

Abstract

Lazuardi, Lery. Analyzing Preferred and Dispreferred Responses in “Smart Step”, “Lets Talk”, and “The Bridge English Competence” Eight Grade Junior High School’s English Textbooks. A Thesis submitted as partial fulfilment of the requirements for the Sarjana degree of the English Department, Faculty of Letters, Airlangga University, 2009.

Conversation analysis (CA) is an integral part of the study of language in communication, in which structure of talk is an important topic for discourse analysis research. This research analyzes the use of preferred and dispreferred responses which occur in the dialogue of the Eighth Grade Junior High School’s English textbooks in order to evaluate the accuracy of the dialogues according to the natural conversation based on the theory proposed by Schegloff (2007). Moreover, by using qualitative methodology, the writer can conclude that some of the dialogues which occur in the Junior High School’s English textbooks are considered problematic dialogues since those dialogues do not represent the natural conversation and do not follow the preferred and dispreferred response.

Key words: conversation analysis; invitation, request, offer, apology, preferred and dispreferred response.