global connected language will become more and more sensitive and extensive in all aspects especially international activity, for example in the politic forum, business/economy, communication, etc. In the other hand, English language competence is the primary condition for the Indonesian human resources assets. So, they can establish their communication relationship in the world. Provisioning English language competence is very important especially to the student in entering work field or continuing study to the higher level, for example, university. As mentioned in the *Undang-Undang Pendidikan Nasional*

*Article 2, 1989*, it stated that junior high's graduated students must have English competence in order to fulfill the job's requirement which is more developed day by day. The fact that there is Undang-Undang Pendidikan Nasional, the government took policy and sited the ability in learning English as a first foreign language that must be covered by junior high student (Depdiknas, 2005, pp.67-68).

English language competence in junior high school so far, is focused in reading. So that, the Indonesian human resources is expected to absorb the development of information and technology easier by reading many English books or references. This situation make the Indonesian people are dependent on the textbooks while learning English. School is one of the examples of many institutions that use textbooks as their guide in acquiring lesson. Textbooks are made to reach some goals in fulfilling the student's competence in English, for example: the student capability in conversing with various listeners, the student's capability to pay good attention to all various source and situation, the student capability to write with clear language which is appropriate with reader purpose, and the student's capability to analyze critically and to use many kinds of information from all aspects (text or non text). The student uses the target language for fun and for fulfilling their needs. The writer, in this case is interested in analyzing junior high school's English textbook in the 7 grade class. The writer chooses the 7 grade class in junior high school because the students in this level are learning English language deeper than in Elementary School. Besides, the 7 grade class is also the first step for the students to learn English in Junior

High School. Here, the textbooks are designed as interesting and challenging because each unit provides interesting material related to the student's daily life. So, the students will be encouraged to analyze their world using new language skills. Each unit also provides fun and interesting activities so the students can learn English through games and songs, helping the student's memory to retain new information. New assignments are designed to make the students actively interact with the others and to enhance their learning experience and practical language skills for building the student's confidence.

Therefore, the writer wants to analyze whether the dialogues present real-life conversations, because it is hard for Indonesians to practice English if they only count on textbooks (Putri, 2007, p. 1). It becomes a problem when the textbooks (which are said to be authentic) appear to be different from real-life conversations. For example, in transactional conversation, asking for help to somebody else, the student needs to learn about manner. In this case, manner is not only about choosing the right language but also not forgetting about the appropriate steps which are taken by the native speaker. At first, the conversation begins with asking permission, showing the aim, saying thank you, saying good bye, and responding action in right way. Actually, in doing transactional conversation, the student is not only demanded to be able to make grammatically correct sentences, but also demanded to know and go through conversational steps and follow the discussions stages that are in accordance with the native speaker's culture. The common things to do as a seller are greeting and offering some help (*how can I help you?*); then it is followed by transaction step. In the end of the

transaction step, it is signed by expression like *have a nice day* and *You too* which is uncommon for Indonesian. So, complete transactional conversation usually has some steps: opening + transaction + closing. Written text in transaction model and other model of written text are kinds of text or genre which is born as English culture. So, it is natural that if the student studies his/her English, he/she must organize the text as that is carried out by English. If English teaching only focuses on the true language in a grammatical manner, there is a big possibility for the student to be good in doing the matters in the exam but unskilled in communication because of the absence of doing communication steps that is appropriate with Conversation Analysis.

Conversation Analysis (CA) is the study of talking interaction and one approach used in the study of conversation (Schegloff, 2007). CA uses naturally occurring data to identify organization of talking which is helpful in teaching English, particularly oral language in English. Organization of talking is crucial in helping the teachers to reach the aim of ESL (English as a Second Language) / EFL (English as a Foreign Language) teaching and teaching English language communicatively (Putri, 2007, p. 4). As the explanation above, Conversation Analysis (CA) is applied in this thesis to analyze the accuracy of dialogues in the 7 grade Junior High School's English textbooks compared to data in CA. However, CA here is not connecting to pragmatics point of view. Pragmatic constraints on language comprehension and production may be loosely thought of as the effect of context on strings of linguistic events (Brown, 2000, p. 257). Consider the following conversation (Brown, 2000):

[phone rings, a ten-year-old child picks up the phone]

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Stephanie    : Hello.
Voice        : Hi, Stef, is your mom there?
Stephanie    : Just a minute. [cups the phone, and yells]
               Mom! Phone!
Mom          : [from upstairs] I'm in the tub!
Stephanie    : [returning to the phone] she can't talk now.
               Wanna leave a
               message?
Voice        : Oh, [pause] I'll call back later. Bye.
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Pragmatic considerations allowed all three participants to interpret what would otherwise be ambiguous sentences, "Is your Mom there" is not, in a telephone context, a question that requires a yes or no answer. Stefanie's "Just a minute" confirmed to the caller know that she would either (a) check to see if she was home, and / or (b) get her to come to the phone. Then, Stefanie's "Mom! Phone!" was easily interpreted by her mother as "Someone is in the phone who wants to talk with you." Mom's response, otherwise a rather worthless bit of information, in fact informed Stephanie that she couldn't come to the phone, which was then conveyed to the caller. The caller didn't explicitly do so with "I'll call back later" (Brown, 2000). In this thesis, the writer only concerning in the structural organization of talk not about interpreting message as pragmatic consideration.

Investigation about the accuracy of particular structures of talk involves preferred and dispreferred responses in four sequences: invitations, offers, requests, and apologies in English textbooks of the 7th grade Junior High School which had applied SBI (Sekolah Bertaraf Internasional) curriculum. The terminology of the international school standard can be found in Undang-Undang No. 20, 2003, the Government Regulation no.19, 2005, and Renstra Depdiknas 2005-2010.The article (3) Pasal 50 number regulations 20 in 2003 say that, the

government and/or the regional government hold at least one educational unit in all the levels of education to be developed into a quality educational unit international (Good Practices Penyelenggaraan SMK Bertaraf Internasional, 2008, p. 6) (see appendix 2). The word 'international standard' here means that the other school has the same level with other countries, especially developed countries. The word 'the same level' refers to input, the process, and it's output with the similar school in developed countries. Likewise, Article (1) Pasal 61 Peraturan Pemerintah No. 19 entrust that, the government with the regional government should increase their educational unit in the level of basic education and at least one educational unit in the level of middle education to be developed into an international standard school. The understanding of the quality of international school is approximately having the meaning that is the same as the understanding to Article (3) Pasal 50 Undang-Undang No. 20, 2003 above (see appendix 2). In applying this SBI curriculum, the writer uses three books; Pelajaran Bahasa Inggris edisi 2, Smart Steps, and Brighten Your English. The writer considers that three books could be fulfilling the preferred and dispreferred response based on CA.

This thesis uses CA research on a particular practice of the talk-preferred and dispreferred responses organization. The goal is to evaluate the 7th grade Junior high school textbook dialogues. Among some aspects of talking, preferred and dispreferred responses play an important role. Preferred and dispreferred responses involve turn-taking (distribution of talking across two participants) in adjacency pairs which is composed from the first pair part and second pair part

and related to each other (Putri, 2007). The first pair part initiates an action and the second pair part responds to the actions.

In sequences like invitations, requests, offers, or apologies, there are two possible second pair part which are categorized as preferred (those which align with the action initiated in the first pair part) and dispreferred responses (those which do not align with the action initiated with the first pair part). For example, like invitations, an acceptance is a preferred response and a rejection is a dispreferred one. Acceptance of an invitation favors the accomplishment of the invitation itself, while the rejection does not. These lead to the term preferred and dispreferred responses. As Schegloff (2007) explains:

> Sequences are the vehicle for getting some activity accomplished, and that response to the first pair part which embodies or favors accomplishment of the activity is the favoured-or, as well shall term it, the preferred-second pair part. (p.59)

The analysis of the characteristics of preferred and disprreferred responses will determine the accuracy of the dialogues. There are two main characteristics of preferred response: simply and no delay. There are four characteristics of dispreferred: mitigation and elaboration, delay, preemptive reformulation with preference reversal, proforma agreement (Levinson, 1983; Schegloff, 2007). These characteristics will be discussed in this thesis.

## 1.2 Statement of the Problem

1. Are preferred and dispreferred responses accurately presented in sequences of invitation, request, offer, and apology dialogues according to the characteristics described in the CA literature?

## 1.3 Objective of the Study

1. To find out whether preferred and dispreferred responses are accurately presented in response to invitation, request, offer, and apology sequences according to the characteristics described in CA literature.

## 1.4 Significance of the Study

The writer hopes that the result of the study will give more information about Conversation Analysis field. This research is also useful as a reference in other fields, such as ELT (English Language Teaching). As we know that Communicative Language Teaching (CLT) is one of a popular approach in ELT. CLT is important to equip the students with tools for generating unrehearsed language performance "out there" when they leave the womb from the classroom. CLT is concerned with how to facilitate lifelong language learning among the students not just with the immediate classroom task (Brown, 2001, p. 42). A great deal of authentic language is implied in CLT to build fluency (Brown, 2001). As educational and political institutions in various countries become more sensitive to the importance of teaching foreign languages for communicative purposes (not just for the purpose of fulfilling a "requirement" or of "passing a test"), so it is important to accomplish the goals of communicative language teaching. ELT is

used to educate the students in using English communicatively. The three textbooks (which are said to be authentic) in this thesis also expect to teach the student in using English communicatively. It is also hoped that the students will gain more knowledge about English in real life conversation.

1.5 Definition of the Key Terms

In order to have the same concept of the terms used in this thesis, the writer provides the definitions of the key terms:

1. Conversation Analysis: The study of talk and other forms of conduct (including the description of the body in gesture, posture, facial expression, and ongoing activities in the setting) in all forms of interaction (Schegloff, 2002).

2. Adjacency Pairs: It occurs when one speaker's utterance makes a particular kind of response likely and has relevance rules that bind first pair part and second pair part (Schegloff, 2007).

3. Preferred: + responses (acceptances, granting's, etc) (Schegloff, 2007).

4. Dispreferred: - responses (rejections, declining, etc) (Schegloff, 2007).

5. Invitation: a spoken or written request to somebody to do something or to go somewhere (Oxford Advanced Learner's Dictionary 7th Edition).

6. Request: asking for something or asking somebody to do something in a polite or formal way (Oxford Advanced Learner's Dictionary 7th Edition).

7. Offer: an action that you are willing to do something for somebody or give something to somebody (Oxford Advanced Learner's Dictionary 7$^{th}$ Edition).

8. Apology: a word or statement saying sorry for something that has been done wrong or that causes a problem (Oxford Advanced Learner's Dictionary 7$^{th}$ Edition).